



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **PURBASTHALI COLLEGE**

**PURBASTHALI COLLEGE, VILLAGE PARULIA, P.O. PARULIA, PURBA  
BARDHAMAN**

**713513**

**[www.purbasthalicollege.com](http://www.purbasthalicollege.com)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Situated in a rural pristine landscape, Purbasthali College was established on the auspicious day of July 16, 2009 in the village of Purbasthali under the Purba Bardhaman district to provide higher education mostly to the first generation learners of the Purbasthali I and II blocks. Affiliated to the University of Burdwan, the institute is recognized by UGC under section 2F, and offers 5 Honours subjects and 2 General subjects to the students of Arts, Humanities, and Social Science. The institute has remained steadfast in its commitment of providing higher education to the socially and economically marginalized sections of the community and endeavours to foster holistic development of the students. Purbasthali College is an institute where tradition coexists with modernity, as the institute, spreading over a 11,331 sq. mt. area campus with a total of 1317 sq. mt. built-up area, boasts adequate infrastructural facilities for the requirements of teaching-learning as well as various extra-curricular and co-curricular activities. It has 27 classrooms, 1 state-of-the-art Smart Classroom and 2 multi-purpose seminar halls including 1 fully air-conditioned seminar hall, besides a dedicated computer laboratory, a language laboratory, and a well-equipped library with separate reading room facilities for the students and faculty members and computer facility. The college has a well-qualified and dynamic faculty base who regularly upgrade themselves to enrich teaching-learning processes. The institute offers various add-on courses for the benefit of its primary stakeholders. From organizing various cultural programmes, sports activities, community engagements, various student enrichment programmes, to providing career counseling opportunities, Purbasthali College provides a vibrant academic atmosphere conducive to all-round development of the students. In an era characterized by growing ecological concern and rapid environmental degradation, Purbasthali College recognizes the importance of promoting environmental ethics to guide the interplay of human behaviour and ecological system. The institute has also taken up the responsibility of sensitizing the students as well as local inhabitants about gender-based oppressions, providing higher education to women, and promoting women empowerment through a series of targeted initiatives. In a fast changing academic environment, the college is well poised to take on future challenges of higher education.

### Vision

To prepare responsible citizens through imparting quality education, fostering environmental consciousness, and adhering to the values of equality and inclusiveness. The institute follows the principles of

“????????” (Sa?vidya?)— reflecting the institute’s effort of enlightening the young minds with knowledge and education;

“????????” (Samridhi)— symbolizing the institute’s objective of facilitating holistic development of the students through academic knowledge, sense of social responsibility, and environmental consciousness, leading to collective prosperity of the society;

“????????” (Samyakt?)— signifying the institute’s commitment of maintaining equality and inclusivity, particularly in the context of gender, promoting women empowerment.

### Mission

## Mission

Based on the overarching institutional vision, the college has undertaken the following missions to aid in holistic development of the students:

- Using state-of-the art teaching-learning methods;
- Practicing gender equality;
- Promotion of environmental awareness and following eco-friendly norms;
- Inclusion of weaker sections of the society in higher education;
- Providing a conducive environment for the students to develop holistic learning.

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

### Institutional Strength

**Institutional Transparency:** the college follows all statutory rules and regulations including RTI.

**Teaching-Learning and Evaluation:** Innovative methods of teaching-learning is implemented, e.g. division of syllabi into modules, subject aptitude test, apprising of programme outcomes (POs) and course outcomes (COs), use of ICT classes etc., continuous internal evaluation are regularly conducted.

**Adequate Infrastructure and Modern Amenities:** Sufficient number of class rooms, language laboratory, well-furnished seminar hall, Smart Classrooms, large playground, toilets, common rooms, drinking water facility, parking facility are available.

**Democratic Administration:** collective decision is taken through designated committee/ sub-committees.

**Inter-personal relationship:** Cohesive and collaborative and a sense of belongingness and attachment to the college is present among the staff and faculty members.

**Ragging free campus:** The college has zero tolerance policy regarding ragging, and no instance of ragging is reported till date.

**Focus towards women empowerment:** the institute facilitates empowerment of women and has zero-tolerance policy towards sexual harassment of any kind.

**Well-qualified faculty base:** 83% of the faculty members possess Ph.D. degree.

**Clean and Green campus:** Eco-friendly initiatives, such as solar light, waste management process, groundwater recharging, rain water harvesting etc. have been undertaken. The college has declared itself a single-use plastic free zone and no-smoking zone.

Amenities for the Specially-abled persons: Initiatives are taken to make the college friendlier to the specially-abled persons.

Extracurricular Activities: NSS, NCC, games, sports and cultural activities to develop personality of the students are organised round the year.

Introduction of numerous Add-on courses: The college offers various add-on courses to develop soft skills, linguistic competence, life skills to make the students more capable for absorption in the job market.

Career Counselling: The college frequently conducts career counselling and competitive examination awareness programmes by inviting external experts of the respective fields through its career counselling cell.

Digital communication: Wide circulation of information regarding teaching, learning, administration is done through website and departmental WhatsApp groups for instant and wide circulation.

### **Institutional Weakness**

Lack of UG Courses: Presently the college offers only 5 Honours subjects and 2 General subjects in Arts, Humanities, and Social Science discipline; there is no Commerce or Science discipline available at present.

Unavailability of Postgraduate courses- Presently, the college only offers UG programmes and do not have any PG programmes.

Lack of resources and infrastructure in library: Due to lack of funding the library resources and facilities are insufficient.

Unavailability of gymnasium and large sized auditorium: The College presently has no gymnasium and the present auditorium of the college is very small to accommodate all students.

Lack of Research facility: Being an UG college the institute is primarily focused in teaching learning and evaluation process and research opportunity is less.

Non-Vibrant Alumni: The alumni activity of the college is almost negligible due to poor socio-economic and demographic background of the students.

Dropout rate: The college is observing increasing dropout rates after the advent of Covid-19.

Lack of parental awareness- Parents' close supervision and guidance is missing which is resulting in insincerity of the students regarding their studies and increasing absenteeism in classes.

Unavailability of Academia-industry collaboration: Although it is very needed but due to its geographical disadvantages, connection with industrial and corporate as well as start-up houses is yet to happen.

### **Institutional Opportunity**

Huge scope for both qualitative and quantitative improvements among students.

Large enrolment of female students.

Ample scope of scholarship to provide SC, ST, OBC, Minority, and female students.

Possibility of starting new add-on courses and career counselling courses.

As a historic area and home to people of all castes and creeds, there is room for cultural development.

### **Institutional Challenge**

Remote Location of the College

Poor Socio-Economic and Demographic background of where the college is situated. Most of the students are first-generation learners and do part time jobs with their studies, which results in poor performance in examinations.

Insufficient number of Full-Time teachers.

Unavailability of Government grants for infrastructure development and research.

Decreasing demand and lack of interest in developing career with General UG Courses among the students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

As an affiliated college under the University of Burdwan, Purbasthali College offers Honours programmes in Bengali, Education, History, Philosophy, and Sanskrit; and 1 General programme with the aforementioned subjects along with English and Political Science. The institute has implemented Choice Based Credit System (CBCS) in all its programmes since 2017. Although the college does not possess autonomy to design its curriculum, it has meticulously implemented effective delivery of the curriculum. The college publishes Prospectus, Academic Calendar, Central Routine, Programme Outcomes, and Course Outcomes and uploads in the institutional website before the commencement of classes to provide a ready guide for planned delivery of curriculum. The department provides their own academic calendars, modules, and departmental routines to maintain transparency. The departments monitor the performance of the students through various types of continuous internal evaluation methods, such as, written tests, viva voce, quiz, group discussion, student seminar, project, etc., and based on that the students are grouped as weak learners and advanced learners. Remedial classes are offered to the weak learners to help them grasp the subject. The college provides various support systems to the students in the form of mentor-mentee system through which students can approach their mentors for any kind of assistance. The institute takes pride in providing effective and innovative teaching-learning experiences with the help of ICT techniques, audio-visual aid, experiential methods, participatory learning processes, undertaking project works, etc. Various cross-cutting issues, such as Professional Ethics, Gender, Human Values, Environment and Sustainability, are integrated within their learning experience through various extra-curricular activities. The NSS provides the students opportunity for community

engagement through various outreach programmes. Purbasthali College provides students ample scope for learning through various seminars, conferences, workshops, special lectures, etc. The students are also offered opportunity to enroll in various add-on courses to develop their soft skills, linguistic competence, life skills, and knowledge about ICT. The institute regularly solicits feedback from all its stakeholders, such as students, faculty members, alumni, parents, and employers, on curriculum, infrastructure, teachers, employability, and overall campus experience through structured questionnaire, and upon analysis takes necessary action.

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

After admission in a particular programme, students are provided with opportunities of attending an Ice-breaking Session in which the faculty members make the newly admitted students familiar with their teachers, course structure of the CBCS system, various infrastructural facilities of the institute, code of conduct, anti-ragging policies, zero-tolerance policy regarding sexual harassment, its punitive measures, grievance redressal mechanism, continuous internal evaluation methods, scholarship opportunities, mentor-mentee system, course outcome, programme outcome, etc. All the departments conduct Aptitude Tests to evaluate the student diversity and classify them as slow learners and advanced learners, and plan their teaching accordingly to suit the purpose. Through CIE, students are further evaluated and provided remedial teaching and special classes as and when necessary. Advanced learners are encouraged to explore supplementary reading materials and provided opportunities to present their studies in front of the class. The dates for internal examinations are conveyed to the students well in advance and absolute transparency is maintained regarding the whole process. Students grievance related to internal assessment are promptly addressed through the established mechanism for grievance. In case of any grievance related to the external examination, the institute forwards the matter promptly to the concerned office for timely redressal. The faculty members extensively use ICT in their regular classes to facilitate effective knowledge dissemination. Various teaching learning methods, such as participative learning, problem solving methodologies, and experiential learning methods are utilized through project works, quiz, debates, student seminars, group discussion, extempore etc. All the full-time faculty members of the institute are recruited based their NET/SET/Ph.D. in consonance with the regulations of UGC and the state government. Purbasthali College focuses on outcome based approach and upholds transparency in this matter. Programme outcome and Course outcomes are uploaded in the college website and serve as benchmarks against which the learning outcome of the students is evaluated. These learning outcomes are evaluated by the faculty members through performance of the students in the internal assessments as well as in the external semester examination, considering the result, student progression to higher education, employability, and feedback from various stakeholders.

### **Research, Innovations and Extension**

Purbasthali College tries to promote research through various ways. It has constituted Research Sub-committee to promote a vibrant research culture as well as to supervise the research activities of the college. It encourages the newly recruited faculty members to pursue research and supports them by identifying appropriate journals for publishing their works. It also organizes capacity building programmes to empower the young researchers with knowledge about research and publication. The Research sub-committee publishes annual newsletter of the institute, 'Purbasthali Chronicle', to disseminate information about the institute as well as to promote high-

quality research of the faculty members. The IQAC organizes 'IQAC Lecture Series' in which faculty members of the institute present their cutting-edge research among their peers. It also arranges special lectures by eminent academicians and experts in various fields to facilitate knowledge dissemination. The magazine committee of the institute publishes an annual magazine, 'Sajan', to encourage creative expressions from the faculty members, staff, and students alike. During the last five years, a total of 17 research articles are published in reputed journals and 14 book chapters/edited books are published by the full-time faculty members of the institute. During the last five years, the institute has organized several Seminars, Conferences, Workshops, Training Programmes, Special Lectures for the promotion of research activities. The NSS wing of the college regularly undertakes extension activities in the neighbourhood and adopted village to sensitize the villagers about issues related to the environment, health and hygiene, gender, and overall well-being. These firsthand experiences provide the students an opportunity for personal growth, allowing them to connect with the people in general, and the community, in particular. The initiatives of the institute have attracted attention from various government organized bodies and local organizations from time to time as the institute received many accolades from them. The local Panchayat appreciates the work undertaken by the NSS volunteers to promote women empowerment, mitigate sufferings of the local inhabitants and community development. The institute has signed Memorandum of Understanding (MoU) with 24 higher education institutions to facilitate faculty exchange programmes, promote research activities, and collaboration for overall growth and development of the institution.

