# SELF STUDY REPORT

## FOR

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

# ACHARYA BROJENDRA NATH SEAL COLLEGE

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Acharya Brojendra Nath Seal College boasts a rich and illustrious history that dates back to its establishment in 1888. Originally known as Victoria College, the institution was founded by Maharaja Nripendra Narayan Bhup Bahadur, a forward-thinking ruler committed to bringing Western education to the region. This initiative aimed to cultivate a modern mindset among the people of Koch Bihar, now known as Cooch Behar, and its surrounding areas in undivided India.

The journey began when Maharaja Nripendra Narayan Bhup Bahadur proposed the establishment of a First Class College to the State Council in 1886. Despite initial rejection in January 1887, the proposal was reconsidered and accepted in March of the same year. On June 15, 1888, Victoria College was born, and named so, as amark of reverence and loyalty towards Queen Victoria, the then Empress of India.

Following the merger of Cooch Behar Princely State with India, the Government of West Bengal assumed responsibility for the institution, transforming it into a Government College. In 1970, in honor of the First Indian Principal Acharya Brojendra Nath Seal's substantial contribution, the college was renamed Acharya Brojendra Nath Seal College.

Over its more than 134-years journey, the college has remained a beacon of learning. Initially under the University of Calcutta, it later came under the University of North Bengal and currently operates under Cooch Behar Panchanan Barma University. The institution continues to attract students from various corners of North Bengal, maintaining its role in providing higher education.

Acharya Brojendra Nath Seal College takes pride in offering Post-Graduate courses in Bengali, Sanskrit, Zoology (since 2004) and History (since 2010). Notably, it earned the UGC's recognition as a Centre with Potential for Excellence, adding another feather to its cap. In 2017, during NAAC-Cycle II, the college demonstrated considerable improvement by achieving a Grade-A rating. This century-old institution stands as the alma mater of numerous accomplished individuals, contributing significantly in spheres of knowledge, politics, economy, and society. The flame of learning continues to burn bright, enlightening the dark corners of North Bengal.

**Vision**

135 Years young Acharya Brojendra Nath Seal College aims to be an institution of excellence in higher education and research through the development, innovation and application of knowledge towards creating well-rounded, multiskilled and socially responsible global citizens for a people centric ecologically sustainable society.

**Mission**

1. To provide students with quality educational experiences and support services that can lead to the successful completion of degrees along with imparting of career-oriented education and basic skills of

proficiency.

2. To promote academic and career success through the development of critical coupled with value-based thinking, effective communication, creativity and cultural awareness within a safe, accessible and affordable learning ambience.

3. To meet the requisites of demographically assorted student population, the institution embraces equity and accountability through measurable learning outcomes, ethical data driven decision making and students' achievement.

4. To contribute in the development of habits, attitudes and qualities of character building, enabling the students to bear worthily, the responsibilities of dignified citizenship, making them strong enough to face those fissiparous tendencies which obstruct development of a broad, national and secular outlook

5. To make it a regular practice on various skills in personality development thereby promoting interpersonal communication, facilitating the growth of self confidence, required for all round development of an enduring personality.

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

**Institutional Strength**

- Nestled strategically within the heart of Cooch Behar town, this venerable Government College has long held a distinguished position in North Bengal, instilling unwavering confidence in the local populace owing to its exceptional academic prowess.
- With a considerable teaching strength (84), the institution thrives on a robust teacher-student bonding, fostering a wholesome mentor-mentee relationship.
- Demonstrating a consistent track record of academic excellence, the college has produced numerous toppers featured in the University merit list, gaining admission to premier institutes. Postgraduate courses in Bengali, Sanskrit, History, and Zoology have witnessed increased participation in research endeavours by faculty and students.
- The digitalized Central Library stands as a reservoir of knowledge, housing over 80,000 books, including rare collections from past centuries in both Science and Arts. The library extends services such as access to repositories, e-journals, and question banks, benefiting students and faculties.
- The integration of Wi-Fi connectivity throughout the campus, including the Principal's Chamber, teachers' common room, departmental staff rooms, classrooms, enhances internet accessibility. The presence of five virtual smart classrooms adds a digital dimension to the learning environment.
- A repository of historical documents preserved in the Museum is valuable, as well-equipped laboratories in science departments cater to the needs of undergraduate, postgraduate students, and researchers.
- The Acharya Brojendra Nath Seal College Alumni Association and the Acharya Brojendra Nath Seal College Parent-Teacher Association actively contribute to the college's betterment. Noteworthy social and humanitarian initiatives like Plantation Drives, Cleanliness Drives, by National Service Scheme (N.S.S.) in adopted villages and selfless social service by NCC wings, enrich the college's community engagement.
- The campus, deemed as pollution-free, an Administrative Building recognized as a Heritage Building by the West Bengal Government are assets. Infrastructure includes an air-conditioned seminar hall, open-air stage, and two expansive playgrounds. Additional features comprise a medicinal plant garden, biodiversity-conserving shaded net-house, rainwater harvesting unit, and solar panels. The college also houses century-old boys' and 70-year-old girls' hostels, a gymnasium, health care unit, and canteen. Academic pursuits are highlighted through publications like the B.N. Seal Journal of Science and The

Victorian Journal of Arts, showcasing the college's scholarly efforts.

- Hosting IGNOU and Burdwan University's Distance Education centres, the college promotes lifelong learning. The Sayatendra Nath Civil Service Study Centre provides civil service exam training. Committees like Mentor-Mentee, ICC, Anti-Ragging, Student Grievance Redressal address concerns, while the Incubation Centre for Innovative Ecosystem encourages entrepreneurial mindset and collaborations.

## Institutional Weakness

- Since this is a Government Institution so by dint of the procedure of transfer as per the rule of the service if occurs in the middle of an academic session, becomes a problematic issue especially with regard to the completion of syllabus, particularly in the CBCS strategy of college education.
- Some of our buildings are too old to be furnished with modern electronic gadgets. Geographically it is juxtaposed to the Dooars. Therefore, humidity and heavy rainfall is an obstruction to normal functioning of the College especially during the rainy season which accelerates the damaging of the age-old constructions, books and electronic equipments.
- Since the institution is located at the farthest corner of the state, the distance from the central educational hubs sometimes becomes a hurdle, hard to overcome. Quick establishment of contacts and interaction with resource persons from different parts of the country sometimes remains unrealizable. Even if realized, fixation of schedules so that maximum resources can be obtained within restricted time becomes challenging. Moreover, the load of fulfilling the logistic issues becomes one the concerns.
- As the institute lacks academic autonomy at UG and PG levels, its contribution in curriculum designing and modification is negligible. However, teachers as members of Board of Studies fill up this gap to some extent.
- The College is yet to have a spacious auditorium keeping in mind the numerous cultural activities being organized at different parts of the session.
- From one angle, the spacious campus is certainly an advantage but from security point of view this advantage sometimes becomes a disadvantage too. Although a few close-circuit cameras have been installed but those are not sufficient for keeping a watchful eye in every nook and corner. Scarcity of sufficient number of security personnel hampers provisions of ample vigilance within the College premises.
- Library automation is to be fully completed. This may become possible with increase in Library staff.

## Institutional Opportunity

- Formation of in-house, inter-disciplinary and external academic linkage through collaborative projects and research activities could be enhanced in course of time. The initiative has already bloomed and slowly taking a shape on its own.
- Though the formal mentoring system has been strengthened in the college since the last NAAC visit, as students faced a number of challenges during the period of Lock-down, teachers not only helped them with their academics but also mentored them on a regular basis so that they could overcome psychological issues like depression and anxiety. This facility needs to be strengthened with more professional touch by inviting counsellors on board.
- Incubation Centre for Innovative Ecosystem can spread its tentacles whereby industries can collaborate and give transitory of facilitative assistance to the students (INCUBATION BY INDUSTRY)
- The location wise advantage of Cooch Behar embellishes the city with rich culture,unique heritage,

natural resources like mountains, landscapes, rivers, tea gardens, gredenery coupled with beauty, and this richness of natural phenomenon in bounty enhances the scope for sociological, antropological and geomorphological research ventures.

- With four Post Graduate courses running at present , the college can look forward with a hope of opening more such courses in the future.
- The College library maintains institutional membership through subscription of N-LIST programme of UGC-INFONET to promote routine academic activities and research work. This measure should be enhanced further.
- Horizontal and vertical expansion of the facilities within the departments with increased support from the State Government and other bodies (Alumni Association, Parent- Teacher Association etc.) will attract brilliant students for enrolment in the College.
- Extension activities under the umbrella of active NSS and super energetic NCC are already in progress. But the areas of activities can be expanded further.
- The College has still barriers in utilizing the fallow landed assets which can be utilized for more infrastructural development.
- Process for opening some new departments can be initiated with the support of the Government.

## Institutional Challenge

The primary challenge the College faces today is to retain and reflect the unique legacy of the College in its curricular and co-curricular activities. At the same time, the Institution is gearing itself towards the future, with a vision to encompass emerging disciplines and areas in higher education thereby, creating global academic ambience.

- Obtaining permissible funds for different development programmes is always a challenge for a purely Government college with no freedom to access or raise fund of its own.
- Teaching is incomplete without supplementing research. Research enhances the quality of teaching and involving students in research activity is a potential method of enabling them to understand the truth and reality of the subject. A significant number of teachers are actively involved in conducting research works and also publishing their original research articles in reputed journals and books. It is a challenge before the College to maintain this spirit. The distance of the institution from the central research hubs hinders to an extent, the creation of research ambience in this region and is definitely a challenge to confess and confront.
- Academic planning for UG and PG levels is entirely dependent on Cooch Behar Panchanan Barma University although it welcomes propositions. Keeping up with the trend is a challenge.
- Upgradation of status and more independence will require for structural and statutory changes. The development of a perspective plan for a longer period with short term sub-plans is dependent on the State Government policy as the College is entirely guided by the state government rules and regulations pertaining to recruitment of staff, income and expenditure. The State Government, however, welcomes proposal for development.

- The academic performance of the students is good, yet there remains further scope for improvement. The challenge is to retain and enhance the quality of performance.
- Internship in Industry though started with small steps is yet to take a formidable shape due to the distance of this town from the industrial centre stages.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Being an affiliated college, the institution has little flexibility in making decisions on curriculum planning and designing, though through indirect measures such as the mechanism of Board of Studies (17 teachers as members of BOS, 2023), gets certain amount of responsibility. In aspects of curriculum delivery, it caters to this mammoth task through well-maintained and documented processes such as by preparing academic calendar, conducting continuous evaluation, interdepartmental faculty exchange and other kinds of innovative teaching mechanisms. This helps the departments as well as the institution as a whole to monitor all academic activities with rigour and efficacy.

As part of academic flexibility, every department successfully conducts a number of Add-On as well as Certificate Courses with satisfactory response from the students. These courses are mostly beyond the regular curriculum, and practically oriented and focus on development of multiple skills and expertise as well as ensure holistic well-being of the students.

Being extremely sensitive about the requirement of instilling ethical doses in today's youth it organizes week long Value Orientation Course at the opening period of a new academic session where the newly admitted students gets an opportunity to listen to the resource persons on ethical issues and freely interact with them on issues of morality.

Regarding curriculum enrichment, the institute seeks to promote awareness among students regarding 'Professional Ethics', 'Human Values', 'Gender', 'Environment and Sustainability' adhering to the prescribed curriculum and also beyond the curriculum. Several departments encourage students in undertaking project works, field-work and internships so they gain experience regarding higher level of academic or professional engagement in future.

Education is a journey of perpetual engagement, requiring selfless dedication and a positive life perspective. Fostering of this mindset demands transcending the boundaries of the curriculum. Beyond academic confines, the NSS orchestrates various character-building ventures throughout the year. Activities such as cleanliness and plantation drives, World Environment Day celebrations, and awareness programs on water conservation and plastic hazards instill a sense of responsibility in college youth. These efforts enhance awareness of the environment, promoting a holistic understanding of our natural surroundings and habitat.

Obtaining feedback on the academic and overall services provided by the college, from stakeholders as students, teachers, employers, alumni etc.; directing and redirecting actions based on the obtainable reports, the institution looks back upon its activities performed and takes measures to further replenish them.

**Teaching-learning and Evaluation**

The propelling force of an institution is "Teaching-Learning and Evaluation", necessary for knowledge societies to flourish. The institution believes on value-based education system being synchronized with the practical learning.

The admission process being transparent, admission of students to various courses is done according to the

guidelines of the Cooch Behar Panchanan Barma University and the directives issued by the Government of West Bengal. The Admission Committee of the College monitors fair and transparent admission process and publishes merit list at the onset of the students' admission, Also, the College strictly follows the reservation policy as per government norms. All the activities are organized according to the "Institutional Calendar" prepared by the IQAC. The College follows the Choice Based Credit System (CBCS) since the 2017-2018 academic session and has adopted the NEP-2020 very recently.

The college offers experiential, participatory, blended mode and ICT enabled teaching-learning to the learners. Each department conducts classes, internal assessments, seminars etc. as per the academic calendar which is reflected in the academic monitor.

A large number of teachers being a human asset to the college is continuously engaged in nurturing the students on academic issues. The teachers adopts Lecture Method, Chalk and Talk, Interactive Method, Assignment and Project-based Learning, ICT based Learning, Experiential Learning, Excursions etc. as the cornerstones in academic process.

Besides teachers as mentors give a patient hearing to the students with academic and extra academic problems.

Wall magazines are published to nurture creativity, writing skills and presentation potentialities in students.

Certificate and Add-on Courses fill the gaps in knowledge and give students a competitive edge. Tutorial classes are organized for slow and advanced learners in accordance with the necessity.

In strict compliance with the norms and objectives of Outcome Based Learning set by the affiliating University, the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the departments.

The college conducts internal assessment and semester end Test examinations for preparing the students before the final semester and arranges for University conducted semester examinations in the college with utmost care. Grievances of the students in relation to the internal and external examinations are taken care off in case the need arises.

**Research, Innovations and Extension**

Acharya Brojendra Nath Seal College, Cooch Behar ascertained the beginning of a journey in the form of establishment of an "*Incubation Centre for Innovative Ecosystem*" in presence of CII, North Bengal, for facilitating the need of the student community of this region in developing an entrepreneurial mindset. Through the incubation centre, students gain hands-on experience in innovation while being nurtured and encouraged by the faculty, management and the industry experts. Several rounds of seminars and workshops have been conducted under its aegis.

Involvement of Faculty members in research work has been reflected by the quality publications of original research articles, book chapters, and other publications. Mostly the teachers are carrying out their research in collaboration with other Institutions of repute such as Department of Physics and Astronomy, University College, London, Physics and Applied Mathematics Unit, ISI, Gamma Driven Experiments Department,

Bucharest, Romania, Jadavpur University, to name a few. A number of good research projects have been completed through this Institution and presently one R&D Project is ongoing on in the Department of Botany under the supervision of Dr. Aninda Mandal, Assistant Professor of Botany being the Principal Investigator, funded by Department of Science & Technology and Biotechnology (WBDSTBT), Government of West Bengal.

Likewise patents conferring exclusive legal rights concerning the exploitation of an invention have been secured in the name of Dr. Nilay Ray, respected Principal of the College, with Reference Application Number 202231056016, date-19/12/2022, of the invention entitled, Seridex-A silkworm Specific Heat Stress Index.

The institution encourages its teachers to make publications in reputed journals and contribute chapters in books of national and international publishers.The institute publishes scholarly articles in two journals published from the college .

The ICC and its sister concern being the Women's Cell guides students by disseminating knowledge of gender-based concerns, women safety and protection, personal health and hygiene etc. through arranging awareness programmes, seminars etc.

The college has a shining history of involvement with and contribution towards the neighbouring community, besides the regular teaching–learning process since 135 years. The N.C.C. cadre and N.S.S. Unit of the college mainly endeavors its time and effort in carrying out such voluntary community actions involving spontaneous support from the student community. Some of such actions are directed towards undertaking cleanliness drives, awareness sensitization initiatives, plantation drives, philanthropic and patriotic involvements, to mention a few.

**Infrastructure and Learning Resources**

## Campus Infrastructure:

The College is equipped to offer quality teaching & learning in the Graduation (Honours) level for 15 Subjects and in the Post-Graduation level for 4 subjects.

The departments are distributed in 8 Buildings (inclusive of the Administrative Building).

There are 49 Class rooms and 22 updated laboratories equipped to conduct the experiments in the present curriculum offered by the University.

A good number of Computers with internet connection serve the necessity of the teaching learning activities almost in all departments.

The Conference Hall (*Vidyasagar Sabhagriha)* in the ground floor of Centenary Building (*Satabhisha*) is mainly used to hold Academic Seminars, Lectures and Workshops; an Open Stage i.e. the '*Rabindra-Prafulla Mancha'* deserves a special mention wherein the College Annual Day, Teachers' Day, College Social and other cultural events are being held.

The College playground flanks at the western part of the Administrative building. Apart from this, the college has a Badminton Court and a Volley Ball Court in front of the College Canteen and Economics & Geography

(*Prakriti)* Building respectively.

Hostels for distant students, seperate common rooms for boys and girls, gymnasium etc. are other facilities provided.

Distance learning study centres such as Indira Gandhi National Open University (IGNOU) and Directorate for Distance Education, Burdwan University are also housed within the campus.

# Library as learning resource:

The College has a vibrant Library & Information Centre embracing the print and digital resources. Library automation process of the College is continuing using 'koha' Integrated Library Management Software. The bar-coded book circulation service is available. The library is quite large with over 80,000 books including a huge number of rare and old books, being preserved as a special collection. In this regard it is worth mentionable that 2 mostly used sections are–North Bengal Specific Archive and Kumar Purnendu Narayan's personal collection (Decendent of The Cooch Behar Royal Family).

Open Educational Resource Repositories (OER repositories) including Sodhganga, e-sodhSindhu, e-PGpathsala, IGNOU e-GyanKosh, Swayam, Virtual Labs, Spoken tutorial, DOAJ, Snltr, UGC-MOOCS, Internet Archive, Vidyamitra, NDLI can be accessed through Central Library webpage.

Research support for faculty members through journal article delivery service via e-mail is being provided.

Special Competitive exam guidance books donated in the College Library by the District administration and RICE Academy are also available.

The library houses Satyandra Nath Tagore Study Centre for Civil Services where students from the vicinity gets an opportunity to get regular learning inputs for competitive exams.

**Student Support and Progression**

**Financial support:** A large number of students have been benefited by scholarships and free-ships provided by the Government and Non-Government agencies and philanthropists year wise during last five years. Students also avail for merit cum means scholarship, minority scholarships, fees concession etc. Benefit of low tuition fee being a Government college is another striking feature to be mentioned here.

**Capacity building and skill enhancement initiative:** College offers various certificate/add-on/value added courses as collaborative endeavours. The Certificate courses on Computer Applications and Functional English are worthy of mention. The Incubation Centre for Innovative Ecosystem keeps on arranging workshops and seminars in tie with enterprises, equipping students with an entrepreneurial mindset.

**Guidance for competitive examinations and career counseling:** The Guidance and Career Counselling Cell arranges for programmes related to these. At the same time the college provides space for the conduct of Civil Service training session to the students who have enrolled their names under Satyendra Nath Tagore Civil services Study Centre being sponsored by the Govt. of West Bengal.

**Redressal mechanisms:** The problems as encountered by the students related to academic affairs, if reported,

are brought before the Grievance Redressal Committee which after careful investigation tries to bring about a remedy. Besides the Internal Complaints Committee listens to issues related to sexual harassment within the college premises and tries to resolve. Campaigns against ragging by the Anti-Ragging Committee, sexual harassment by ICC are done by fostering awareness within the college campus.

**Students' progression:** A good number of students are enrolled for higher education in premier institutions and many students have been employed during this period.

**Students' achievement:** Our students secure academic rank in university examinations, and get admitted in premier institutes like IITs, AIIMS etc, they also get awarded for their exceptional talent, in sports, cultural events, debates, quiz, youth parliament etc.

**Alumni engagement:** The college boasts of an illustrious alumnus. The Acharya Brojendra Nath Seal College Alumni Association started to carry on different activities such as extending fund to the college for the purpose of developmental works such as, it has opened a school for Value Education. Owing to the surge of Covid19 Pandemic as the college was closed, the Association was able to contribute a sum of money only for the plantation purpose and maintenance of gardens within the college campus and hostels. Recently the Alumni Association arranged for an Alumni meet. The Alumni carries on with developmental ventures throughout the year.

**Governance, Leadership and Management**

In pursuance of the Vision, Mission, the institution under effective and efficient leadership formulates policies on various academic and administrative activities and the administration is decentralized to such an extent that a collective decision is taken through periodical meetings to plan and organise various activities of the college. In recent times, owing to the adoption of NEP-2020, the College has started taking measuses for formulating policies on the same.