### **Infrastructure and Learning Resources**

The institute possesses 27 classrooms, 1 state-of-the-art Smart Classroom and 2 multi-purpose seminar halls including 1 fully air-conditioned seminar hall for the purpose of organizing various academic activities like seminars, conferences, workshops, cultural programmes, and other academic events, a dedicated computer laboratory, a language laboratory, and a well-equipped library with separate reading room facilities for the students and faculty members and computer facility. It has 20 desktops, 3 laptops, 4 LCD screens, 10 printers cum scanners, 1 xerox machine, and multiple external storage devices. Most of the computing systems are upgraded to Windows 10 OS with antivirus-software to provide protection from malware. The offices, laboratories, library, smart classroom, and seminar hall are connected with LAN facility, and the campus has multiple high-speed Wi-Fi routers to provide free internet facility for the use of students and faculty members alike. The college has adopted the CAMS software for automation in areas of office and account related works and has entered into an AMC with a local software firm for its smooth functioning and maintaining administrative efficiency. The institute has well-furnished rooms for the Principal, IQAC Coordinator, Examination Control Room, and Office Room with desktops, printers, and high-speed internet facility. It also boasts of dedicated rooms for N.C.C., N.S.S., Guest Room, Medical Room, Record Room, Cultural Room, Boys' Common Room, Girls' Common Room, Union Room, Canteen, Cycle Stand, Open Class, generator, store room, disabled-friendly barrier free facilities like ramps and special toilet, and solar lights. The college actively promotes cultural activities and provides the students musical equipments like harmonium, tabla. The institute also promotes Yoga by providing a large space in the form of Yoga Centre where the students can practice Yoga. The whole campus has CCTV surveillance system to provide safety and security to all the stakeholders of the institute. The institute also has a large playground for outdoor games as well as indoor games facility for the students, faculty members as well as staff of the college. The library of the institute is partially automated using KOHA. The library provides login id to its patrons and provides facility of OPAC system.

### **Student Support and Progression**

Purbasthali College provides its students various assistances to avail scholarships. The institute provides the students all necessary information to facilitate them to apply for the scholarships. It also makes sure that all the applications are forwarded to the appropriate authority in time. The students of the institute receive various government scholarships, such as Kanyashree, OASIS, SVMCM, Minority scholarships etc. During the last five years, a total 4178 number of students (more than 72%) received monetary benefit in the form of scholarships. A Career Counseling Cell is made functional by the institute to provide students opportunities to receive guidance regarding their future prospects as well as specialized training sessions for appearing in various competitive examinations. The Career Counseling Cell also organizes special lectures, seminar, and workshops by experts in this field for the benefit of the students. The students are provided with multiple support systems to address any kind of problems they might face. The teachers act as mentors to help the students navigate complexities in their lives as well as offer solutions regarding any problem. The institute has a robust grievance redressal mechanism which the students can avail any time, even from the comfort of their homes. The institute has well defined policies regarding zero tolerance towards ragging related cases, zero-tolerance towards sexual harassment of any kind, and prompt redressal of grievances. The list of members of these committees with helpline numbers are prominently displayed in the campus as well in the website of the institute. Any student can approach any member to lodge a complaint. Moreover, the students can make use of the Grievance Box as well as lodge online complaint from the website of the institute. The institute regularly holds awareness programmes to sensitize the students as well as to make them aware about the institutional policies and facilities. Purbasthali College regularly organizes various cultural programmes and sports activities to provide students opportunities to showcase their talents. The College has its registered Alumni Association which also supports the institution in various ways by conducting tree plantation in the campus and offering career guidance to the students.

### **Governance, Leadership and Management**

Purbasthali College follows participatory management and principle of decentralized framework which upholds integrity, accountability, and transparency. The institute adheres to the guidelines of UGC, Department of Higher Education, Government of West Bengal, and the University of Burdwan in its decision-making process. The Governing Body, comprising of a government nominated President, the Principal as its Secretary, and other representatives of the teaching staff, non-teaching staff, government nominee, university nominee, and student representative, is the apex body of the institute which formulates policies taking help and support from various Committees and Sub-committees, e.g. Teachers' Council, IQAC, Finance Committee, along with numerous sub-committees. The Governing Body meets at a regular interval and provides necessary guidelines to be implemented by the sub-committees and academic departments. The IQAC holds meeting periodically to evaluate teaching-learning quality of the institute, and contributes to the quality enhancement of the institute by way of providing suggestions and proposals for the betterment of the teaching-learning process to the Principal. It records incremental improvements and takes proactive measures for overall development of the institute. The Finance Committee is responsible for all the financial transactions and conducting regular audits. The institute is dedicated to effective utilization of funds with utmost transparency and integrity in financial matters. The institute implemented e-governance in areas like admission of the students, registration of the students, University examination form fill up, distribution of Admit card, Result, Finance and Accounts, Scholarship, and office management. The institution possesses a comprehensive performance appraisal system to evaluate accomplishments of the faculty members as well the non-teaching staff by soliciting annual appraisal form from them. It has also implemented various welfare measures for teaching and non-teaching staff, such as providing Provident Fund and loan facility, Group Insurance scheme, providing various types of leaves, LTC, West



Bengal Health Scheme, and Swasthyasathi scheme, advance from college fund, festival bonus, festival advance, Canteen facility, Guest Room, drinking water, clean toilet, etc. The institute organizes faculty development programmes and training programmes for the non-teaching staff of the college and encourages the faculty members to participate in various training programmes to develop their skills.

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

Purbasthali College has taken various measures for the promotion of gender equity, communal harmony, tolerance towards cultural, regional, linguistic, communal diversity, environmental awareness through organizing various co-curricular and extra-curricular activities, such as seminar, conference, workshop, special lecture, rally, campaign etc. The institute recognizes the need for providing specialized facilities to the female stakeholders for the promotion of gender equity. The college provides various physical facilities, such as CCTV surveillance system, dedicated common rooms for female students with attached toilet, sanitary napkin vending machine, as well as facilities for raising any grievance, training programme on self-defense techniques to equip them with necessary life skills. The college actively promotes an environment of inclusivity, tolerance, harmony towards diverse cultural, linguistic, and religious communities by participating and organizing various events and festivals of different religious communities. The institute conducts add-on courses to provide knowledge about rights, duties and obligations in the Constitution. The Electoral Literacy Club of Purbasthali College creates awareness and sensitizes the students as well as the employees on democratic rights and constitutional obligations. Purbasthali College recognizes the importance of environmental conservation and has undertaken several initiatives to promote sustainability and environmental consciousness on campus. It regularly organizes tree plantation drives in and around the campus to maintain the campus greenery. The college is committed to conserve energy by taking measures in reducing the consumption of electricity and using solar lights. It follows proper waste management process by segregating biodegradable waste from the non-biodegradable waste materials, and transforming the biodegradable waste into nutrient-rich compost. The institute undertakes to make the campus single-use plastic free zone and no smoking zone. The college has established method to collect rain-water and store it in tanks to be used for watering the plants. A soak pit is also created to recharge ground-water. The institute takes up initiatives to built ramps and special toilets for the benefit of the differently-abled students. The college successfully maintains two best practices— 1) ‘Gender Sensitization and Women Empowerment’, and 2) ‘Recognition of Achievements’ for the last five years, and undertakes ‘Promotion of Environmental Ethics’ as the distinctiveness of the institute.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PURBASTHALI COLLEGE
Address	Purbasthali College, Village Parulia, P.O. Parulia, Purba Bardhaman
City	Parulia
State	West Bengal
Pin	713513
Website	<a href="http://www.purbasthalicollege.com">www.purbasthalicollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bibhas Chandra Saha	03454-8617647363	8617647363	-	130naacpc@gmail.com
IQAC / CIQA coordinator	Soumya Mohan Ghosh	03454-8825233092	8825233092	-	seminar.purbasthali college@gmail.com

Status of the Institution	
Institution Status	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	University of Burdwan	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-08-2023	<a href="#">View Document</a>
12B of UGC		

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	Purbasthali College, Village Parulia, P.O. Parulia, Purba Bardhaman	Rural	2.8	1317

## 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	36	Higher Secondary	Bengali	56	28
UG	BA, Education, Honours	36	Higher Secondary	English, Bengali	33	22
UG	BA, History, Honours	36	Higher Secondary	English, Bengali	56	10
UG	BA, Philosophy, Honours	36	Higher Secondary	English, Bengali	40	3
UG	BA, Sanskrit, Honours	36	Higher Secondary	Bengali, Sanskrit	37	5
UG	BA, B A General, General	36	Higher Secondary	English, Bengali	1111	351

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				5			
Recruited	1	0	0	1	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	8	2	0	10
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	3	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	549	0	0	0	549
	Female	625	0	0	0	625
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	151	145	101	76
	Female	148	166	126	115
	Others	0	0	0	0
ST	Male	11	16	7	4
	Female	30	18	6	11
	Others	0	0	0	0
OBC	Male	159	190	131	115
	Female	135	163	133	113
	Others	0	0	0	0
General	Male	228	326	259	226
	Female	312	370	323	315
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>1174</b>	<b>1394</b>	<b>1086</b>	<b>975</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Purbasthali College follows the curriculum developed by the University of Burdwan. In the year 2017, the institute implemented CBCS Course structure in all its programmes as per the guidelines of the affiliating University. In this course structure, there are ample opportunities to use multidisciplinary and interdisciplinary approaches. As the College provides subjects from Arts, Humanities, and Social Science stream, there are opportunities for interdisciplinary approaches. All the students have to compulsorily study Environmental Studies which provides an opportunity for multidisciplinary/interdisciplinary approaches. Some subjects, such as Political Science, History, English, Education, have issues of gender</p>
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	<p>equality, which can be taught using multidisciplinary/interdisciplinary approaches. Subjects like Bengali and English also possess similar topics which can be taught using the multidisciplinary/interdisciplinary approaches. History and Political Science share some common issues, like Indian Politics, and World Politics; while Philosophy and Political Science have a number of common topics, such as Religion, Western thinkers like Plato, Aristotle, Locke, Hegel, Indian thinkers like Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Human rights, Democracy, socialism, Radical Humanism, and Nationalism. The NSS wing of the college conducts many awareness campaigns which are multidisciplinary in nature, such as gender, environment, values, rights, duties, Yoga. The IQAC organizes various seminars, conferences, special lectures, workshops on multidisciplinary topics, such as gender, environment, education, research, ethics etc. Add-on courses, organized by the various departments, also reveal interdisciplinary aspects.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) is a virtual and digital repository that houses information on the credits earned by individual students during their educational journey. It was founded on the model of the National Academic Depository (NAD). NAD is ABC's backbone, storing students' academic data and achievements. Academic Bank of Credit is an online, centralized system that facilitates credit accumulation and redemption. It promotes student mobility and academic freedom. Our college is affiliated with the University of Burdwan, which conducts the examination and publishes the results. All UG students' credits are held in the university's NAD account, from which our students can access them whenever they need. Additionally, Students can obtain certificate information by entering their University Roll number to the BU NAD Digilocker Telegram Bot at <a href="https://t.me/bunaddigilocker_bot">https://t.me/bunaddigilocker_bot</a>. Students can access the BU NAD Digilocker Certificate Upload Status Report at <a href="https://tinyurl.com/2ou7fv3x">https://tinyurl.com/2ou7fv3x</a>. Our college has taken major initiatives in assisting students in the creation of individual student accounts in the Academic Bank of Credit, and allowing them to access their credit information simply and transparently via a digital platform.</p>

3. Skill development:	<p>Purbasthali College gives utmost importance to skill development of the students. The CBCS course structure provides the students opportunities to develop their skills through specific Skill Enhancement Courses. As an affiliated college under the University of Burdwan, Pusbasthali College effectively delivers the curriculum related to the Skill Enhancement Courses in the curriculum. These courses significantly enhance the skills of the students and equip them with necessary skills. Apart from that, the college also takes initiatives to enhance the skill of the students through various ways. The institute conducts add-on courses on financial literacy and basic computer proficiency to provide the students with adequate knowledge about the subjects. It also conducts various courses aimed at improving linguistic competence of the students. The institute organizes life skills courses, such as Yoga, and Self-defense techniques for the female students. The college also conducts multiple ICT Training programmes to enhance the skill of the students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The CBCS syllabus offers opportunity to acquire knowledge about Indian Knowledge system as the curriculum of Bengali, Sanskrit, Philosophy, and History have topics related to the Indian Knowledge system. Bengali provides the students an opportunity to learn about the Bengali literature, its history and culture. Sanskrit provides knowledge about the Vedic traditions, while Philosophy integrates Indian thinkers, Indian values and ethics into its curricula. History also offers knowledge regarding Indian art and heritage. Various departments, such as Bengali, Sanskrit, Philosophy, and History, offer add-on courses on topics related to the Indian knowledge system to make the students aware about Indian culture, and tradition. Throughout the year, many seminars, conferences, workshops, special lectures, cultural programmes are organized that facilitate knowledge about Indian culture.</p>
5. Focus on Outcome based education (OBE):	<p>Purbasthali College focuses on outcome based education in its approach of evaluating the learning outcome of the students. The institute prepares Program Outcomes, Programme Specific Outcomes, and Course Outcomes for all the programmes offered by the institute, and publishes those in its website before the commencement of the semester. These outcomes are communicated to the students as well.</p>

	The departmental faculty members evaluate the learning outcomes through assessment of internal examination and by the result of the semester examination. The institute calculates learning outcomes based on the result of the students, progression to higher education, placement of students, and feedback. This method provides the institute opportunity for self assessment and to identify areas for further improvement.
6. Distance education/online education:	Despite the fact that our institution is listed as a local SWAYAM centre, we currently do not offer any distance education. Currently, all academic activities are conducted offline and on campus. During the covid situation, our college was one of the first to take early measures to offer online classes, mostly through the Google platform. WhatsApp groups are developed for each department to facilitate communication. During Covid-19, we hosted national and international academic events using web-based platforms such as YouTube. We maintain infrastructure to support online activities from our campus. Still, we organize some activities online. We can organize any academic activity, such as a seminar, workshop, or special lecture, etc. online.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Our College established Electoral Literacy Club (ELC) in the year 2020 as mooted by the Election Commission of India (ECI) to be the vital medium to bring the youths into the fold of electoral process.
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?	Yes, students' co-ordinator and co-ordinating faculty members are appointed by the College and the ELC is made functional. The ELC of Purbasthali College is also representative in nature.
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	1. Voter Awareness Camp and Rally on 04.02.2020 The Electoral Literacy Club (ELC) of Purbasthali College organized Voter Awareness Camp and Rally to instill a sense of civic duty and responsibility among students on February 02, 2020. Through interactive sessions and engaging activities, participants learned about the significance of voting, the electoral process, and the role they play in

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

shaping the future of their communities. The event aimed to increase voter registration and turnout, fostering a culture of active citizenship within the student body. 2. Her Voice, Her Vote: Electoral Literacy for Women on 12.02.2022 Recognizing the importance of gender equality in democratic participation, the ELC conducted a seminar on “Her Voice, Her Vote: Electoral Literacy for Women” to empower female students with the knowledge and confidence to engage in the electoral process. Through targeted discussions, participants learned about women’s rights in the electoral context, strategies for overcoming barriers to participation, and the importance of women’s voices in shaping public policies and decision-making processes. By promoting electoral literacy among women, the programme sought to bridge the gender gap in political participation and promote inclusive democracy. 3. Electoral Literacy Programme on 25/01/2023 The Electoral Literacy Programme organized by the ELC on January 25, 2023 was designed to enhance students’ understanding of the electoral system and democratic governance. The participants gained insights into various aspects of elections, including voter eligibility, electoral laws, and the functioning of electoral institutions. By fostering electoral literacy, the programme aimed to equip students with the knowledge and skills necessary to make informed choices as responsible citizens. 4. Know Your Democratic Rights on 25.01.2022 The ELC conducted a seminar on ‘Know Your Democratic Rights’ on January 25, 2022 to educate students about their fundamental rights and responsibilities in a democratic society. These sessions covered topics such as freedom of speech, expression, and assembly, as well as the right to vote and participate in the political process. By empowering students with knowledge of their rights, the ELC sought to promote civic engagement and encourage active participation in democratic processes.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

1. Voter Awareness Camp and Rally on 04.02.2020 The Electoral Literacy Club (ELC) of Purbasthali College organized Voter Awareness Camp and Rally to instill a sense of civic duty and responsibility among students on February 02, 2020. Through interactive sessions and engaging activities,

	<p>participants learned about the significance of voting, the electoral process, and the role they play in shaping the future of their communities. The event aimed to increase voter registration and turnout, fostering a culture of active citizenship within the student body. 2. Electoral Literacy Programme on 25/01/2023 The Electoral Literacy Programme organized by the ELC on January 25, 2023 was designed to enhance students' understanding of the electoral system and democratic governance. The participants gained insights into various aspects of elections, including voter eligibility, electoral laws, and the functioning of electoral institutions. By fostering electoral literacy, the programme aimed to equip students with the knowledge and skills necessary to make informed choices as responsible citizens.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC organized two programmes to make the students aware about the need for registering as voter. 1. Voter Awareness Camp and Rally on 04.02.2020 The Electoral Literacy Club (ELC) of Purbasthali College organized Voter Awareness Camp and Rally to instill a sense of civic duty and responsibility among students on February 02, 2020. Through interactive sessions and engaging activities, participants learned about the significance of voting, the electoral process, and the role they play in shaping the future of their communities. The event aimed to increase voter registration and turnout, fostering a culture of active citizenship within the student body. 1. Electoral Literacy Programme on 25/01/2023 The Electoral Literacy Programme organized by the ELC on January 25, 2023 was designed to enhance students' understanding of the electoral system and democratic governance. The participants gained insights into various aspects of elections, including voter eligibility, electoral laws, and the functioning of electoral institutions. By fostering electoral literacy, the programme aimed to equip students with the knowledge and skills necessary to make informed choices as responsible citizens.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1174	1394	1086	975	1115

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
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: 7

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
6	6	6	6	4

### 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
32.57	29.44	21.47	19.71	15.49

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:**

As an affiliated institution operating within the prescribed curricular framework of the University of Burdwan, Purbasthali College has, nevertheless, implemented numerous innovative and distinctive practices to ensure effective delivery of the curriculum through meticulous planning in consonance with the specific needs and requirements of the college. The institute is committed to minimize the loss of teaching days and utmost utilization of resources to optimize the educational experience. The college uploads its prospectus on its website to provide detailed information regarding CBCS specifications, subject combinations, and other relevant information.

Central to the institute's approach towards implementation of the curriculum is the circulation of an Academic Calendar, following the guidelines of the affiliating university, before the commencement of the semester to serve as a ready guide for various stakeholders regarding activities and key dates. A dedicated Routine Committee is entrusted with drafting a Master Routine incorporating all the departmental classes following which individual departments prepare their own class routines.

The departments prepare Departmental Academic Calendars and Modules to be circulated to the students to maintain transparency and clarity regarding academic activities.

The college embraced the idea of organizing an "Ice-breaking session" for the new entrants to make them familiarize with the CBCS framework, the vision, mission, code of conduct, grievance redressal system, anti-ragging policies, zero-tolerance policy for sexual harassment, academic and infrastructural facilities, CIE, examination and evaluation process, mentor-mentee system to extend student support on a 24/7 basis, programme outcome, course outcome, and other institutional policies.

The departments conduct Subject Aptitude Tests in the very beginning to evaluate the student diversity and they are grouped accordingly as slow learners and advanced learners. Special and or remedial classes are conducted for the slow learners, while advanced learners are provided with additional resources, and opportunities like attending seminars/conferences/workshops for their intellectual development.

Faculty members take the leverage of ICT tools to enhance the pedagogical processes and make learning experiences interesting.

Departmental heads communicate course completion report at the end of the semester to the IQAC.

To supplement direct classroom teaching, a host of academic activities, including seminars/webinars/conferences/workshops/special lectures/movie screening are organized by the college



periodically for the students. In addition to these, add-on courses are introduced by the departments.

### Continuous Internal Evaluation (CIE)

To facilitate Continuous Internal Evaluation (CIE), various assessment modalities are followed, such as class tests, assignments, student seminars, project work, quiz competition, group discussions, and viva-voce examinations. The tentative dates for internal examination are prominently displayed in the academic calendar, ensuring transparency and timely preparation. The final dates of the internal evaluation are communicated through student notices displayed on the notice board and circulated electronically via Students' WhatsApp groups. Such Internal evaluations are conducted once in every two months. After the end of the syllabus, student attendance details and cumulative internal marks are uploaded in the university portal. These internal evaluations are planned and executed by the departments along with the Examination Committee, and oversight provided by the Internal Quality Assurance Cell (IQAC).

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 40

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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 24.55

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
314	387	0	386	323

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:**

As prescribed by the affiliating university, the institution integrates cross-cutting issues into its curriculum which emphasizes issues of Professional Ethics, Gender Equality, Human Values, Environment and Sustainability besides being multidisciplinary in nature. The IQAC, in collaboration with various cells/ departments, organizes seminars, workshops, invited talks, and awareness programmes on these issues periodically to inculcate positive values on the young minds. Furthermore, the NSS unit of the college reinforces these cross-cutting issues through various extension activities and nurture holistic development of the students. Regular classroom teaching also incorporates these issues in a multitudinous ways to ensure their integration within the prescribed syllabus parameters. These practices reflect the institute's paramount objective to foster holistic development of the students, guiding them towards successful professional life, and making them ethical, compassionate, and responsible citizens.

Professional ethics are rigorously upheld in the institution through diverse ways. These issues within the curriculum are emphasized by the teachers to help the students navigate complex ethical dilemmas in their life. The institute maintains a strict code of conduct for its stakeholders which are uploaded in its website and depicted in the Prospectus. Ragging and sexual harassment, in any form, are seriously dealt with by the college and students are made aware of these issues. The curriculum incorporates various issues on human values across the programmes offered by the institute. The institute organizes programmes on Professional Ethics and Human Values to instill in students a sense of ethics, integrity, responsibility, human values like tolerance, honesty, and compassion necessary for their future. Observation of birth and death anniversaries of the national heroes and celebration of festivals like Republic Day, Independence Day, and Teachers' Day, etc. are made to nurture human values. Through extension activities, group discussions, wall magazines, students learn to cooperate with each other, appreciate fellow students, and build team work skills.

The issue of Gender Equality is incorporated in various courses across the programmes offered by the institute and is dealt with utmost importance. The institute implements zero-tolerance policy regarding sexual violence and segregation based on gender, and these are communicated to the students at the beginning of their academic journey. The institute gives special emphasis on providing equal opportunities to all the students and conducts various sensitization programmes, celebration of International Women's Day to educate and sensitize the students. The grievance mechanisms in the form of Internal Complaint Committees and Grievance Redressal Cell are maintained and communicated to the students.