**Decentralised governance:** The college provides operational autonomy to work towards a decentralized and participative governance system. All major decisions on development, infrastructure, financial management, academic affairs, admission, E-governance, administration and collaborations (MoU) are taken in line with recommendations and suggestions of IQAC and various statutory and non-statutory subcommittees. Organogram reflects the decentralized and participative management of the Academic, Administrative, Finance, Cultural and Sports wings which work together to ensure Student Support and Services. Convenors/Coordinators, HODs give leadership at various levels.

**Planning and Execution**: All progressive initiatives are implemented through rigorous planning which is initially proposed in the Academic subcommittee/ Teachers' Council/ IQAC meetings and approved by the Higher authorities.

*Role of the IQAC:* The IQAC of the college is instrumental in maintaining the quality of the teaching learning process and overall improvement of the academic ambience of the college. It does so, by regularly updating its activities and constantly motivating the requisite fields to continue with their ways of action.

**Financial support and Upliftment**: This institution being a government institution is entirely financed by the Government of West Bengal. The yearly allotment received from the government can be classified under two heads:

- Non-Plan
- Plan

The college always focuses to impart quality occupational skills to the students as a part of strategic/perspective planning to stress on creation of an entrepreneurial mindset of its students through Career Counselling and Placement Cell which ascertains Industry Interaction/ Collaboration to enhance the occupational skills of the students keeping in tune with the NEP and vision and mission of the college.

**Institutional Values and Best Practices**

More than 135 years young Acharya Brojendra Nath Seal College is committed to provide the quality education to the students of all sections and to promote the academic and career success of the students by making them multiskilled and socially responsible global citizens for a sustainable society.

**Promotion of Gender Equity**:

The notion of gender equity is consistently nurtured in this age-old institution through various workshops, seminars and academic programmes. The ICC, NSS Unit of the college organizes seminars and gender sensitization programmes both inside and outside the college campus.

Commemorative cultural activities:

The institution has a rich tradition of celebrating different cultural programmes throughout the year. Every year, the **Cultural Committee** under Teachers' Council celebrates theme-based programmes such as fusion of folklore, women empowerment etc.on Annual Prize Day, Rabindra Jayanti, Republic Day, Independence Day and International Mother Language Day. The cultural programmes highlight contemporary issues and are supplemented with competitive events as well whereby students get a fair chance of participation and display of their cultural traits.

**Eco-friendly environment**: The college undertakes Green Audit, Energy Audit and environment Audit every year to facilitate a Green eco-friendly campus. The college employs a waste disposal system, utilizing coloured bins for segregation of waste materials.

**Disabled friendly environment**: Disabled friendly walkways, ramps and toilets are constructed, to help the Divayangjnan.

**Inclusive environment**: The college promotes an inclusive environment by organizing events for the SC/ST, OBC and Minority sections and women by observing Communal Harmony Day, international Women's Day etc.

**Code of Conduct:** The college has a Code of Conduct for both Teaching and non-Teaching Staff

displayed at the college website.

**Social outreach:** Commemorative programmes are held, and the NSS Unit performs regular activities, conducts special Camp for the inmates of the adopted village.

**Best Practice 1:** Exposure of the students to Academic, Socio-cultural and Eco-sustainable world.

**Best Practice 2:** Enhancement of employability and entrepreneurship skill amongst students.

Institutional Distinctiveness includes '*360-degree holistic development of students'* encompassing eight vividly marked dimensions.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | ACHARYA BROJENDRA NATH SEAL COLLEGE |
| Address | M.J.N. Road, P.O. Cooch Behar, P.S. Kotwali |
| City | COOCH BEHAR |
| State | West Bengal |
| Pin | 736101 |
| Website | www.abnsealcollege.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Nilay Ray | 03582-226112 | 9830634564 | - | cobabnsealcollege @gmail.com |
| IQAC / CIQA coordinator | Arijit Chakraborty | 03582-291366 | 9830365972 | - | iqac.abnsealcollege @gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Government |

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

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

| Establishment Details |
| --- |
|  |

| State | University name | Document |
|---|---|---|
| West Bengal | Cooch Behar Panchanan Barma University | [View Document](#) |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 01-11-1956 | [View Document](#) |
| 12B of UGC | 01-11-1956 | [View Document](#) |

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

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

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| **Campus Type** | **Address** | **Location*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | M.J.N. Road, P.O. Cooch Behar, P.S. Kotwali | Urban | 13.27 | 19247 |

# 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 | 48 | Passed ten plus two exam | Bengali | 97 | 61 |
| UG | BA,English | 48 | Passed ten plus two exam | English | 97 | 85 |
| UG | BA,History | 48 | Passed ten plus two exam | English,Bengali | 97 | 78 |
| UG | BA,Sanskrit | 48 | Passed ten plus two exam | Bengali,Sanskrit | 97 | 57 |
| UG | BA,Philosophy | 48 | Passed ten plus two exam | English,Bengali | 97 | 66 |
| UG | BA,Economics | 48 | Passed ten plus two exam | English,Beali | 95 | 33 |
| UG | BA,Political Science | 48 | Passed ten plus two exam | English,Bengali | 97 | 84 |
| UG | BA,Geography | 48 | Passed ten plus two exam | English,Bengali | 82 | 68 |
| UG | BA,Education | 48 | Passed ten plus two exam | English,Bengali | 97 | 70 |
| UG | BSc,Mathematics | 48 | Passed ten plus two exam | English,Bengali | 87 | 65 |
| UG | BSc,Chemistry | 48 | Passed ten plus two exam | English,Bengali | 77 | 38 |
| UG | BSc,Physics | 48 | Passed ten plus two | English,Bengali | 77 | 51 |

| | | | exam | | | |
|---|---|---|---|---|---|---|
| UG | BSc,Botany | 48 | Passed ten plus two exam | English,Bengali | 77 | 53 |
| UG | BSc,Zoology | 48 | Passed ten plus two exam | English,Bengali | 77 | 60 |
| UG | BSc,Physiology | 48 | Passed ten plus two exam | English,Bengali | 77 | 53 |
| PG | MA,Bengali | 24 | Hons graduate in Bengali | Bengali | 38 | 33 |
| PG | MA,History | 24 | Hons graduate in History | English | 38 | 27 |
| PG | MA,Sanskrit | 24 | Hons graduate in Sanskrit | Bengali,Sanskrit | 38 | 24 |
| PG | MSc,Zoology | 24 | Hons graduate in Zoology | English | 32 | 5 |

**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 | | | | 15 | | | | 76 | | | |
| Recruited | 1 | 0 | 0 | 1 | 12 | 3 | 0 | 15 | 47 | 21 | 0 | 68 |
| Yet to Recruit | 0 | | | | 0 | | | | 8 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 44 |
| Recruited | 10 | 2 | 0 | 12 |
| Yet to Recruit | | | | 32 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 8 | 3 | 0 | 18 | 9 | 0 | 39 |
| M.Phil. | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 3 | 0 | 6 |
| PG | 0 | 0 | 0 | 2 | 0 | 0 | 28 | 9 | 0 | 39 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 397 | 0 | 0 | 0 | 397 |
| | Female | 525 | 0 | 0 | 0 | 525 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 35 | 0 | 0 | 0 | 35 |
| | Female | 54 | 0 | 0 | 0 | 54 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 283 | 0 | 0 | 0 | 283 |
| | Female | 269 | 0 | 0 | 0 | 269 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 134 | 135 | 114 | 128 |
| | Female | 112 | 104 | 145 | 131 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 8 | 10 | 6 | 10 |
| | Female | 17 | 13 | 13 | 17 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 95 | 90 | 86 | 109 |
| | Female | 92 | 91 | 107 | 92 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 154 | 156 | 174 | 216 |
| | Female | 185 | 132 | 227 | 300 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 797 | 731 | 872 | 1003 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | The institution administers distinct undergraduate (UG) and postgraduate (PG) programs within expansive categories encompassing Arts, Social Sciences, Pure Sciences, and Bio Sciences. These programs offer and gets reflected through a diverse array of subjects of honours and general elective categories, accommodating the preferences and demands of students within the region. Indeed the general elective subjects enhance the scope of assimilation, since a student opting for Arts stream can choose a Science subject and vice-versa. Furthermore, the college has successfully conducted webinars that delve into various dimensions of study. These webinars have attracted participants, including |
|---|---|

| | |
|---|---|
| | students, teachers, and scholars not only from the host institution but also from other regions and states. These events have featured both local and external experts as resource persons, contributing to a rich exchange of ideas and opinions, thereby fostering an interdisciplinary atmosphere. Additionally, the institution has implemented Add-on-Courses, Value Added and Certificate Courses at the departmental and college levels respectively. These courses aim to extend knowledge beyond the confines of the standard curriculum, providing students with a comprehensive understanding of diverse disciplines. This initiative underscores the institution's commitment to offering a well-rounded education that goes beyond traditional academic boundaries. |
| 2. Academic bank of credits (ABC): | We have taken a significant initiative in advancing our educational framework with the implementation of the Academic Bank of Credits (ABC) through our affiliating University, Cooch Behar Panchanan Barma University. The Academic Bank of Credits is a revolutionary system designed to enhance flexibility and promote a learner-centric approach in our academic programs. Through this initiative, each student will accumulate credits for the successful completion of courses, regardless of the specific semester in which they are taken. This enables students to have greater control over their academic journey, allowing them to personalize their learning experience along with pace. Key features of the Academic Bank of Credits implementation include: Flexibility in Course Selection: Students can choose courses based on their interests and career goals, encouraging a more holistic and tailored education. Credit Accumulation: Credits earned for each completed course are stored in the Academic Bank, providing a transparent record of a student's academic achievements over the duration of their program. Interdisciplinary Learning: The ABC system promotes interdisciplinary learning by allowing students to accumulate credits from various disciplines, fostering a well-rounded education. Credit Transferability: The credits earned by students are transferable within the university system, facilitating seamless transitions between departments or campuses. Personalized Learning Paths: With the ABC system, students have the flexibility to design their own learning paths, helping them explore |

| | |
|---|---|
| | diverse subjects and develop a broader skill set. We look forward to witnessing the positive impact of this initiative on our students' educational experiences and encourage the entire community to embrace this progressive approach to learning. |
| 3. Skill development: | In a college predominantly offering undergraduate (UG) courses, alongside a selection of postgraduate (PG) programs, the institution is steadfast in its commitment to fostering a vibrant learning culture. The primary objective is to instill a sense of curiosity and enthusiasm among students, encouraging them to explore new ideas and apply their knowledge in future projects and enterprises. Following the normalization of situations post the COVID-19 pandemic, the Internal Quality Assurance Cell (IQAC) has actively collaborated with the Head of the Institution to enhance the teaching-learning environment. Plans were devised to introduce skill augmentation courses on a regular basis, leading to the organization of numerous workshops and seminars. Notably, the institution has sustained the continuation of computer learning and Spoken/Functional English Courses. Soft Skill Development Workshops/Training Programmes have been oragnised in specific rounds on several days ,under the supervision of a dedicated subcommittees constituted for this purpose. In addition to these initiatives, an Incubation Centre has been established, dedicated to fostering innovation and entrepreneurship mindset. This Centre operates with unwavering energy, providing students with the resources and support, needed to explore and develop their entrepreneurial endeavors. The holistic approach to education at the institution not only focuses on academic excellence but also strives to equip students with practical skills and a mindset geared towards innovation and success in their future endeavours. It is worthwhile to mention that complying with NEP framework, Department of Geography has introduced 'Tourism' as a Skill Enhancement Course, Department of Zoology has introduced a SEC course on Biodiversity and the Department of Political Science has conducted its Add-On course on 'Human Rights' to deliberate students understanding about the provision of claims and rights that can be accessed towards a comprehensive development of human character, skill development being a significant |

| | catalyst towards attainment of the same. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The curriculum followed at this institution is in adherence to the Choice-Based Credit System (CBCS) prescribed by the University in cognizance with the UGC directives, thus reflecting considerable freedom of assimilating issues compatible to the region-specific concerns with focus on a comprehensive exploration of our country's rich heritage. The courses cover traditional knowledge encompassing culture, arts, literature, life-sciences and more. to name a few, disciplines of Sanskrit Bengali, History, Philosophy, Geography, Pol-Science focus on integrating Indian values with global perspectives promoting a cohesive understanding of life and its intrinsic value. Biodiversity conservation practices, Ethno-Zoology-based animal husbandry, and knowledge of botanical and medicinal plants rooted in Ayurveda are integral components, pointing to the same direction. The departments embedded in Indian culture heritage, organize seminars, cultural programs and observance of significant days to uphold and promote this essence. This commitment to preserving and promoting the cultural heritage remains steadfast, as evidenced by the department's continued adherence to this practice, even in the current academic year. |
| 5. Focus on Outcome based education (OBE): | Outcome based education is an approach and a learning philosophy focusing and organizing the entire academic programme (curriculum) and instructional efforts around clearly defined outcomes. Outcomes are usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of his/her successful engagement in a particular set of higher education experience. To accomplish the benefits of this form of learning, our institute has organized a special workshop highlighting on the cardinal aspects of Outcome Based knowledge and Education. It integrates the learning modalities in a way that inculcates skills and imbibes potentialities thereby equipping students with abilities to face the outside competitive world. |
| 6. Distance education/online education: | The significance of online digital learning has become evident, particularly during emergencies such as the COVID-19 Pandemic. Even as the educational landscape returns to normalcy, the continued use of |

online methods, especially for the dissemination of study materials and communication of messages, remains relevant. This approach ensures the swift exchange of information, aligning with the ongoing trend of efficient information sharing. In addition to these measures, the college is home to two well-established centres of Distance Learning—namely, the Indira Gandhi National Open University and the Directorate of Distance Learning - University of Burdwan. These centres provide numerous students with the opportunity to pursue education remotely in a flexible manner. This underscores the institution's commitment to embracing various modes of learning, catering to the diverse needs and preferences of its student body.

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | An Electoral Literacy Club (ELC) has been set up in this college on 05.03.2021as a constructive step towards promoting civic and electoral awareness targeting the new voters, (in the age group of 18-21 years old) pursuing their graduation. The name of ELC of our college is Acharya Brojendra Nath Seal College Electoral Club (ABNSCELC). Basically, the club came into effect on 26th March, 2021. |
| 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, the club is a functional body and representative in character. As per the guideline of ECI, the club consists of teachers and students. Sri Shyamal Das, Assistant Professor, Department of Political Science has been acted as the Nodal officer of this club. Other member teachers of this club are Sri Chandra Sekhar Pandit, Associate Professor, Department of Political Science and Sri Animesh Mandal, Assistant Professor, Department of Political Science. However, all students are member of the ABNSCELC. ABNSCELC nominated one/two students to represent the larger socio-political issues and to orient the democratic vision of life of the students from time to time. Sri Shyamal Das also acted as the mentor for the Club. The club is run by an elected body from amongst the ELC member students with elected representatives from different classes and sections like honours and programme course, NSS unit and NCC unit. The student representatives are – |

|  | 1. Chiradeepa Biswas- 2nd semester 2. Kamal Saha -2nd Semester 3. Avik Sarkar -2nd Semester (BSc. Programme) 4. Suman Paul -2nd Semester (B.A. Programme) 5. Shila Das - 4th Semester 6. Riya Paul- 4th semester 7. Deep Sarkar-6th Semester 8. Nimal Dutta -6th Semester 9. Tamasree Ray – NSS Unit 10. Arghyadip Das- NSS Unit 11. Sonali Mallik- NCC Unit 12. Pintu Barman – NCC unit |
|---|---|
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Yes, the club included voluntary contribution by the students in electoral process-participation in voter registration of students and communities, where they come from, assisting district election administration of Cooch Behar in conduct of poll, voters awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. As per the guidelines of ECI, on 26th March, 2021 an awareness programme was organised by the club in collaboration with NSS unit of A. B. N. Seal College at college campus for 18+ Voters with the direct assistance of Cooch Behar District Election Office, Cooch Behar, West Bengal. Total number of participants was 161. |
| 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. Under the mentorship of Sri Shyamal Das, 20 students representatives were participated in the awareness programme for '18+ new voters' was organised by the Cooch Behar District Election office at District Administrative Building, Cooch Behar on 1st April, 2021. 2. The department of Political Science has organised an Inter College Poster Making Competition on 15th August, 2021 under the theme 'India After 74 Years of Independence' which was also a grand success programme for new voters. 3. Awareness Drive as the part of the 'Revision of Electoral Roll-2022' was taken by Office of the Sub-divisional officer, Cooch Behar through a grand programme with the students on 26th November, 2021 at Rasmela Mela Sanskriti Manch, Cooch Behar. On the occasion, an 'Inter-College Quiz' competition was held and two students representatives of ABNSCELC, namely –a) Nirmal Dutta and b) Tamasree Ray and c) Arghyadip Das became the champion team of this subdivision. 4. The District Election Office, Cooch Behar has organised an awareness drive for the 18+ voters on 9th November, 2022at the District Magistrate Office, |

| | |
|---|---|
| | Cooch Behar, West Bengal. A large number of student representatives were participated in the programme. 5. The department of Political Science has observed the 'Constitutional day' in every year. 6. The College Youth Parliament Team has the participated every year the different level of competition organised by the Department of Parliamentary Affairs, Government of West Bengal and also the received the 3rd position at the district level. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | The ABNSCELC has taken an initiative by notifying to identify the number of students above 18 years, who are yet to be enrolled in the electoral roll (before the 2024 National Level Elections) and intends to further this initiative by sensitising the students about the importance of voter registration. |

# Extended Profile

## 1 Students

**1.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2472 | 2319 | 2175 | 2292 | 2132 |

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

## 2 Teachers

**2.1**

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

**Response: 111**

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

**2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 88 | 90 | 92 | 89 | 85 |

## 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 |
|---------|---------|---------|---------|---------|
| 155.01252 | 36.77615 | 15.92860 | 142.52735 | 54.76063 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](View Document) |

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# 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:**

**Curriculum Planning and Delivery:**

Obliged to follow the University framed curriculum, some teachers from the College as members of Board of Studies are invited to offer suggestions to competent authority which are usually considered in decision making related to curricula framework. Nevertheless, the Academic Calendar is being meticulously prepared by the IQAC in consultation with the Institutional authority, in accordance with the curriculum framed by the Universityand gets displayed on the College Website, providing tentative dates for the commencement of sessions, internal examinations, holidays according to the Government of West Bengal Holiday List and institutional events like College Foundation Day, Annual Sports Day, Annual Prize Day and so on. Vacations and session breaks are also mentioned.

The College strives to adhere to the Academic Calendar with utmost sincerity so that students, teaching and non-teaching staff remain aware of the upcoming events. It was only during special circumstances, like Covid-19 Pandemic, that there was divergence from it.

**Mechanism for Curriculum delivery:**

The Routine committee of the College entrusted with the task of preparing Class Schedules in the form of Routine, frames Master Routine taking into cognizance departmental priorities for each semester for both UG and PG courses.

The academic session begins with departmental meetings at every department, subsequently leading to the distribution of topics. Individual teacher after due consultation with the Heads of the Departments chalk out strategies of teaching and initiate preparation of the lesson plans in consonance with the course structure.

At the beginning of each semester, a tentative teaching plan is shared with the students to make them aware of the distribution of the syllabus. Syllabus distribution, teaching plans and individual class records are maintained to ensure that the syllabus is completed within the stipulated time. Recently, the teaching plan has been meticulously prepared and maintained by the teachers through the use of Learning Management System (LMS) which can be digitally accessed by the student community.

Different methods for teaching-learning, apart from the traditional chalk-and-talk method are employed including ICT tools, audio-visual aids, power point etc. Practical classes are conducted regularly for Laboratory based subjects.

Tutorial classes for each paper are held, special classes are arranged for slow learners as per requirement. Through mentoring sessions students can further open up with any academic problem that they face.

The College Library provides automated mail service of question papers, study materials, Power Point Presentations (PPTs), Electronic Books, Journals, Magazines, Thesis and Dissertations, learning videos, language learning facilities, Newspapers, IT facilities, Scanners, Printers etc. to the learners apart from the regular book lending services.

Class tests, assignment submission, student's seminar are part of the Continuous Evaluation related to teaching-learning pattern. Annual Test Examination is conducted prior to the beginning of University conducted semester exams, the results of which are duly displayed on Departmental Notice Boards.

Participation of students in invited lectures, seminars/webinars, related to their subject of study and interdisciplinary topics, so as to broaden and deepen their understanding of topics of study are arranged for.

Wall magazines are prepared by students under the guidance of the teachers, reflecting their awareness of academic topics and different contemporary issues.

Excursions, field surveys, institution visits are organized by different departments to help the students to acquire pragmatic knowledge.

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

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 27

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

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

**Response:** 52.61

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 |
|---|---|---|---|---|
| 2017 | 1648 | 0 | 1235 | 1092 |

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

The scope of assimilation, induction and dissemination of cross cutting issues gets reflected in the following manner:

Being sensitive about the requirement of instilling ethical doses in today's youth, a weeklong Value Orientation Course is organized at the opening of a new academic session where the newly admitted students get an opportunity to listen to the resource persons on ethical issues and freely interact with them on issues of decent moral upliftment.