The issue of environment and sustainability is prioritized through a compulsory course of Environmental Studies in the first semester, complemented by other courses. Working on a project as part of the syllabus provides students with practical experience and deepens their knowledge of the environment. Moreover, the institute, with active cooperation of the NSS wing, observes and makes the students aware about various environmental friendly practices such as maintaining a single-use plastic-free campus, waste management and segregation practice, minimizing vehicle pollution, maintaining campus greenery,

organizing tree plantation programmes, awareness campaigns, seminars in and around the campus on environmental issues.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 50.26

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

Response: 590

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 36.55

##### 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
419	717	558	456	459

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

2022-23	2021-22	2020-21	2019-20	2018-19
1333	1333	1533	1533	1407

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 41.45

##### 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
240	395	269	192	205

### 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
599	599	689	689	563

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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 195.67

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The institution has developed information and communication technology (ICT) enabled smart classrooms/ halls with projector, desktop/laptop, high-speed internet connectivity, sound system facilities for the enhancement of the teaching-learning process incorporating experiential learning, participative learning and problem solving methodologies.

**Experiential learning**

Faculty members extensively use numerous ICT processes such as PowerPoint presentations, videos/documentaries/movies, pictures, and e-books to make the lessons interesting instead of relying solely on the traditional teaching methods. Study materials, supplementary reading materials, and study notes are shared using dedicated WhatsApp groups to the students. Experiential learning is facilitated by the departmental faculty members through field trips, project works where the students apply theoretical knowledge in practical scenario, and gain insights from on-site experience. Documentaries/films/pictures are shown to facilitate immersive and reflective learning experiences in a multi-sensory manner. Department of English provides Language lab facilities to the students for the better understanding of the language. The NSS wing offers opportunity to experience the social issues through various extension activities.

**Participative Learning**

The institute promotes participative learning through interactive smart classes in which students, instead of being mute spectators, participate in the teaching-learning process. Students of all departments give seminars/presentations with the help of ICT followed by a brief question-answer session as part of their tutorial classes. Apart from these, Quizzes, Debates, Extempore, Group Discussions are organized with the help of ICT tools in which students participate in the teaching-learning process. The advanced learners, under the close supervision of the faculty members, take classes and help the slow learners with their assignments. The Cultural Committee organizes various cultural events and competitions throughout the year in which students get the opportunity to learn by participating.

**Problem Solving Methodologies**

Problem solving methodologies are an essential aspect of the teaching-learning process. The departmental faculty members conduct ICT based problem solving classes for better understanding of complex issues. Students are given problem based assignments and are encouraged to read e-books and other scholarly online resources to find the solutions to enhance their analytical skills. They are also encouraged to study e-resources and present arguments on any controversial topics duly supported by



digital resources that they come across and develop a healthy academic discussion. Students are also motivated to use the WhatsApp groups to post problems and share diverse viewpoints and insights beyond the classroom hours.

The Central Library offers an add-on course on “Basic Computer Proficiency” for the students to gain knowledge about ICT tools and methods. Apart from that, the IQAC organizes Faculty Development Programmes for the educators to embrace ICT tools for the teaching purpose. During the nation-wide lockdown amidst the outbreak of Covid-19, the institute was one of the first of its kind to offer educational services to the students including regular class, remedial class, tutorial class, webinars/e-conferences/ special lectures, e-resources, study notes, class tests, and evaluation in online mode through WhatsApp, YouTube, Institutional website, and various Google applications. The IQAC periodically monitors these through a robust feedback system and takes action accordingly.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 93.33

#### 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
6	6	6	6	6

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 100

**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
6	6	6	6	4

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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The institute deals with grievances related to examinations as per the guidelines accorded by the affiliating university. The Grievance Redressal Cell of the institute is entrusted with the responsibilities of looking after any student grievance related to examination, such as registration of the student, form fill-up for university examinations, correction of names on admit cards, distribution of admit cards, publication of result, and distribution of certificates, and resolve those promptly. The College Office and the Principal efficiently manage the whole procedures and ensure that the students do not face any unnecessary problems with these procedures and immediately contact the university section for rectification of mistakes, if any. The Grievance Redressal Cell also assists the students with the

formalities of application to the University for timely Resolution in case of any dissatisfaction regarding the marks obtained in the University Examination. The Grievance Redressal cell ensures that the dissatisfied students apply for scrutiny/review as per the provisions of the University of Burdwan within the stipulated time period.

The institute publishes tentative dates for internal assessments in the Academic Calendar before the commencement of the semester and is made available in the website as well as circulated among the student groups. The Examination Sub-committee is responsible for collecting question papers from the departments regarding the internal examinations in time and conducting the examination on the scheduled date. After the examination, answer scripts are distributed to the respective faculty members/departments for timely evaluation. The evaluated answer scripts are shown to the students by the departmental faculty members and doubts, if any, are duly clarified and mistakes are highlighted for proper rectification. These processes ensure transparency in terms of evaluation. Grievances related to the internal assessments are entertained by the concerned faculty members/departments as they, besides clarifying, also provide suggestion for improvement. The attendance of the students is also closely monitored by the departments as the affiliating university allocated marks based on the attendance of the students. Any grievance/doubts/clarification/discrepancies regarding the marks based on attendance is swiftly made clear by showing the student attendance register.

Complementing the above protocols, the institute has also introduced a complaint box to receive grievance related to examination from the students. Any dissatisfied student can drop a complaint directly to the Principal without any apprehension as utmost confidentiality is ensured to the concerned student. The Principal, along with the members of the Grievance Redressal Cell, the concerned student, and the departmental faculty/ies resolve the grievance promptly. A student can also report her/his grievance regarding examination online directly from the college website. These grievance redressal mechanism facilitates a transparency and accountability of the system.

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

Purbasthali College focuses on outcome based approach and ensures accountability and transparency through formulating and displaying Programme Outcomes (POs) and Course Outcomes (COs) for all programmes offered by the institution. These POs and COs are uploaded in the institute's website and are accessible to all the stakeholders with which it enables students and their guardians to understand the learning objectives even before the admission in a particular programme, and make informed decision regarding the efficacy, future prospects, employability of the concerned programme. The IQAC discusses the Programme outcomes and course outcomes and prepares a general guideline for framing the POs and Cos. The Head of the departments then consult all other faculty members of the department to take suggestions and observations as per their specialization and areas of teaching, and upon formulating PO and COs for each programme submits to the IQAC Coordinator for necessary action. The POs are designed in such a way that it reflects the overarching goals and learning outcomes in terms of acquired knowledge, skills, and competencies after completion of all the semesters of a specific programme; while COs are prepared keeping in mind the learning outcome that can be measurable and achievable after completion of a specific course within a programme. All new entrants are provided with necessary information regarding the outcome of their chosen subjects in the 'Ice-Breaking Session' organized for the first semester students so that they can be informed about the outcomes and change their chosen subjects immediately, if required, based on availability of seats. Thus, students are empowered to take decision focusing on their personal and professional goals. Apart from that, every faculty member discusses course specific outcomes in their respective classes and elaborates on module-wise learning outcomes in connection with the programme outcomes to make the students understand the importance of the topics concerned. These policies of the institute uphold transparency and commitment of the institute towards imparting quality education to the students.

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

The predetermined POs and COs enable the faculty members to evaluate the progression of the students in comparison to the stated learning outcomes of the course, and to take necessary steps and reorient their teaching apparatuses, and assessment modalities and create a strategic roadmap for the implementation of the same. This systematic and documented process assesses the learning outcomes with the established benchmark, necessitates continuous improvement and ensures quality enhancement. These processes help the institute to evolve their teaching machineries according to the changing scenario, educational trends, and societal needs for maintaining relevance and effectiveness of the programmes offered. The stated COs are evaluated twice by the departments. First, the departmental faculty members evaluate the attainment of COs through continuous internal evaluation in the form of i) analyzing students'

engagement in class discussions, debates, and other activities; ii) evaluating assignments/ projects to gauge the level of understanding; iii) assessing class tests to understand subject knowledge of the students. Based on the assessment of the faculty members, students are provided with additional support in the form of remedial classes so as to develop their knowledge, skills, and expertise required for the attainment of the intended learning outcomes. Secondly, after the end semester examination, the results of the students are discussed in the departmental meetings, and the attainment of COs is further evaluated.

After the completion of the programme, the departmental faculty members analyze the attainment of the Programme Outcome by taking into consideration the following:

i) **Result analysis:** after the publication of the result by the parent University, departmental faculty members analyze the results, and identify any trends in student performance comparing against the predetermined benchmarks to find out the level of attainment of POs;

ii) **Student progression:** students are encouraged to pursue higher education and the departmental teachers track the number of students who enroll in postgraduate/professional courses after completing undergraduate degree programme. The students of the institute have progressed to higher learning which demonstrates the attainment of the learning outcomes.

iii) **Employability:** The departments collect data regarding students' present employment status which is then used to calculate the attainment of the program outcomes.

iv) **Feedback from stakeholders:** Feedback from all the stakeholders of the college, i.e. students, faculty members, employers, guardians, regarding various aspects of the curriculum are sought to evaluate their perceptions of the efficacy of the programme. The feedback, thus, received, are analyzed, and a report based on the recommendations are communicated to the university for necessary action.

The departments submit a report of attainment of programme outcomes after the end of each session to the IQAC Coordinator which is further evaluated to determine the extent to which learning outcomes are achieved, forming a basis for strategic planning in terms of pedagogy, resource allocation, and development of curriculum to improve the quality of education.

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

### 2.6.3

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

**Response:** 78.33**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
202	249	169	198	75

**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
280	251	169	198	242

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

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.94

<b>File Description</b>	<b>Document</b>
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:** 0

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

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

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The institute has made operational a Research sub-committee which tries to promote vibrant research culture among the faculty members and the students. It nurtures a dynamic research ecosystem in the college by providing guidance and support to the faculty members by identifying suitable journals for publishing articles, organizing capacity building programmes to help the young faculty members understand the essentials of doing research work, writing academic articles, data analysis, literature review, and quantitative research techniques; publishing the institute's newsletter— "Purbasthali Chronicle" from the year 2022-23 showcasing various institutional initiatives, highlighting opportunities for students, and encouraging research apart from knowledge dissemination to its stakeholders. Every year, the Magazine Sub-committee publishes annual magazine— "Sajan" which promotes creative expressions and analytical prowess from the faculties as well as from the students, and fosters a culture of innovation and academic excellence in the college ecosystem. The departments publish departmental wall magazines which further encourage creativity, knowledge sharing, and showcasing talents. In this

respect, the role of IQAC is also laudable as it organizes 'IQAC Lecture Series' to promote dissemination of knowledge by bringing experts from different institutes to share their expertise with the members of the college community as well as giving platforms to the researchers of the institute to share their cutting-edge researches with the fellow researchers as well as with the interested students. Furthermore, it appreciates publication in journals, publishing/editing books, and acquiring higher degrees by facilitating the concerned faculty members with token of appreciation to motivate them to strive for greater academic achievements. The IQAC periodically organizes Faculty Development Programmes and Seminars/Conferences/Workshops on various important aspects of research to support and encourage research activities of the college. All the departments conduct projects to foster experiential learning and develop research acumen. Additionally, the institute encourages its faculty members to participate in various workshops, Faculty Development Programmes, Induction/Orientation Programmes, and Refresher Courses to gain knowledge about recent developments, valuable insights, and enhance their skills for the promotion of research culture and academic excellence. Faculty members are also allowed to attend/present their researches in various seminars/conferences, and serve as resource persons for various academic endeavours for the enrichment of their knowledge and the development of research culture in the institute. The institute has also forged collaborations with other academic institutions through Memorandums of Understanding (MoU) to facilitate exchange of knowledge via faculty exchange programmes. Besides faculty exchanges, the college also collaborates with partner institutions to conduct joint academic programmes. During the Covid-19 pandemic, the institute hosted many webinars/e-conferences on its YouTube channel, 'Purbasthali College e-Lyceum', which has more than one thousand subscribers. These innovative practices facilitated expansion of knowledge beyond the confinement of an institute to reach a wider audience and created an ecosystem conducive to innovations and research activities within the institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 44

**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
21	8	7	7	1



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:** 1.57

**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
02	02	04	02	01

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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 2.14

**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
01	07	04	01	02

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

Motivated by Mahatma Gandhi's words, "The best way to find yourself is to lose yourself in serving others", the NSS wing of Purbasthali College recognizes the transformative power of selfless service on the young minds. The college does not have its own NCC unit. Students of this college enroll in the NCC unit of the neighboring Kalna College.