**Professional Ethics:**

Through the subjects taught at this institution viz. Philosophy looking upon the finesse of Ethics as a major dimension of study and dealing with its parameters whereby Professional Ethics forms a significant part.

The Department of Economics has organized seminars, webinars on Intellectual Property Rights, a couple of times, to indoctrinate messages on Professional ethics.

**Gender Concern:**

Gender issues and its allied concerns such as Gender Rights, Social Problems, Domestic Violence etc. are dealt with, by subjects like Political Science. Likewise English, Bengali, Philosophy, History deal with courses that throw light on Feminism, Ecofeminism, Women Education, Inequality and Women Empowerment focusing on its role in Social constructivism, literature and social reforms.

The Internal Complaints Committee celebrates International Women's Day by organizing seminars, participatory activities, filming of relevant documentaries, etc. It also invites eminent personalities to deliberate on gender related issues followed by discussions with students.

The NSS organizes awareness programme to aware villagers, women folk in particular about the importance of personal and mental hygiene, food and nutrition.

**Human Values:**

The Social Science subject like Political Science includes issues pertaining to human values (Social and Political communication, Social Changes, Social Problems etc). The discipline of Philosophy entails subject matters like Humanism, Euthanasia, ethical debate about suicide, Social and Political Philosophy etc. The concepts of social processes and social well being are taught under Human Geography.

Value based knowledge on different parameters is imparted through organization of special lectures arranged for this purpose. Human values are further fostered through NSS activities like flood relief, donation of clothes, books, stationeries.

**Environment and sustainability:**

Environmental concerns' pertaining to environmental movement is specifically dealt by discipline of Political Science. Moreover, Environment and Sustainability becomes directly related to disciplines like

Zoology, Botany, Geography, Economics, Philosophy and Chemistry, though environment today is a concerning issue touching almost every spheres.

The syllabi focus on different dimensions of environment ranging from biosphere, ecosystem, ecology, biodiversity, sustainable development, renewable and non-conventional energy sources, resource conservation, environmental economics, environmental ethics, green chemistry and so on.

The curriculum of different subjects include Environment as a AECC paper of UG course, inculcates awareness about Environmental Pollution, Environmental Hazards & Disasters, Environmental Impact Assessment (EIA), Man-Environment relationship among the students. The concept, principles, indicators and approaches of sustainable development along with the policies and programmes are also included.

Seminars, online workshops, webinars are being intermittently organized as mark of celebration of World Environment Day, whereby such issues have been incorporated and addressed on several occasions, thereby increasing the possibility of its dissemination among the interested audience.

Outside the stipulated curriculum, the NSS organizes cleanliness drives, plantation drives, awareness programmes and seminars on importance of saving water, hazards of using plastic, etc. thereby enhancing awareness about the natural surroundings.

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

**1.3.2**

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

**Response:** 55.14

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

Response: 1363

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

## 1.4 Feedback System

**1.4.1**

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

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 70.65

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 |
|---------|---------|---------|---------|---------|
| 1003    | 872     | 731     | 797     | 815     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1194    | 1194    | 1194    | 1194    | 1194    |

| 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:** 86.23

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 |
| --- | --- | --- | --- | --- |
| 487 | 471 | 443 | 458 | 465 |

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 |
| --- | --- | --- | --- | --- |
| 539 | 539 | 539 | 539 | 539 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 28.09

## 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:**

In recent years, there has been a significant increase in the utilization of Information and Communication Technology (ICT) tools by teachers, profoundly impacting the teaching–learning procedure.

In the realm of experiential learning, various departments within the institution organizes field trips and excursions, aligning with the curriculum. The Department of Zoology arranges visits to National Parks, Marine bases and Bird Sanctuaries, the Department of Geography conducts field trips to study geomorphic landforms, and the Department of Botany maintains a medicinal plant garden, besides conducting excursions. Leveraging ICT, teachers encourage students to gather information from e-journals and public domain e-resources. The use of GPS monitoring and geo-tagging for photography, along with the preparation and uploading of reports on the college website, showcases a dependence on technology. Furthermore, science students engaged in laboratory experiments, contribute to learning by doing.

In response to the aftermath of the pandemic, the institution has effectively incorporated internships and apprenticeship projects, reflecting additional evidences to experiential learning. The teachers of English and Bengali departments utilize digital devices for drama classes, the Sanskrit department conducts language learning courses, as Political Science Department organizes Youth Parliament Competitions using Power Point tools.

Participative learning is fostered through visits to industrial sites, science exhibitions, poster-making events, seminars, students' presentations, wall magazines and project works. The museum under Department of History, aids in building co-lateral thinking and problem-solving skills, while Mathematics teachers accentuate critical thinking and power of reasoning through brainstorming puzzles. Student involvement in clubs like Cine Club, Standard Club, Science Club, and Photography Club reflects a commitment to participative learning.

The institution through its teachers encourages students getting engaged in outreach programs like tree plantation and cleanliness drives, instilling environmental awareness and social responsibility through the National Service Scheme. Enrolling in certificate courses on ICT and Functional English, participating in seminars, workshops, and webinars during the pandemic and post-pandemic, designing online and offline posters for various celebrations and commemorations all bears evidence of promptness through participation.

For effective problem-solving methodologies, the institution's Wi-Fi enabled campus enables constant connectivity to the internet for updated information. Teachers employ ICT tools, including PowerPoint presentations in classes and for teaching plan preparation using LMS. Online class tests during the pandemic were conducted through Continuous Internal Assessment. To further equip teachers with knowledge of advanced student friendly software programming like PYTHON which is useful for computing numerical task and graphical analysis, complying to the existing curriculum, an online training session have been arranged. Learning materials are uploaded on the college website for easy access, especially during the pandemic. Teachers go beyond in providing writing materials, sharing reading materials, notes, and e-books through WhatsApp and email.

The college has an Automated Wi-Fi enabled Library with QR enabled web OPAC facility helping

students to find the availability of books. Accessing information from anywhere in the world through membership of e-sodhsindhu (N-list), DELNET, NDLI, NVLI is available. It also provides accessibility to e-resources to its teachers and students through Dynamic webpage (Tab-KRC). Besides cloud based integrated ILMS, koha software promotes an e-learning environment. In addition, by arranging user orientation and empowerment programs on different OERs and latest Digital Learning Technologies, on frequent basis, the library of the college is slowly but steadily developing itself as a pulsating Information Centre.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 96.52

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 |
|---|---|---|---|---|
| 92 | 92 | 92 | 92 | 92 |

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

### 2.4.2

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

**Response:** 86.94

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 |
|---------|---------|---------|---------|---------|
| 80 | 78 | 80 | 77 | 71 |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

The examination system, a crucial element in evaluating students' academic progress, is comprised of two key components: Continuous Internal Assessment (CIA) and University Semester Examination under the Choice Based Credit System (CBCS). These components work in tandem to comprehensively assess students performance throughout the academic year.

**Mechanism of Continuous Internal Assessment:**

The realm of    Continuous Internal Assessment (CIA) operates with a commitment to flexibility and autonomy. Departments are empowered to conduct internal class tests, determining the timing and mode of evaluation. This allows for a continuous evaluation of students' performance throughout the year. Even in the face of challenges such as the COVID-19 pandemic, efforts were made to adapt and ensure the timely submission of marks to the University through  conduct of continuous evaluative assessments via online modes.

To enhance the internal examination mechanism, the Internal Quality Assurance Cell (IQAC), in collaboration with stakeholders, proposes and implements improvement measures. These measures include a project-based evaluation system, group discussions, seminar presentations, and survey reports

from departmental excursions. Additionally, an annual College Test on all subjects is conducted under the supervision of the Central Examination subcommittee. The process involves teachers preparing and submitting question papers, conducting examinations, evaluation of answer scripts, providing feedback on evaluated scripts, and displaying marks on departmental notice boards for internal transparency.

Attendance concessions are granted on medical grounds, and arrangements are made for students who cannot appear for an examination due to valid reasons. Monthly attendance calculations by departments are periodically communicated to students and, when necessary, conveyed to parents. Internal marking, based on Continuous Evaluation (CE) performance and class regularity, significantly influences the consolidated terminal result. Teachers handle this issue rigorously, adhering to university-prescribed guidelines.

Any grievances related to internal examination and evaluation are reported to the respective departments, and a Grievance Redressal sub-committee addresses grave issues. Meticulous evaluation of internal examination answer sheets, careful assessment of student performance, and cautious uploading of marks by teachers have resulted in minimal grievances from students.

College tests undergo thorough scrutiny through meetings specifically convened for this purpose within a prefixed time period. The performance of students in these tests is critically reviewed by both college authorities and teachers.

**Mechanism for External/University Exams:**

For External/University Exams, compliance with University norms is paramount. The college ensures timely enrollment for Semester Examinations, intimates about issuance of Admit cards, and follows the University's timetable through a Central Examination subcommittee,thereby making arrangement for smooth conduct of such exams. Mark sheets, including SGPA and CGPA, are issued promptly after semester examinations. Evaluation of answer scripts is carried out by university-appointed teachers, and any grievances related to evaluation are reported to the University for review. The college acts as a liaison between the University and students for Post Publication Review (PPR) and Post Publication Scrutiny (PPS). Efforts are made to resolve grievances related to external exams promptly to alleviate tension among the student community.

The semester system, with its focus on regularity and a seamless teaching-learning process, fosters basic understanding skills and upholds the integrity and efficiency of the examination process. Overall, the mechanisms in place contribute to a comprehensive and fair evaluation of students' academic performance.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

Programme Outcomes (POs) and Course Outcomes (Cos) are formulated and displayed in order to give students a prior idea about what to expect from a particular course or programme. These also help students to select papers in case of optional subjects.

· The POs and the COs are uploaded on the College website for the benefit of both students and faculty members so that planning and curriculum delivery becomes easier.

· The outline of POs is mentioned in the Orientation Programme for the newly admitted students on the day of commencement of an academic session.

· The details of the outcomes that are expected from each course are explained in the departmental Orientation programmes on the very first day of the beginning of formal classes as per routine.

· During the classroom interactions teachers always attempt to communicate students effectively about Pos and Cos.

Strategies adopted to ensure attainment of POs, PSOs and COs are evaluated through several direct and indirect assessment tools. The result of attainment of COs is used to evaluate the attainment of program specific outcome (PSO) and programme outcome (PO).

Attainment of course outcomes is obtained by Direct Method to a greater extent and Indirect Methods to a certain percent.

1. **DIRECTMETHODS:** Involves the performance of students in both Continuous Internal Assessment throughout the year and End-of-Semester Examination.