The NSS volunteers take part in a diverse range of activities in the neighborhood and adopted villages to sensitize the villagers about issues related to the environment, health and hygiene, gender, and overall well-being. They inculcate the belief that 'cleanliness is next to godliness', and organize regular cleanliness drives. The volunteers engage in community activities to foster a sense of social responsibility among the participants. Every year, the college conducts numerous campaigns, rallies, and plantation drives to combat deforestation and rapid environmental degradation. They also organize tree conservation programmes and take proper measures to protect existing green spaces. In the year 2018 (September), the volunteers raised money from the nearby villagers to support relief efforts after the natural calamity in Kerala. The volunteers promote awareness about plastic pollution among the villagers. The NSS wing, in collaboration with Purbasthali BPHC, conducts awareness programmes on dengue to spread awareness in the community to eliminate breeding of mosquito. It also organizes consciousness raising programmes on maintaining personal hygiene, sanitation practices, and preventive healthcare measures. The volunteers disseminate knowledge regarding prevention and destigmatization

of HIV/AIDS among the local inhabitants. They undertake a host of events related to the upliftment of women in the society by organizing awareness campaigns on women education, gender equality, early marriage, and sexual violence. Apart from that, the NSS volunteers conducted surveys in the adopted village to find out the number of female children, organized awareness programs on the importance of female education and women empowerment, and submitted reports to the local Panchayat for necessary action. Furthermore, NSS wing of the college conducts campaigns on save drinking water, anti-tobacco, road safety, yoga, drug free India, Har Ghar Tiranga, environmental awareness, safe drive save life, among others. During the pandemic, the NSS wing conducted a webinar on the management of Dengue, and the IQAC organized a webinar on Dengue and Covid-19, and uploaded the videos on the institute's YouTube channel with more than 1000 subscribers for the benefit of the extended community. The students of the college promote communal harmony by strengthening brotherhood/sisterhood by tying 'rakhi'/wristband. Various commemorative days are also observed by the institution. Apart from NSS, the Electoral Literacy Club conducts awareness rallies in the nearby locality of the college on voter awareness. The students of the college distributed mask, sanitizers, and conducted awareness campaigns during the pandemic. They also provided water to the attendees at Shitala Puja.

These firsthand experiences provide the students opportunity for personal growth, allowing them to connect with the people in general, and the community, in particular. The students are sensitized regarding the pressing issues and become more ethical, compassionate, and responsible citizens.

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

### 3.4.2

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

##### **Response:**

Purbasthali College organizes community outreach programs through the National Service Scheme (NSS) wing of the college on various important issues. The college's effort of community involvement not only fosters a bonding with the members of the community, but also promotes holistic learning among the students by inculcating among them the value of social responsibility besides formal education. These initiatives attract appreciation and recognition from various organizations, including government organized bodies from time to time.

The NSS volunteers' survey on female children and campaign on female education received recognition from the Panchayat for its impactful effort, highlighting the significance of the work in the context of the society. The local Panchayat also appreciated the effort of the NSS wing of the institute to sensitize the villagers regarding prevention of early marriage following a survey on female children per family. The local club in the adopted village also lauded the successful effort of the tree plantation programme by the NSS volunteers. The campaign on HIV/AIDS awareness was also acknowledged by the club.

Furthermore, the 'Safe Drive, Save Life' rally has also received praise from the Panchayat. The Government of Kerala recognized the monetary contribution of the NSS volunteers to the Kerala Relief Fund in an effort to alleviate the hardships faced by affected people.

1. Recognition from Panchayat for NSS volunteers' survey on female children and campaign on female education from Panchayat
2. Recognition from Panchayat for NSS volunteers' survey on female children and campaign on prevention of early marriage
3. Recognition from the local club for tree plantation programme
4. Recognition from the local club for HIV/AIDS Awareness Campaign
5. Recognition from Panchayat for 'Safe Drive, Save Life' rally
6. Recognition from Govt. of Kerala for providing monetary contribution to the Kerala Relief Fund to support relief efforts after the natural calamity in Kerala
7. Recognition from Panchayat for welfare measure during the Covid-19 pandemic
8. Recognition from Panchayat for various community welfare measures for the last 5 years.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 39

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	06	0	10	11

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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 17

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>
Provide Links for any other relevant document to support the claim (if any)	<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 institute, spreading over a 11,331 sq. mt. area campus with a total 1317 sq. mt. built-up area, boasts adequate infrastructural facilities for the requirements of teaching-learning as well as various extra-curricular and co-curricular activities. It has 27 classrooms, 1 state-of-the-art Smart Classroom and 2 multi-purpose seminar halls including 1 fully air-conditioned seminar hall for the purpose of organizing various academic activities like seminars, conferences, workshops, cultural programmes, and other academic events, besides a dedicated computer laboratory, a language laboratory, and a well-equipped library with separate reading room facilities for the students and faculty members and computer facility. The library functions as the heart of the institute, pulsating with the wealth of knowledge and technological advancements to cater to the demands of the students as well as the faculty members for academic pursuits, intellectual development, and recreational opportunities. It facilitates access to various e-books, e-journals, and online databases apart from the collection of 4296 books. The seminar halls, smart classroom, and the language lab are equipped with overhead LCD projector and LAN connectivity. The institute maintains the standards of the computer laboratory and the language lab to provide opportunities for skill development in technology and proficiency in language acquisition through interactive learning. The institute has well-furnished rooms for the Principal, IQAC, Examination Control Room, and Office Room with desktops, printers, and high-speed internet facility. It also boasts dedicated rooms for N.C.C., N.S.S., Guest Room, Medical Room, Record Room, Cultural Room, Boys' Common Room, Girls' Common Room, Union Room, Canteen, Cycle Stand, Open Class, generator, store room, and solar lights. Apart from that, the institute also has 3 laptops, multiple external storage devices for facilitating integration of technology into the teaching-learning process. The campus provides free Wi-Fi facility to all the stakeholders to further promote technology as a pedagogical aid to enhance the quality of education in consonance with the changing scenario of modern education.

Apart from the physical facilities for teaching-learning purposes, the institute aims at providing holistic development to the students by providing necessary infrastructure for cultural activities, sports, and games. The institute also has a large playground to facilitate various outdoor games, such as cricket, football, badminton, and other physical activities like running, jogging, etc. The volleyball court provides students an opportunity to play volleyball. These facilities encourage student participation and develop camaraderie, and teamwork skills among them. Besides, the institute also encourages engagement in indoor games by providing access to facilities for Carrom, Chess, Scrabble, and Rubix cube. The college actively promotes cultural activities and provides the students musical equipments like harmonium, tabla, as well as a platform in the form of seminar halls equipped with all the necessary gadgets to showcase

their talents and encourage creativity. The institute also promotes Yoga by providing a large space in the form of Yoga Centre where the students can practice Yoga. All these facilities make the institute a treasure trove of learning, providing opportunities for holistic development of the students.

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:** 35.99

**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
24.98117	5.184	4.02953	6.1081885	2.41184

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:**

Purbasthali College library started its journey with a very limited number of resources. Since then, the library has grown gradually at a slow but steady pace and now its total collection of books and other reading resources soared up to more than four thousand (4296 to be exact, as on 13.03.2024). The present library facility and services are extended to all enrolled students, faculty members, and non-teaching staff of the college which includes book circulation service, reading room facilities, dedicated career guidance section for competitive job aspiring students, dedicated section for newspapers, latest and cutting-edge technology as well as high-speed internet enabled computers for all the stakeholders, research assistance service for faculty members, on demand delivery of previous year question papers to students etc. In recent years, a serious effort has been made towards library modernization and upgradation with latest Information Technology for the betterment and easy handling of library housekeeping operations and services to properly cater the ever-changing and growing present-day library service demands. For that, library automation work has been undertaken using Koha (version 22.05.07) Integrated Library Management Software (ILMS) hosted on cloud server. Till date, the library has made Cataloguing, Patrons, Circulation, OPAC modules of Koha fully operational.

The library intends to start using the Acquisition module soon to manage requests and purchase of books. After receiving a new book in the library, it is accessioned, and the records are added to the bibliographic database using the Cataloguing module. After that, the library creates barcodes for accession numbers, which are pasted on books, and patron numbers, which are printed on membership cards. Barcode technology makes the book issue return process very fast and more efficient. New membership records are created and handled using the Patrons module. The Circulation module manages activities connected to book issue and return. The system provides the service through the bibliographic and member databases. Circulation regulations are determined by patron category, item kind, number of allowable check-outs, fine amount, renewals, holds, and so on. The OPAC serves as the ILMS' user interface. Users can access personal and circulation data through the interface. Users can also submit purchasing suggestions to the library via their profiles. OPAC allows both basic and advanced searches through the catalogue. Users can search the library's collection using multiple keywords. The software includes a bilingual search interface. Apart from this, OPAC is used to give crucial information such as library rules, notices, directions for using the library, links and access to Open Educational Resources (OER), such as e-ShodhSindhu, DOAJ, SWAYAMPURABHA, and so on. ILMS enables the library to arrange its collection in accordance with widely acknowledged bibliographic standards, such as MARC, AACR2, and DDC, as well as provide outstanding search possibilities, quick information retrieval, smart and efficient circulation process. Purbasthali College Library is working hard to make this ILMS web-enabled so that library patrons can use OPAC services from anywhere outside the campus 24\*7. This will undoubtedly improve the usefulness of the library in the days to come.

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:**

The institution has cultivated a robust IT infrastructure, carefully curated to meet the demands of the students as well as the faculty members keeping in tune with the changing educational landscape. In the beginning, the institute did not have IT facilities to complement the traditional classroom teaching, however, the rapid technological advancements made during the last five years by the institute ushered in an era characterized by digital aid and technological support in spite of having locational disadvantage and very limited funding being a new college functioning in a rural setting. The college has witnessed a surge in computing systems as it now boasts of 20 desktops, 3 laptops, 4 LCD screens, 10 printers cum scanners, 1 xerox machine, multiple external storage devices. Most of the computing systems are upgraded to Windows 10 OS with antivirus-software to provide protection from malware. The College Office is fully computerized and well furnished with desktops and external LCD screens to support electronic management. The offices, laboratories, library, smart classroom, and seminar hall are connected with LAN facility to provide uninterrupted internet. A testament to the commitment to modernize the institute is the upgradation of campus Wi-Fi from a speed of 25 Mbps culminating to 80 Mbps speed and the installation of multiple Wi-Fi routers across the campus to make the whole campus Wi-Fi enabled to provide free internet facility for the use of students and faculty members alike. The college library is made partially automated through the integrated open source library management software KOHA. The college has adopted the CAMS software for automation in areas of office and account related works and has entered into an AMC with a local software farm for its smooth functioning and maintaining administrative efficiency. The college maintains its relentless pursuit of excellence by adopting online admission, fees submission, university registration, form fill-up for examination, generation of admit card, uploading of marks, and generation of mark sheets through online platforms, admission portal, and university portal. Through these measures, the institute remains steadfast in its effort to update the existing IT infrastructure for the enhancement of the quality of education as a whole.

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:** 90.31

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

Response: 13

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: 16.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.93	5.96	4.24	3.13	2.52

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:** 75.59

**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
974	1135	734	708	791

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 15.48

**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
614	275	0	0	0

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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 11.87

**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
11	26	21	34	14

**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
202	249	169	198	75

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

**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
0	0	0	0	0

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: 1**

**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
1	0	0	0	0

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>
Provide Links for any other relevant document to support the claim (if any)	<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: 15.8**

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	0	23	27

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 Purbasthali College Alumni Association provides a platform for nurturing a strong bond between former students of the institute and their cherished alma mater. The association started its journey from a collective effort of some of the alumni of the institute for forging a connection with their alma mater in the year 2019, although it was registered later under the Registration of Societies West Bengal Act XXVI of 1961, with registration no.S0040470 of 2023-2024. At the core of the Alumni Association are a set of objectives that define the scope and activity of the association.

#### Objectives

1. The primary objective of the Alumni Association of Purbasthali College is to develop the bond between the former students of the institute, the society, and the institution with an aim to improve the overall condition of the institute;
2. To develop a sense of brotherhood/sisterhood between the alumni and the current students of the institute;
3. To act as mentors and share the experiences of the alumni with the current students and develop a culture of continuous learning;
4. To extend help and support to the alma mater in many ways for its growth and development;
5. To provide constructive feedback for the advancement of the alma mater, and collaborate with the administration to identify areas of improvement.

#### Activity

Although the Association is yet to make any monetary contribution for the betterment of the institute, it has conducted meetings to identify the ways to make the association flourish in the future. The alumni of the institute organize tree plantation programmes in the campus and sensitize the students regarding sustainable development. Operating within the limitation of financial resources, this initiative by the alumni is impactful in its effort of giving back to the alma mater, leaving a lasting legacy for present and upcoming generation of students, and reinforces the bond between the alumni and their alma mater. Purbasthali College Alumni Association also provides support services in the form of organizing 'career talks' for the present students to help them choose the right career. The alumni offer guidance, and practical experiences to help their juniors make informed decisions about their life.



<b>File Description</b>	<b>Document</b>
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:**

Purbasthali College is the only degree college in the Purbasthali I and II blocks of the Purba Bardhaman district, and it provides higher education primarily to the first generation learners of the area. The process of governance adopted by the institution is closely intertwined with the overarching vision and mission of the college. The institute follows a decentralized framework, ensuring transparency, and accountability following governmental directives. The institute follows a three-level of governance. At the apex level is the Governing Body which acts as the main policy-making body, directing the college in accordance with the vision of the institute to prepare responsible citizens through imparting quality education, fostering environmental consciousness, and adhering to the values of equality and inclusiveness. Three faculty members and two non-teaching staff along with the Principal and other external members form the Governing Body which meets periodically and provides strategic oversight. At the executive level, the Principal, as the secretary of the Governing Body, is entrusted with implementing the policies undertaken at the Governing Body, managing day-to-day activities following the principles of 'Sa?vidy?', 'Samriddhi', and 'Samyakt?' followed by the institute, as well as the directives of the State Government, affiliating institute, and the UGC. At the advisory and operational level, the Teachers' Council, the Finance Committee, and the IQAC, along with numerous sub-committees spearheaded by the Principal, provide important counsels, develop the strategic roadmap considering the long-term and short-term goals of the institute, and implement the same. Before the commencement of the academic year, the IQAC, Teachers' Council, and the Principal develop a blue print concerning teaching-learning, internal evaluation, and various other strategies for student enrichment. All the teachers have the opportunity to express their views as members of the teachers' council. The suggested policies are taken up in the Governing Body for necessary approval. Teachers and non-teaching staff can also voice their suggestions through respective sub-committees to the Principal. Suggestions for various skill development programmes, such as add-on courses, life skill courses are evaluated; proposals for forging collaborations with other institutes, and organizing seminars/conferences/workshops were considered time to time. The IQAC holds regular meetings to monitor the effectiveness of education imparted by the institute, the implementation of the policies, and deliberate on ways for enhancement of the overall teaching-learning quality of the college. The proposals for developing infrastructure, procuring books and equipments are sanctioned as and when required. The departments enjoy autonomy in matters related to curriculum planning and delivery and implement the framed policies of the institute, while the staff council oversees the administrative aspects. The institute gives utmost importance to the views of the students, alumni, and the parents of the students and incorporates their suggestions regarding teaching-learning, curriculum, and infrastructure of the institute. The students' council also play important role as members of different committees and sub-committees, and by extending support to the management in organizing Freshers' Party, Social, among others. Thus, decentralized and participative governance policy of the institute involves all the stakeholders for betterment of the institute's overall progress.

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

Within the organizational structure of Purbasthali College exists a carefully crafted framework of governance, designed specifically to orchestrate a smooth and efficient functioning of the academic affairs with administrative efficacy. The Governing Body, comprising the Principal, one Government nominee, one Higher Education Council nominee, two teachers from the affiliating University of Burdwan, three teachers representatives, one non-teaching staff, and a student representative of the college, along with the local leader appointed by the Department of Higher Education as the President of the Governing Body, is the apex body of the institute which prepares policy and guides the institute toward academic achievements, intellectual pursuits, and administrative efficacy, resulting in overall progression aligning with the institutional vision. The Governing Body operates within the prescribed rules of the Department of Higher Education, Government of West Bengal and the statutes of the University of Burdwan with regards to administration, service rules, promotion, and disciplinary actions. On recommendations of the West Bengal College Service Commission, the appointment of the Principal, and the full-time faculty members are made by the Governing Body. It also follows the rules and regulations of the Department of Higher Education for the appointments of State Aided College Teachers (SACT) and Non Teaching Staff. To ensure seamless execution of the framed policies and management of resources, the Principal as the ex-officio secretary of the Governing Body, promotes decentralization by forming various committees to function as the operational backbone of the institution involving all the stakeholders of the institute. The Internal Complaint Cell (ICC) operates independently to ensure prevention of sexual harassment in the institute. The Coordinator of IQAC convenes periodical meetings and reviews institutional policies and suggests ways for improvement. Motivated by an unwavering commitment for excellence, a collaborative effort concerning the Principal, IQAC and various committees, ensures evaluation of outcomes of the institutional perspective plans, and formulation of strategic plans for further improvement which are considered in the Governing Body for sanction. The Finance Committee is concerned with resource allocation, budgeting, financial planning, and is entrusted with supervising matters related to finance from disbursement to utilization of funds and conducting audits time to time. The Governing Body has other important sub-committees like Teachers' Council, Staff Council, Women's Cell, Academic Sub-committee, Building and Development, Admission, Purchase, Examination, Grievance Redressal, Anti-Ragging, Library, Cultural, Equal Opportunities, Students' Welfare committees for the smooth functioning of day-to-day affairs of the college. The Teachers' Council is a statutory body in which the teachers resolve issues related to teaching-learning,

including curriculum delivery, pedagogical matters, internal evaluation, recommending policies related to academic matters, and enabling communication between faculty members and the administration. All these committees function efficiently to provide synergy of academia and administration and propel the institute toward academic heights. The Organogram displayed on the website reveals the structure of the institute. The Governing Body sanctions institution's perspective plan taking into consideration the recommendations of the committees highlighting the long-term goals and short-term strategies for the development of the institute in terms of academia, allocation of resources, and infrastructure.

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>
Provide Link for Additional information	<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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The institution possesses a comprehensive performance appraisal system to evaluate accomplishments of the faculty members as well the non-teaching staff. For the performance appraisal of the faculty members, the institute takes the following measures: all the faculty members are required to submit an annual Self-Appraisal Form mentioning their academic and professional achievements. The faculty members also present the course completion report after each semester to the IQAC. They keep the record of classes taken in accordance with the classes allotted as well as leaves taken by them. The performance of the teachers is also judged by the feedbacks provided by the students on the teachers' performance. After analysis, the Principal discusses the feedback reports with each of the faculty members by maintaining utmost confidentiality and provides necessary suggestions. Furthermore, during the time of promotion through CAS, the concerned faculty members are required to submit the duly filled-in performance appraisal form which are evaluated and approved by the IQAC and the Principal. Subsequently, the appraisal form along with necessary documents are checked by a screening/selection committee, consisting of members of the Higher Education Department, Government of West Bengal, the affiliating University, among others.

Recognizing the crucial role of the non-teaching staff in ensuring efficiency in handling administrative affairs, the institute maintains strategies to evaluate the performance of the non-teaching staff. The daily attendance of the non-teaching staff is monitored closely, ensuring punctuality, discipline, and accountability. Staff-training programmes are organized regularly to provide them opportunity to enhance their knowledge and skills. The institute prepares an administrative calendar to allocate monthly tasks to all the non-teaching staff and its progress is monitored by the head of the institution, facilitating efficient workforce management.

The institute has implemented various welfare measures for teaching and non-teaching staff, such as General Provident Fund (GPF) facility and loan facilities from GPF, WBHS, Swasthyasathi, Group Insurance scheme, providing various types of leaves— CL, EL, ML, paternity leave, study leave for carrying out research works, On Duty Leave to encourage faculty members to participate in various programmes. The female employees are provided with Maternity Leave of six months, and Child Care Leave as per rule. Anti-sexual harassment cell and CCTV surveillance system are provided for the safety of female employees at the workplace. Annual Picnic for all employees are organized to foster an amicable workplace environment. Apart from these, the institute provides facilities for parking, purified water, separate washrooms for Ladies and Gents employees, free high-speed internet connectivity, printing facilities in every department, reading room in the library, power back-up system for uninterrupted power supply, sick room, canteen facility on a no-profit basis, first aid, and financial support for newly recruited employees in case of delayed disbursement of salary by the Government. The college facilitates annual festival bonuses to non-teaching staff and SACT teachers, 'Puja advance' from the college every year. Every year the institute confers several accolades to appreciate the exemplary contribution in respective fields, such as 'Guru Gaurav Puraskar', 'Seva Bhushan Samman', 'Jyotirmoy Puraskar', and 'Purbasthali Mahavidyalaya Pragati Puraskar'.

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<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:** 46.59

**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
14	12	3	2	10

**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
12	12	12	12	12

  

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The institute is dedicated to effective utilization of funds with utmost transparency and integrity in financial matters. As a state government-aided institute, the primary sources of funding is the salary of the employees and grants for development provided by the state government. As the institute does not hold UGC 12b status, it has not received any financial benefit from the UGC. The institute, on the one hand, maintains its resources to maximize its utilization, and pursue various funding agencies for procuring further resources by submitting proposals in time, and ensures compliance with rules and regulations of the funding agencies while utilizing the funds. Government grants related to salary are integrated into HRMS portal, while development grants are sanctioned separately to the respective treasury, where Disbursement Certificates (D/C) or Utilization Certificates (UC) are submitted after utilization of the fund. The institute facilitates its students in procuring and accessing various scholarships, such as SVMCM, Kanyashree, student credit cards, and post-matric scholarships for female and SC/ST students. Separate accounts are maintained for receiving funds, and disbursal is also recorded properly. In the beginning of the financial year, the Finance Committee primarily prepares a categorical budgetary allocation based on suggestions from various convener/coordinator of the committees/sub-committees to decide the utilization of existing resources based on priority and cost effectiveness, and send it to the Governing Body for approval. The institute promotes sharing of existing resources/facilities

among all the departments to minimize wastage, and encourages electronic communication through emails, WhatsApp groups, college website to reduce paper usage.