A. **Continuous Internal Assessment:** Understanding of a subject and related skill development is ensured and evaluated through student seminars, assignments, project works, laboratory performance,

poster presentation and PowerPoint presentation, class tests, college tests etc.

· Students are encouraged to ask questions and are imbibed in critical thinking so as to enable them to understand and analyse contemporary societal, environmental and cultural problems.

· Efforts are taken to enhance their communication skills to allow them to exchange ideas, thoughts and information effectively.

Students are provided with opportunity to interact with eminent persons in different fields of life, like scientists, academicians, employers in industry, social workers, which provides a wide spectrum to their exposure and understanding.

B. **Semester Examination Performance Analysis:** Grades obtained in formative and summative evaluations are the direct measures of attainment of specific Course Objectives (COs).

## 2. INDIRECT METHODS:

A. **Robust Feedback mechanism:** Feedback from students, alumni and employer is an essential method of evaluation of attainment of students in respect of programme outcome, programme specific outcome and course outcome**.**

 B. **Holistic development of students:** The teachers try to inculcate in students a quest for knowledge and adaptability to the developments in the surroundings as well as their subject matter. Also, they are instrumental in generating leadership qualities as well as professional and life skills among students.

C. **Student's progression:** An important parameter of measurement of outcome of the programme is the progression of students to higher studies in various institutions of the state and the country.

D. **Placement and employability:** Employability and placement are two vital indicators of POs and COs.

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

**Direct methods:**

**Continuous Internal Assessment**: In adherence to the regulations of affiliating University, college conducts internal evaluation of 10 marks consisting of attendance of 4 marks and Continuous Evaluation of 6 marks and understanding of a subject and related skill development is ensured and evaluated through student seminars, assignments, project works, laboratory performance, poster presentation, class tests, college tests etc. Departments ask students to prepare project files on specific topics, and asked to present papers on topics related to their disciplines, which are preserved in the departments. PG disciplines are mandatorily preparing students to prepare dissertations as part of their PG curriculum. The attainment of students are evaluated on the basis of Cos and Pos.

**Semester Examination Performance Analysis:** Grades obtained through informative and summative evaluations are the direct measures of attainment of Specific Course Objectives (COs). Marks as obtained by students at every semester end and at the end of the entire course is a way to exemplify the pattern of achievement that the course had to offer.

**Indirect Methods:**

**Robust Feedback mechanism:** The college practices robust feedback mechanism for the maintenance of the existing standard as well as upgradation of the overall teaching learning ambience. Feedback from students, alumni and employer is taken in every academic year for this purpose. The IQAC evaluates student's feedback on teacher's performance regarding concept delivery, timely completion of curriculum assigned, evaluation etc. This is analyzed and discussed with the College authority and the Head of the Department. The students' feedback is taken separately on syllabi, and the overall institutional provisions assigned. Feedbacks are analyzed by the IQAC, reported to the college authority for elucidation and resolutions and wherever and whenever required are reported to the affiliating University. A report on these feedbacks is even featured on the college website.

**Holistic development of students**: Teachers train students to work in team by encouraging their group participation in various institutional activities. Students embrace leadership qualities and learn to develop the virtues like that of respecting others' views, mediate in disagreements for peaceful resolution, maintaining professional and life ethics and environmental sustainability.

**Student's progression**: An important parameter of measurement of outcome of the programme is the progression of the students to higher levels of education in various institutions of the state and the country (52% in last 5 years). Students passing out from the college after completion of the UG programmes (92.27% in last 5 years) pursue their Post graduate degrees in various premier institutes of the nations. Post graduate students of our college join prestigious institutes for Ph. D programme or engage as Project Assistants. Moreover, many students qualify for JAM, GATE, GRE, TOEFL, IELTS, NET, SET and other competitive examinations as conducted by the Central or State Agencies (21.05% in last 5 years). Students are ranked as toppers in University exams in last few years.

**Placement and employability**: Employability and placement are two vital indicators of POs and COs. Students of our college pursue Internship. They are benefitted by Career counseling arranged by the Placement Monitoring Cell. Their successful completions of internships and off campus placements bear testimony to their learning outcomes**.**

It is mentionable that attainment level score is calculated for each course by combining 80% of direct method score and 20% of indirect method score based on teacher's assessment and responses.

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

**2.6.3**

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

**Response:** 92.27

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 |
|---|---|---|---|---|
| 485 | 688 | 664 | 710 | 483 |

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 |
|---|---|---|---|---|
| 620 | 696 | 669 | 766 | 533 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

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

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 18.72

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 |
|---------|---------|---------|---------|---------|
| 10.42324 | 3.23932 | 3.44 | 1.6166 | 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 College has embarked on a novel journey with the establishment of an "Incubation Centre for Innovative Ecosystem." This pioneering initiative, conducted in the presence of CII North Bengal, seeks to cultivate an entrepreneurial mindset among students by providing hands-on experience in innovation. The concerted effort involves faculty, management, and industry experts who guide and inspire students in their entrepreneurial pursuits. The inaugural ceremony, held on November 6, 2021, featured a talk on "Sensitization of Govt. Scheme and Business Model under MSME," presided over by  Honorable District Magistrate, Cooch Behar, Sri Pawan Kadyan. The overwhelming response saw approximately 500 plus students promptly enrolling in the Centre.

Aligned with the University-prescribed Curriculum and the Choice-Based Credit System mandated by the UGC, the institution actively incorporates region-specific concerns. As a measure of comprehensive exploration of our country's rich heritage, the courses cover traditional knowledge encompassing flavour

of culture, arts, literature, life sciences and more. All academic disciplines in one way or the other are deeply indebted to tradition-based fund of knowledge, however the orientation of a few is mentioned herewith. Disciplines of Sanskrit, Bengali, History, Philosophy, Geography, Political Science focus on integrating Indian values with global perspectives, promoting a cohesive understanding of life and its intrinsic value. Biodiversity conservation practices, Ethno Zoology-based animal husbandry, and knowledge of botanical and medicinal plants rooted in Ayurveda are integral components, pointing to the same direction. The departments embedded in Indian cultural heritage, organize seminars, cultural programs, and observances of significant days to uphold and promote this essence. This commitment to preserving and promoting the indigenous legacy remains steadfast, as evidenced by the     continued adherence to these practices.

In a bid to enhance the quality of innovation and safeguard ideas, the college conducts seminars and webinars on IPR to instill messages on professional ethics. Notable events included seminar on legal and ethical considerations in intellectual property on January 14, 2020, with Dr. Gangotri Chakroborty from University of North Bengal as the distinguished resource person. Another one-day National Level Workshop was organized in association with Rajiv Gandhi National Institute of Intellectual Property Management, GOI on December 3,2021, where Mrs.Pooja Maulikar, Examiner of Designs and Patents Group, presented her deliberation. These events served as eye-openers, providing participants with an understanding of IPR and emphasizing the importance of small innovations contributing to the nation's progress.

The college facilitates research activities by providing infrastructure and conveniences, leveraging the rich biological diversity in the Northern part of West Bengal. Faculty members engage in research collaborations with renowned global institutions such as the Department of Physics and Astronomy, University College, London; Physics and Applied Mathematics Unit, ISI, Gamma Driven Experiments Department, Bucharest, Romania; etc. Ongoing research projects, such as Dr. Aninda Mandal's work in the Department of Botany, funded by the Department of Science & Technology and Biotechnology, Government of West Bengal, exemplify the institution's commitment to cutting-edge research. Additionally, Dr. Nilay Ray, the Principal, has secured patents conferring exclusive legal rights for an invention entitled "Seridex-A Silkworm Specific Heat Stress Index."

Collaborative agreements (MoUs) with various colleges foster knowledge transfer and expose students to diverse career opportunities. The institute's Museum, with historical significance, supplements the curriculum by showcasing relics with cultural implications, and plays a pivotal role in transferring knowledge across generations, contributing to a holistic educational experience at the institution.

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

**3.2.2**

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

**Response:** 105

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 |
| --- | --- | --- | --- | --- |
| 34 | 30 | 30 | 6 | 5 |

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

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.88

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 |
| --- | --- | --- | --- | --- |
| 21 | 27 | 23 | 16 | 11 |

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

**3.3.2**

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

**Response:** 0.55

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 |
|---|---|---|---|---|
| 20 | 20 | 13 | 4 | 4 |

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

Since its establishment, the college has cultivated a rich history of engagement and contribution to the local community, transcending the conventional boundaries of the teaching-learning process. Even amidst the challenges posed by the pandemic, the institution has adapted by organizing activities online, actively involving students and aiming to broaden and deepen their awareness, sentiments, and compassion towards society, ecology, and the environment. Here are glimpses of activities conducted under the supervision of the N.C.C. and N.S.S. units of the college:

**Under the supervision of NCC:**

Republic Day Celebration: Participation in the parade at Rajbari Stadium, fostering patriotism.

N.C.C. Day Observance: Regular events with neighboring N.C.C. units from different colleges and schools.

No Tobacco Day Awareness: Conducting a road rally to sensitize the community about maintaining good health and withdraw habits of consuming tobacco.

*Swachh Bharat Abhiyan*: Cleaning programs at Rashmela Ground and '*Sagardighi Square*' after annual fair and undertaking regular tree plantation drives, to generate awareness against cutting of trees.

World Environment Day: Observing with a 'SAY NO TO PLASTIC' program.

World AIDS Day Rally: Raising awareness among the broader society about the harmful impact of AIDS.

Swachhta Pakhwada: An activity under the Swachh and Swastha Bharat mission.

Yoga Day Observation: Involving stakeholders, residents, and school children in yoga sessions to convey messages of remaining mentally and physically fit.

**Under the supervision of NSS:**

Seminar on Child Labour: Addressing social issues through educational forums.

Fund Collection for Flood Victims: Supporting Kerala flood victims through community involvement.

*Aranya Diwas* Celebration: Emphasizing the importance of forests.

Plantation Program: Contributing to environmental conservation.

AIDS Awareness Program: Spreading awareness about the disease.

Seminar on Gender Equality: Promoting inclusivity and equality.

National Constitution Day and Ambedkar Jayanti Observance: Celebrating constitutional values.

COVID-19 Awareness Program: Conducting poster exhibitions to disseminate information.

Awareness Generation for New Voters: A session of interaction between District Magistrate and new voters.

Social Entrepreneurship Best Idea Program: Encouraging innovative solutions.

Webinars on Various Topics: Addressing issues like mental health, ecosystem restoration, and COVID-19 challenges, women health etc.

NSS conducted a week-long camp in adopted village.