The internal mechanism of scrutiny with respect to financial transactions of the college is robust, reinforcing rigorous internal checks to ensure authenticity and reliability. The Governing Body has established a Finance Committee and appointed a bursar to formulate, execute, and supervise financial strategies and look after day-to-day transactions respectively. Proposals related to development, renovation, and construction, stemming from various committees, are examined by the Building and Development Subcommittee before presenting the same to the Governing Body for necessary action. Any financial sanctions, allotted by the Finance Committee, are diligently implemented by the Purchase Subcommittee by purchasing and procuring from vendors adhering to prescribed guidelines. All the financial statements are first audited by a Chartered Accountant in his capacity as the internal auditor with a view to maintaining integrity, operational efficiency, legal compliance, fraud detection, and resource optimization.

Apart from the Internal audit, the mobility of financial resources undergo rigorous screening by the government appointed auditors. The financial records, including the Acquittance Registers, Grant Registers, Ledger accounts, Cash Books, and all the necessary supporting bills, vouchers, are presented before the statutory auditors for thorough examination. The report of the audit committee along with observations, insights, objections (if any) are reviewed by the Governing Body and compliance with the same are ensured incorporating amendments as deemed necessary. The report of the statutory auditors is finally communicated to the Government of West Bengal. Through this process, the college exemplifies its commitment to maintaining transparency and accountability in financial matters.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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) functions not only as the vigilant custodian of academic



activities of the institute, but also as the nurturer which helps the seeds of quality to grow over a period of five years to achieve academic excellence. The unwavering commitment of IQAC toward institutional eminence has culminated in many achievements. The physical facilities, such as classrooms, smart classrooms, seminar halls, number of computers, computer lab, language lab, high-speed internet connectivity, number of books in library, career counseling books, library automation, have either increased manifold or introduced during this period under the active guidance of the IQAC. IQAC's relentless pursuit for perfection prompted the faculty members to embrace innovative and effective teaching-learning methods. IQAC regularly collects feedback from the students on various issues ranging from teachers' performance to institutional infrastructure, and upon analysis the report is presented to the Governing Body and actions are taken based on it with a view to improve the weak points of the institute. For illustration, the case of increasing the number of ICT classes can be cited. The students expressed desire for more number of ICT classes in their feedback, and the IQAC made sure that adequate infrastructure in terms of number of smart classroom and laptops be increased and communicated to all the departments to take more ICT classes, and consequently, more ICT classes have been introduced. In the follow-up meeting, the IQAC records the progress and acts accordingly. During the nationwide lockdown, IQAC dared to explore uncharted territories by taking the initiative of conducting online classes through free-to-use Google Meet medium, trained teachers to explore various digital mediums, conducted student enrichment programmes through YouTube, transformed medium of social networking, entertainment and communication of the students to a lively academic space through WhatsApp Groups, and conducted online examinations and evaluations for timely publication of result.

Other path-breaking decisions implemented by the IQAC are organizing Ice-breaking sessions, aptitude test, creating benchmark with formulating course outcomes and programme outcomes, introducing 40 add-on courses, conducting CIEs, remedial classes, various student enrichment programmes, facilitating sports, outreach and cultural programmes, collaborating with other institutes with MoUs, encouraging research activities, publishing annual Newsletter of the institute, taking feedbacks from all the stakeholders, encouraging employees and students to excel by giving various awards, conducting academic administrative audit, gender audit, financial audit, green audit, securing ISO certification in academic and environment domains achieving the pinnacle of excellence and sustainability in the educational ecosystem, organizing training programmes for all employees, participating in NIRF, introducing two best practices- 'Gender Sensitization and Women Empowerment', and 'Recognition of Achievements', promoting institutional distinctiveness in the area of 'Promotion of Environmental Ethics', commitment towards environment and sustainability, among others. The IQAC conducts regular meetings to evaluate the teaching-learning processes, attainment of PO COs, records incremental improvement in various areas, and plans for the next academic session with a view to provide improved experience to its primary stakeholders. The resolutions of the meetings along with the actions taken are also uploaded on the website.

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

<b>File Description</b>	<b>Document</b>
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>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The institute follows the principles of Sa?vidya?, Samriddhi, and Samyakt? which means it emphasizes on spreading the light of knowledge to the students remaining steadfast in its commitment to promote gender equity in all its endeavours apart from following non-discriminatory practices based on gender identity. Purbasthali College is situated in the rural area of Purbasthali where general consensus placed greater emphasis on providing access to higher education to male children than the females; and the girls are married off at an early age forcing them to quit studies. The college recognizes the need for counseling the female students as well as the local inhabitants on the importance of providing equal opportunities to the fair sex, and presently, the college boasts that half of its students are female. To ensure safety and security for women, the entire campus is fortified with walls, brightly lit with lights, and CCTV cameras are installed at all strategic areas to provide continuous surveillance system. The college provides dedicated common rooms for female students with attached toilet, sanitary napkin vending machine, electric incinerator, and separate dry and wet dustbins to promote hygiene and menstrual health. The institute also extends the facility of separate toilets with modern amenities to female teaching and non-teaching staff. The institute has established mechanisms for preventing and handling cases of sexual harassments, gender discrimination, and ragging and constituted Internal Complaints Committee and Sexual Harassment Prevention Cell, Women's Cell, Anti-ragging Committee, Anti-ragging Squad, Grievance Redressal Cell, and online and offline grievance redressal mechanism which testify the unwavering commitment of the institute to the safety and security of its stakeholders. The teachers as mentors and primary counselor extend support to their wards by offering them counseling and guidance as and when necessary. The head of the institute is also accessible to all the students to voice their concerns. The college maintains that all the eligible female students get scholarships in due time. The female faculty members are provided with benefits of availing Maternity Leaves and Child Care Leaves (CCL), and equal opportunities are given for career advancement and for participation in seminars, workshops, training programmes, and any kind of research activities. Female faculty members are accorded the role of conveners and chairpersons in many committees.

The institute has conducted Gender Audit for the academic sessions 2018-23 to assess the institute's policies regarding promotion of gender equity, and identify areas for improvement.

The institute believes that a dialogue has to be initiated with the stakeholders to effect a positive impact

regarding gender discrimination, and thus, it regularly organizes awareness campaigns, seminars, conferences, workshops in and around the campus as part of co-curricular and extra-curricular activities. Every year, International Women's Day is observed to celebrate the progress towards achieving gender equity and to take a clarion call for fighting gender-based inequalities. Apart from that the IQAC, Women's Cell, NSS, and Cultural Committee conduct various sensitization programmes to raise awareness about gender discourse, facilitate an environment of mutual respect, prevent gender-based discrimination and violence, and promote equity.

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

File Description	Document
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>
Provide Links for any other relevant document to support the claim (if any)	<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>
Provide Links for any other relevant document to support the claim (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:**

Purbasthali College is located in a region inhabited by Hindu and Muslim population from Bengali speaking communities and it recognizes the importance of promoting values of tolerance and harmony, and constitutional obligations, such as values, rights, duties, and responsibilities of citizens. The college remains steadfast in fostering an environment of inclusivity, tolerance, harmony towards diverse cultural, linguistic, and religious communities. It does not entertain narrow parochial sentiments of any religious communities and strictly adheres to a no-reservation policy based on religion. The college has a well-established grievance redressal system and it has a zero-tolerance policy towards any incidents regarding discrimination based on class, caste, gender, and religion to ensure equal opportunities for all sections of the population. Purbasthali College celebrates the rich cultural and religious diversity present among its stakeholders by participating and organizing various events and festivals of different religious communities. It organizes 'Saraswati Puja' (offerings to the deity of knowledge in Hindu religion) and takes part in the festival of Christmas (celebrating the birth of Jesus Christ in Christianity) organized by the local Church. These celebrations facilitate cultural exchanges, and respect for diverse communities, promoting values of tolerance and harmony. The institute also organizes cultural events to commemorate the birth of Rabindranath Tagore and Kazi Nazrul Islam, the two champions of communal harmony

belonging from two religious communities. It observes 'Bhasha Diwas' commemorating International Mother Language Day as a tribute to the martyrs of the Bengali language movement. The institute celebrates New Year as well as organizes cultural programmes on 'Barsha Baran' (Bengali New Year), 'Bijoya Sammilani' (paying homage to the Goddess Durga), 'Basanta Utsav' (celebrating the spring festival), and observes 'Muharram'. Purbasthali College actively participates in various outreach programmes to promote diversity and inclusion. During the Independence Day and Republic Day, a parade is organized in and around the campus to spread awareness on tolerance, communal harmony, secularism, and national integration among the students as well as the local community members. The college organizes 'Rakhi Bandhan Utsav' where the students of Purbasthali College ties 'rakhi' (wristband) as a token of promoting tolerance, harmony, and acceptance of cultural and regional diversity among the inhabitants of the locality. In recognition of the cultural diversity, the institute not only provides all the holidays declared by the Government of West Bengal, but also provides local holidays to commemorate local festivals, such as Shitala Puja, Karthik Puja, Manasa Puja etc. Through these initiatives, the institute nurtures a sense of belonging in the institute. The Department of Political Science conducts an add-on course on 'Understanding Human Rights', and 'Political Philosophy and Indian Constitution' to provide knowledge about rights, duties and obligations in the Constitution. The Electoral Literacy Club of Purbasthali College creates awareness and sensitizes the students as well as the employees on democratic rights and constitutional obligations.

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:**

Best practice 1

1. Gender Sensitization and Women Empowerment

2. Objectives

- To make Higher Education accessible to rural women;
- To redress gender discrimination and promote gender equity;
- Ensuring equal opportunities for female students;
- Creating an environment where women feel respected, valued, and empowered;
- Conducting consciousness-raising programmes;
- Providing support services for the women to march forward;

### 3. Context

Situated in a rural landscape, Purbasthali College provides higher education mostly to the first generation learners coming from lower-middle class strata that places priority on the higher education of male children and women are considered liabilities. The educational quest of the female students is thwarted by various repressions, familial pressures, as well as matrimonial obligations from an early age. Moreover, a lack of awareness about women's rights, lack of confidence, paucity of knowledge about menstrual hygiene and self-defense make them susceptible to various forms of victimization. In response to this, the institute has realized an urgent need for intervention.

### 4. Practice

The institute recognizes that the historical and systematic injustices since ages have forced women to become marginalized, and thus, it transcends the notion of equality to embrace the conviction that providing equity would lead to equality. The institute provides female students various opportunities to make them feel homely. Their safety and security is taken care of by continuous surveillance system to monitor any unwanted incidents. They are also provided with a 'room of their own' with toilet, recreational facilities, and sanitary napkin vending machine. The institute has special assistance for girl students to ensure that they receive scholarships without any delay. They are provided with various levels of support systems— their own teachers and other institutional mechanisms for registering their complaints. They are also given opportunity to actively participate in the decision-making processes as members of various committees. The institute organizes various programmes for the promotion of gender equity. Women's Cell organizes a free-of-cost self-defense training programme to equip the female students with skills to protect themselves. The faculty members of the institute also undertake researches on gender equity. The Department of Education organized a play, "Chetana", to spread awareness on women empowerment.

### 5. Evidence of Success

- Half of the enrolled students are women;
- Increased number of female students excelling in the university;
- More number of female students participating in extra-curricular activities;
- No reported incidents of sexual harassment;
- More number of female students in the committees;
- Female students have become mentally stronger, and attend classes enthusiastically;
- Feedbacks from the female students reveal high level of satisfaction with the institutional policies.
- 

### 6. Problems Encountered and Resources Required

The primary problem encountered while implementing the policies are the societal attitudes and gender biases. The locational disadvantage of the college acts as a deterrent as commuting through long solitary road and lack of financial resources pose serious challenge.

Financial assistance in the form of grants is required. Additional financial aid would assist the institute in arranging free-of-cost transportation services to the students. It would also enable the institute to provide vocational training, internship possibilities.

## Best practice 2

### 1. Recognition of Achievements

### 2. Objectives

- Promote a culture that appreciates achievements of stakeholders;
- Providing an inclusive and supportive environment where each stakeholder feels satisfied, valued, and motivated to perform;
- Facilitating personal, professional, and skill development;
- Foster a sense of belonging, commitment, and pride;
- Provide inspiration and encouragement for excellence and innovation;
- Foster mutual cooperation and collaboration.

### 3. The Context

Being situated in a rural landscape with geographical challenges, the college possesses limited resources and infrastructure which can lead to a sense of alienation among the stakeholders. Moreover, most of the students are first generation learners who face many obstacles and require constant encouragement to pursue higher education. Traditional gender norms also contribute to demotivating female students from continuing their studies. The number of full-time faculty members and staff are also less in comparison to the workload which can also result in burnout, decreased productivity, and feeling of lack of motivation.

### 4. The Practice

The institute professes to provide an inclusive and supportive environment which prioritizes the well-being of the stakeholders and develops a sense of belonging. In the context of the institute where access to amenities hinders academic progress, the institute recognizes every achievement, no matter how small, to motivate the students for pursuing higher education. Every year, the institute confers multiple awards, such as 'Guru Gaurav Puraskar', 'Seva Bhushan Samman', 'Jyotirmoy Puraskar', 'Purbasthali Mahavidyalaya Pragati Puraskar', 'Nari Shakti Puraskar', 'Aparajita Prerana Puraskar', 'Gyan Gaurav Puraskar', 'Krira Jyoti Puraskar', besides other prizes. The short duration add-on courses offered by the institute provide the students an opportunity to gain confidence in the context where dream of achieving higher education often seem distant. Those who complete the courses successfully are provided with certificates in a ceremonious event where enthusiastic applause provides them confidence and determination to achieve even greater heights. These small celebrations instill a sense of pride in the students who slowly come to realize their hidden potential amidst the loud cheers of the audience. The institute makes the students believe in themselves, provides them dream to achieve, ignites thirst for knowledge, and helps them to face future challenges.

### 5. Evidence of Success

- Retention rate of students has improved from the year 2018-19 (52.72%) to the year 2022-23 (66.82%)
- Significant improvement in pass percentage from the year 2018-19 (30.99%) to the year 2022-23



(72.14%);

- Increased participation in different activities;
- Very high happiness index (4.4 in 5 point scale in 2022-23);
- Improved class attendance;
- Fostered a sense of unity and belonging;
- Enhanced visibility of the institute.

### 6. Problems Encountered and Resources Required

The lack of job opportunities for the students poses a serious problem for the students as they do not want to continue their study. The remote location of the college also hinders the academic pursuits of the students. The lack of adequate financial resources of the college also warrants assistance in order to fund the initiatives.

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

Promotion of Environmental Ethics

Introduction

As a seat of learning and custodian of values, moral, and ethics, higher education institutions play pivotal role in determining the attitudes of the general public towards the environment in which they live. In an era characterized by growing ecological concern and rapid environmental degradation, Purbasthali College recognizes the importance of promoting environmental ethics to guide the interplay of human

behaviour and ecological system. The distinctiveness of the institute lies in its unwavering commitment in protecting the Mother Nature, advocating for sustainability, and upholding ethical decision-making concerning the environment. It follows and spreads environmental consciousness not only within its campus but also in the surrounding locality through multifaceted approach ranging from curriculum delivery, practicing sustainable development in the campus, and community engagement. In an effort to foster positive change, the institute advocates for a greater understanding of the complex nexus of man and environment and seeks to transform individuals as harbinger of positive change.

## Objectives

The institute purports to prioritize the conservation of the pristine landscape of its campus and promote ethical practices for a sustainable future. The main objectives of the institute are the following:

- To organize plantation drives throughout the year to maintain the campus greenery;
- To create awareness about environmental issues among all the stakeholders;
- To minimize environmental impact and reduce carbon emission;
- To promote sustainable practices among the students, faculty, and staff for responsible consumption;
- To facilitate environment friendly, single-use plastic free. and pollution free campus;
- To promote eco-friendly development of campus infrastructure;
- To encourage utilization of resources like water and electricity in a sustainable way;
- To practice proper waste management and water management practices.

## Initiatives

The institute is guided by a comprehensive sustainable policy to ensure protection of the environment in its decision-making process. All the initiatives of campus development are in harmony with the long-term goal of sustainable development of the institute. Purbasthali College is blessed with a tranquil, serene campus nestled in trees, away from din and bustle of urban pollution and the college endeavours to maintain the environmental sanctity through various means as follows:

Purbasthali College is committed to maintaining the green spaces and organizes plantation drives throughout the year in and around the campus. The college also takes initiatives in nurturing and conserving the trees. The institute follows proper waste management procedures by segregating waste materials, disposal of non-biodegradable waste, and promotes recycling and composting to reduce environmental pollution. The college celebrates commemorative days and organizes frequent programmes to raise environmental awareness. The institute also conducts rallies and consciousness-raising programmes in the nearby locality as well as in the adopted village of the college to spread

awareness about environmental degradation and ways to avoid it.

The institute purports to instill a sense of deeper appreciation of the Mother Nature and encourages sustainable living practices. It takes proactive steps in implementing energy conservation methods by using energy efficient technologies, optimizing energy consumption, and installing solar street lights to minimize carbon emission and reduce environmental footprint. To nurture the mind, body, and spirit of the students in harmony with the nature, it has designed a learning space in the lap of nature, under the shade of mango tree just beside the statue of India's noble laureate Rabindranath Tagore, whose inspiration provided the impetus. To combat plastic pollution and provide clean air quality, the institute implements single-use plastic free zone and no smoking zone to ensure a healthy environment for its stakeholders. To replenish ground water resources the institution collects, stores, and utilizes rainwater through rainwater harvesting methods. Soak pits are also created to facilitate groundwater recharge to address water scarcity and maintain groundwater levels. The institute prioritizes digital documentation and paperless procedures to reduce paper usage. All the notices are circulated through digital media to reduce dependence on offline circulation based on massive paper consumption. These processes help to conserve ecology and mitigate environmental impact. To minimize air pollution, the institute encourages sustainable mobility options by preferring cycling over two-wheelers and four-wheelers. Man-made nests are created to attract different types of birds. In order to evaluate the efficacy of the policies and practices of the institute for the promotion of environmental activities, the institute conducts Green Audit/ Environmental Audit to comply with the existing regulations and identify areas for further improvement.

#### Outcomes

The institute has 9560 Sq mt of area out of 11331 Sq mt of the total area of the campus as green corridor which accommodates trees such as Mango trees, Mehagini trees, Betel nuts, Devdaru trees, Akashmoni trees etc. The promotion of environmental ethics and the sustainability initiatives undertaken by the institute led to a widespread awareness about environmental issues among the students, faculty members and staff of the institute. As a result of various promotional measures, educational programmes, and outreach activities, the stakeholders are empowered to make decisions in consonance with sustainability. Although the location of the institution is remote, most of the employees and students avoid fuel-based vehicles to commute and instead opt for cycles or walking as preferred mode of transportation. The college has Environmental Management System (EMS) certification according to ISO 14001 standards which shows the commitment of the institute to withhold environmental ethics. Environmental footprint has been reduced significantly through implementation of sustainable practices, such as waste management, water conservation, energy management, pollution-free, smoke-free green campus, which facilitates a conducive learning and healthy environment for all the stakeholders. The initiatives of the college led to increased consciousness among the stakeholders regarding environmental ethics that governs the decision-making process of the institution, guiding towards a sustainable future.

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

## 5. CONCLUSION

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### **Additional Information :**

The institute has its own YouTube Channel, 'Purbasthali College e-Lyceum' where educational contents were uploaded during the time of the pandemic. The college was one of the first among all the educational institutes to recognize the need of imparting education through online mediums. To mitigate hardships of the local people, the college waived off admission fees for two years so that students of the locality, who primarily belong from economically weaker sections of the society, do not get deprived of education. This reflects the institute's commitment towards the underprivileged sections of the society in providing equal opportunities to all. The magnanimous decision of alleviating the financial burden on the families of the students in the face of unprecedented crisis has also affected the institute as it faced financial crunch and necessitated judicious allocation of available resources. Being a newly developed institute, it had limited financial resources, coupled with limited to no opportunities for external funding forced the institute to look for alternatives of using subscribed version of online mediums, such as Zoom or G-suit. The members of the college advocated for using free version of G-meet and utilizing YouTube when a large number of audience were needed to accommodate. Thus, the institute struck a balance between its commitment towards community welfare and performing its duty of providing quality education to its primary stakeholders.

### **Concluding Remarks :**

Purbasthali College was established in the rural area of Purbasthali with an intention of providing educational opportunities to the rural inhabitants of the Purbasthali Block I and II of Purba Bardhaman district. Despite many challenges, the college has created an adequate infrastructural support to ensure that students get state-of-the-art learning experience. Through prudent management of resources, the institute was able to augment its infrastructure rapidly, keeping in pace with the technological advancements. However, the college faces many crises that hinder its growth. Every year, a significant dropout is noticed which causes concern. The college does not have any industry linkage to provide its students benefit of campus placement. The lack of job opportunities for the Undergraduate students, lack of parental awareness, and the negative impact of the Covid-19 pandemic are demotivating the students to complete their higher educational pursuits. The institute harbors ambition to augment its infrastructure by establishing a gymnasium, an auditorium, and modernizing the Library with air-conditioning facilities for the comfort of the stakeholders.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.2	<p><b>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</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 border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>328</td> <td>362</td> <td>0</td> <td>386</td> <td>323</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>314</td> <td>387</td> <td>0</td> <td>386</td> <td>323</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	328	362	0	386	323	2022-23	2021-22	2020-21	2019-20	2018-19	314	387	0	386	323										
2022-23	2021-22	2020-21	2019-20	2018-19																											
328	362	0	386	323																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
314	387	0	386	323																											
2.1.2	<p><b>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</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.2.2. <b>Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>599</td> <td>599</td> <td>692</td> <td>692</td> <td>631</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>599</td> <td>599</td> <td>689</td> <td>689</td> <td>563</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19						2022-23	2021-22	2020-21	2019-20	2018-19	599	599	692	692	631	2022-23	2021-22	2020-21	2019-20	2018-19	599	599	689	689	563
2022-23	2021-22	2020-21	2019-20	2018-19																											
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3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p>3.3.1.1. <b>Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p>																														

2022-23	2021-22	2020-21	2019-20	2018-19
3	8	2	3	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	04	02	01

Remark : Research paper with ISSN and in UGC care list will only considered here, input has been edited accordingly.

**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
4	7	1	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	07	04	01	02

Remark : Input edited from supporting documents provided for clarification.

**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
13	06	01	11	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	06	0	10	11

Remark : Extension and outreach programs conducted only for the benefit of the community only

will be considered. Input edited accordingly.

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 :17

Remark : Repeated MoUs will not be considered, input has been edited accordingly.

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 : 23

Answer after DVV Verification: 13

Remark : Input edited from supporting documents provided for clarification.

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
4.23520	6.93104	4.96687	3.04971	2.64247

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.93	5.96	4.24	3.13	2.52

Remark : Input edited as per the expenditure expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs).

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

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

Answer before DVV Verification:



2022-23	2021-22	2020-21	2019-20	2018-19
856	1095	715	702	810

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
974	1135	734	708	791

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	0	23	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	0	23	27

Remark : Events can not be split into activities, it will considered as only, input edited accordingly.

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

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

Answer before DVV Verification:

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

**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
10	8	8	7	7

Answer After DVV Verification :

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

**2.Extended Profile Deviations**

ID	Extended Questions				
1.1	<b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b>				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	34.077747	14.751599	14.017673 7	22.971723 7	22.516175 8
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	32.57	29.44	21.47	19.71	15.49