Moreover, 12 students of Post Graduate Department of Zoology got associated to be a part of the nationwide initiative of Peoples' Biodiversity Register (PBR) updation (modification)-cum verification programme held from 23.05.2023 to 04.06.2023. As a part of the programme, students visited Mathabhanga Municipilaty on 27.05.2023,the main objective being to aware the people about the biodiversity and its conservation, the sustainable use of the biological resources and to appraise the benefits of biological resources among the local people who are involved in their conservation and management.

The ICC distributed new clothes and stationery items to nearby villagers during festive seasons and engaged in educating women about personal hygiene and nutrition.

The impact of these extension activities is profound, shaping students' characters and instilling qualities of social responsibility, citizenship, empathy, teamwork, and leadership. Many students, influenced by these experiences, are actively involved in philanthropic activities within their own communities, including donating blood in blood donation camps. The college's commitment to holistic edification is evident in its efforts to create socially conscious and responsible individuals.

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

**3.4.2**

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

**Response:**

NCC of Acharya Brojendra Nath Seal College is affiliated to 13 Bengal Battalion. It is open for all students whether boys or girls studying in undergraduate or postgraduate programmes in the College. In

living up to the motto of 'Unity and Discipline, the NCC unit of this college strives to be a cohesive group of young students imbibed with strong leadership skills and extensive sense of social responsibility. Since inception, the college unit under the able leadership of ANOs has served extraordinarily in various fields and has got distinct recognitions in various national and state events. A few of the prized possessions are delineated below:

- **All India Republic Day Camp (AIRDC)**: In 2020, one of our cadets, Subrata Barman was selected for the Annual NCC Republic Day Camp held at New Delhi, from 1st January, 2020 to 29th January, 2020. Subsequently, another cadet, Tuhin Karjee attended the Republic Day Camp held at New Delhi form 20th December, 2020 to 29th January, 2021.In the very next year two of our cadets, SUO Hriday Ray and SUO Subha Biswas were also selected for the coveted Annual NCC Republic Day Camp held at New Delhi, from 1st January, 2023 to 29th January, 2023. During this camp they got the opportunity of attending the Prime Minister's Rally and gave Guard of Honour to the delegates who attended the 74th Republic Day programme of India.
- **EK BHARAT SHRESTH BHARAT–INDEPENDENCE DAY CAMP (EBSB):** LCPL Rajib Saibya of NCC wing of A.B.N. Seal College was selected for the prestigious EBSB Independence Day Camp held at NCC Parade Ground, Delhi Cantonment From 1st August 2022 to 16th August, 2022.
- **Republic Day Camp Inter Group Competition (RDC-IGC):** Two of our cadets, Bidisha Barman and Manoj Barman participated in RDC-IGC organized   by NCC Group HQ, Kalyani, West Bengal from 25th October, 2021 to 3rd November, 2021. Moreover, SUO Sujan Ishore, another cadet successfully completed the RDC-IGC Camp held at Kalyani on 19th November,2022.
- **All India Rock Climbing Training Camp (AIRCTC):** One of our cadets, Bikram Roy attended All India Rock Climbing Training Camp organized by NCC Group Headquarter, Gwalior, Madhya Pradesh.
- **All India Thal Sainik Camp (AITSC):** SUO Amir Hossain successfully completed the All India Thal Sainik Camp which was held in Delhi during 14th September 2022 to 25th September, 2022.
- **Thal Sainik Camp Inter Group Competition (TSC-IGC):** CQMS Pritam Paul of our NCC wing participated TSC-IGC organized by 46 Bengal Battalion, Contai during 11th August, 2022 to 20th August, 2022 and made his presence felt by his performance.
- **Inter Group Competition Shooting (IGC shooting):** Our cadet Pintu Barman participated in IGC shooting competition held at Asansol from 21.04.2023 to 30.04.2023 and secured the rank of 8th -Open Sight Prone and 14th- Open Sight 3P.
- **Advance Leadership Camp (ALC):** One of our cadets Ujjwal Das participated and successfully completed the Advance Leadership Camp-2022 held at Hijli High School, IIT Kharagpar, West Bengal from 28th May to 8th June, 2022.

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

**3.4.3**

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

**Response:** 94

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 |
|---------|---------|---------|---------|---------|
| 36      | 15      | 15      | 15      | 13      |

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

## 3.5 Collaboration

**3.5.1**

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

**Response:** 33

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

- 49 Classrooms and 22 laboratories distributed in 10 Buildings to offer quality teaching -learning in 15Honours Subjects and 4 PG Subjects.
- Good number of Computers with internet connection along with  a Computer Laboratory in the Mathematics Department for practical classes and certificate courses.
- The Conference Hall (*Vidyasagar Sabhagriha)* is used for holding Seminars, Workshops and sometimes cultural events. Seminar Hall of the Administrative Building is also used for academic purposes.
- A fully automated Library equipped with cloud based koha-ILMS contains about one lakh books including a collection of rare and old books. It offers thousands of e-books, Journals, Theses, Dissertations and many more. Moreover additional sservices like OPAC Service, Career Guidance, Digital Library Services and Research Support Services etc. and also executes several extension activities throughout the year.
- 05   Smart classrooms are well distributed in different academic blocks.
- The faculty and the students can harness varied academic information from the Learning Management System(LMS).
- A large playground, Badminton Court,Volley Ball Court and a gymnasium for the students with updated equipments.
- An Open Stage (*Rabindra-Prafulla Mancha*) wherein various cultural events are being held.
- A room for Students' Union ,02 separate Common Rooms, and toilets both for the Girls and Boys are also to mention.
- IGNOU and DDE-Burdwan University Study Centre cater the need of distant learners.
- Ramps at different locations to facilitate the *Divyangjan* students are found.
- N.N.M. Boys' Hostel and A.B.N. Seal College Girls' Hostel provide the distant learners with boarding facilities.
- Rain water harvesting unit and Solar panels have been installed.
- Air-Quality Monitoring system has been installed by the West Bengal Pollution Control  Board.
- Waste bins in front of *Prakriti* and *Ankur* Buildings have facilitated the solid waste management. The chemical wastes however are disposed off via duct outside the college premises to the high drain.
- Medicinal plants garden maintained by the Department of Botany, Animal Museum housed at Department of Zoology and museum located in the Department of History with relics cater to the varied needs of the stakeholders.

- Cycle Stand in front of the Department of Chemistry (*Bikshan*) facilitates the students in keeping their bicycles.
- The college has a Canteen which is a source of refreshment to the stakeholders in between long working hours.
- 2 Kirloskar Generators, each of 35 kVA capacity used as power back-up devices.

To promote e-learning environment, some of the initiatives of Library are :

- Wi-fi enabled Central Library.
- Static IP based domain gateway.
- Dynamic library web page with full service information.
- Memberships of  E – SodhSindhu (NLIST), DELNET, National Digital Library, National Virtual Library, West Bengal State Book Board.
- Audio visual study centre.
- Language Lab cum Digital Library division set up.
- Automated mailing of question papers and study materials. Different mock test through National Testing Agency portal.
- Research support for faculty members through e-mail based journal article delivery.
- Online reference services.
- Creation of VIDWAN ID database of all faculties.
- Access by visually challenged students using magnifying glasses, screen reading software and audio book facilities.
- Institutional repository along with OER repositories like, e-Sodhganga, SodhSindhu, epgpathshala, IGNOU e-GyanKosh, Swayam, UGC-MOOCS, INTERNET ARCHIVE etc.
- In addition to the central Library, all the departments are facilitated with Seminer-Libraries with a considerable collection of books which can be easily accessed by the students.

Supply of drinking water through water purifiers in the college and hostels.

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

## 4.1.2

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

**Response:** 56.87

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 |
|---------|---------|---------|---------|---------|
| 58.81812 | 25.05886 | 0.72608 | 118.14783 | 27.58000 |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

- **Library automation** process of A.B.N. Seal College is continuing using 'koha' Integrated Library Management Software (**ILMS**). The database of 20,000 most circulated books has been entered in the koha database and is continually being upgraded. The A.B.N. Seal library is quite large with over 80,000 books including a huge number of rare and old books which are being preserved as a special collection. QR code enabled OPAC is a noble service provided by the Library. A dynamic webpage with full service information is highly acclaimed by the user communities.

- **Open Educational Resource Repositories (OER repositories) include** Sodhganga, E-ShodhSindhu, e-PG pathsala, IGNOU e-GyanKosh,Swayam, Virtual Labs, Spoken tutorial, Dosh, Snltr, UGC-MOOCS, Internet Archive etc. Apart from that Central Library maintains it's **Institutional Repository** providing Digitalized rare documents, Study materials for students, previous year question papers.
- Central Library frequently updates its collection both in print and e-resources formats.
- Purchase of NLIST& DELNET incurred an amount of Rupees 25,370/- (2022-2023)
- Amount spent on books and journals (2022-23): Rs.1,29,030/-; Rs. 9,900/- has been spent for purchase and subscription of News papers and Magazines.
- An amount of nearly 1.4 lakhs has been spent for buying new desktop, printer, barcode scanner, wi-fi dongle for usage in the Library.

- More than 3.5 lakhs rupees has already been spent on library automation process.

Library facilities are frequently accessed by teachers and students as well as research scholars make a vivid use of its rare and old book collections .A standard collection of books on competitive examinations and NCERT Section are used by aspirants thosewho delve into cutthroat competitive world to secure a place. In addition students of the college can freely access the library in search of e-books, e-journals and academic databases. The Central library lends a hand of friendly support to students with special needs who can make a use of its screen reading software enabled computers. In addition to all these, a large well equipped Reading Room provides provision for cultivating healthy reading habits among the student community.

A Special collection on Acharya Brojendra Nath Seal is maintained in the College Library Archive filled with the writings of Acharya Brojendra Nath Seal as well as a variegated publication on him throughout the nation. Furthermore, it is adorned with documents related to Victoria College (erstwhile name ofABN Seal college). These collections satisfies the need of the researchers working on Acharya Brojendra Nath Seal and Victoria College.

The Library has developed an Archive section referred to as the 'Special collection of North Bengal' wherein old books, documents and various information related to the  history and geography of North Bengal are kept for reference.

The Archive also contains the personal collection of Books and manuscripts of Kumar Purnendu Narayan, the royal descendent of Cooch Behar, widely used by researchers from the native community of the Rajbanshis.

The college has a huge range of publication of its own through time immemorial which it is  striving to maintain  with fervent dedication.

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

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

- The Pandemic situation has led us to get habituated with an IT-assisted teaching-learning-evaluation process. The Google Classrooms, online examination systems via Google forms, Worksheets have helped a lot in curbing health risks. Zoom platform facility had been purchased for harbouring various academic and outreach ventures such as Webinars, Special Lectures during the pandemic period.

- The College aims to provide IT as a learning aid to the students as well as the faculty members with various study and research materials. All the departments and the Library of the college are equipped with ample numbers of Desktops, Laptops, Scanners, LCD Projectors, Laser Printers. Reprographic facilities are made available for utilizing the library for study and research.
- BSNL wireless internet facility (Wi-Fi) is accessible at different corners of the college and has been updated to optical fibre (FTTH) network with an average bandwidth of 150Mbps from 100 Mbps. Easy access to the internet from every Department gives better opportunity in the teaching-learning process.
- Five Smart class rooms are at work with technical facilities.
- Close Circuit Cameras with HD DVR got installed in the Central Library and in the Office of the Principal.
- Audio-visual Classroom set up has been structured in the second floor of the Central Library building.
- The Office of the Principal is also using the updated facilities of technology to carry out the administrative works. Apart from this, it also envisions a paperless administration, likewise the notices, general guidelines, circulars are disseminated to all departments through wireless medium.
- To support these IT network systems, all the computers and the requisites are connected to uninterrupted power supply and high-performance computing servers. All computers are monitored through the AMC and are regularly updated as and when suggested by the attending personnel.
- This college has a clearly stated policy regarding IT upgradation with special emphasis on updating curriculum-based software at regular intervals and regarding prevention of IT malpractices as well through Cyber Security Pledge. It is noteworthy here that during the last academic session, the institute organized a one day seminar as a part of Student's Observance Week, whereby students were taught measures to handle the different academic and scholarship portals with utmost care and safety.
- Although the College has its complete financial dependence to the Govt. of West Bengal, it strives to maintain a liberal budget towards up gradation and maintenance of IT infrastructure.

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

**4.3.2**

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

**Response:** 29.78

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

Response: 83

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 32.15

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 |
|---|---|---|---|---|
| 87.23231 | 6.73905 | 6.33728 | 16.14350 | 13.73802 |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 76.86

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 |
|---------|---------|---------|---------|---------|
| 2146    | 2124    | 1428    | 1707    | 1349    |

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

### 5.1.2

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

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

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

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

## 5.1.3

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

**Response:** 52.56

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 |
|---|---|---|---|---|
| 2472 | 1661 | 580 | 601 | 673 |

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

## 5.1.4

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

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

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

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 46.19

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 |
| --- | --- | --- | --- | --- |
| 345 | 293 | 282 | 325 | 272 |

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 |
| --- | --- | --- | --- | --- |
| 620 | 696 | 669 | 766 | 533 |

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

**5.2.2**

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

**Response:** 21.05

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 |
|---|---|---|---|---|
| 198 | 79 | 48 | 29 | 18 |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 47

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 |
|---------|---------|---------|---------|---------|
| 32      | 2       | 1       | 7       | 5       |

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

**5.3.2**

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

**Response:** 31.2

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 |
|---------|---------|---------|---------|---------|
| 43      | 28      | 05      | 34      | 46      |

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

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

Acharya Brojendra Nath Seal College has been adorned with an illustrious alumni ,notable amongst them being Legendary folk singer and activist, Abbasddin Ahmad; Kalaguru Vishnu Prasad Rava, a sheer musical genius; Pulin Behari Das, the freedom fighter from Bengal; Thakur Panchanan Barma, memorable social reformer; Shirshendu Mukhopadhyay, renowned novelist; Amiya Bhusan Majumder, noted Bengali novelist and the list being countless; the need for  establishment of an Association in registered form was deeply felt ,the culmination of which happened with the eventual birth of  Acharya Brojendra Nath Seal College Alumni Association (ABNSCAA)  in its formal form on 24th July, 2016.It got registered under the West Bengal Society Registration Act-XXVI of 1961 on 9th Dec, 2016 (Reg.no-S/M-4403 of 2016-17).

Within a short period of time, the Association has managed to extend its life membership from 20 to 50. The first President of this Association was Dr. Bimal Kumar Saha, Associate Professor of Economics, WBES (Alumnus: 1976-80) and first General Secretary was Dr. Prajna Paramita Sarkar, Associate Professor of History, WBES (Alumnus: 1992-95).It must be accepted that though the Alumni bonding got its formalized shape in the form of an Association in 2016 , it always kept its existence felt, through participating in the progress of the Institute and contributing towards the enhancement of their Alma mater .

After its genesis as ABNSCAA, it luminously started to carry on different activities such as extending fund to the college for the purpose of developmental works such as, it has opened a School for Value Education and successfully completed a certificate course on it. Owing to the surge of Covid19 Pandemic as the college was closed, the Association was able to contribute a sum of money only for the plantation purpose and maintenance of gardens within the college campus and hostels. After the pandemic, the Association continues its responsibility of funding for maintenance of   the gardens of both College and the Hostels and the re-construction of the unmetalled road stretching from the English Department to Geography Department into a metalled one. Furthermore, the ABNSCAA contributes prize money for meritorious students. Recently the Alumni Association arranged for an Alumni meet on 15th of June,2023,wherein the alumnus presently settled in different parts of the country came up and that resulted in a cordial exchange of healthy ideas and opinion. Some of the alumnus have promised to contribute a handsome amount for purchasing about 10 computers for the College.

It is worthwhile to mention that a notable number of alumni from different disciplines have visited our college and given out speeches to motivate the new entrants and show them pathways of prospects.

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

The vision of A.B.N. Seal College is to be an institution of excellence in higher education and research through the development, innovation and application of knowledge towards creating well-rounded, multiskilled and socially responsible global citizens for a people centric ecologically sustainable society.

The Mission of the college is:

1. To provide students with quality educational experiences and support services that can lead to the successful completion of degrees along with imparting of career-oriented education and basic skills of proficiency.
2. To promote academic and career success through the development of critical coupled with value-based thinking, effective communication, creativity and cultural awareness within a safe, accessible and affordable learning ambience.
3. To meet the requisites of demographically assorted student population the institution embraces equity and accountability through measurable learning outcomes, ethical data driven decision making and students achievement.
4. To contribute in the development of habits, attitudes and qualities of character building, enabling the students to bear worthily, the responsibilities of dignified citizenship, making them strong enough to face those fissiparous tendencies which obstruct development of a broad, national and secular outlook.
5. To make it a regular practice on various skills in personality development thereby promoting interpersonal communication, facilitating the growth of self-confidence required for all round development of an enduring personality.

The institution under effective and efficient leadership formulates policies on various academic and administrative activities and the administration is decentralized such that a collective decision is taken through periodical meetings as per the institutional perspective plan, covering both short-term and long-term goals. Actually, academic activities in every academic year are performed by the subcommittees of the Teachers' Council. Also, the departmental activities are distributed amongst the teachers of respective departments as per necessity. Moreover, the administrative activities are performed by the Office of the Principal with the help of subcommittees comprising both the teachers and non-teaching staff. Also, the inclusion of external members and student members in ICC and IQAC are the instances of the participative management through effective leadership in the college.

Further, by aligning vision and mission of the college with the goals outlined in the NEP the college authority is successful in implementing 4Year Undergraduate Programme focusing on skill development,

distance / online education, multidisciplinary education and introducing more short-term certificate/Add on/Value Added Courses as per requirement and taking other necessary steps.

The various committees for functioning of the college may broadly be divided into the following categories:

- **Strategic Planning and Execution**: Planning Board, IQAC, Central purchase advisory committee, Committee for monitoring ongoing healthy practices and innovation Industry-Institute collaboration.
- **Academic affairs**: Undergraduate and Postgraduate admission committee, College routine committee, Internal and University examination committee, Marks fill up committee, Seminar and Research committee, Publication and publish materials committee, Environmental studies committee, Centre for continuing education committee, Library committee
- **Students' support and activity:** Students' affair committee, Placement monitoring cell, Cultural activities committee, Skill and Job potential development committee, Equal opportunity cell, College sports and games committee, Girls' and Boys' hostel committee, NCC committee, NSS committee
- **Students' and staff welfare:** Grievance redressal cell, Internal complaint cell, SC/ST, Minority and Backward class protection cell, Anti-ragging committee, WB Health Scheme committee
- **Social and Environmental affairs:** Heritage conservation committee, Environmental awareness committee, Animal ethical-committee, Bio-diversity and Green audit committee
- **ICT, Instrumentation and data management:** College website monitoring committee, Data management committee

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

This college being a government college functions under the purview of theDepartment of Higher Education, Government of West Bengal. Accordingly, the administrative set up, appointment, service rules and policies are followed by the guidelines set and issued by the Higher Education Department from time to time.The faculty members of this institution, excepting the SACT, belong to the cadre of West Bengal Education Service (WBES) and the Principal belongs to the cadre of West Bengal Senior Education Service (WBSES). Their recruitment processes have been executed by the PublicService

Commission, West Bengal according to the guidelines of the UGC. However, their appointments in colleges and subsequent transfer to other Government colleges are decided by the Department of Higher Education, Governmentof West Bengal. Consequently, service rules of the faculty members, likewise the non-teaching members are governed by the WBSR. However, their CAS benefits are determined as per UGC guidelines and executed by the Department of Higher Education, Government of West Bengal.

The institutional organogram depicts democratic, decentralized and participatory governance in accordance with the vision and mission of the college. The administration of the college is led by the Principal. The Principal chalks out plans or strategies for development in consultation with the Planning Board and IQAC of the college. These well thought out plans are then implemented with the help of the Teachers' Council and College Office. The Teachers' Council headed by thePrincipalby virtue of his post and activated by the Teachers' Council Secretary (TCS)comprisesall the permanent teachers of the college.The successive position is occupied by the Heads of the Departments (HODs). The side attracting position is occupied by the office headed by the Head Assistantandthe Students' Union.Moreover, the institution has constituted various cells and committees involving the teachers, non-teaching staff and students where needed,for smooth conduct of the academic and administrative activities within and outside of the campus. These cells/committees meet as and when needed and provide appropriate recommendations to the competent authority to formulate effective and efficient policies.

A few instances of institutional strategic plan and their implementation are furnished below:

- To assist students for uninterrupted online classes during Covid-19, the college authority in consultation with Coordinator IQAC, TCS and HODs has prepared a detailed list of students of various departments who could not recharge their data pack and took appropriate measures so that these students can participate in the online classes on a regular basisdespite financial distressof their family during pandemic.Moreover, some of the Departments purchased smartphones for their students who did not have smart phones to join classes.Besides, the college authority has waived off the College examination and cultural/ welfare fund fees for all students in 2021-22 and also introduced free studentship scheme for eligible students from the 2021-22 academic year.

- In order to instil entrepreneurial acumen among the students, the college authority and IQAC chalked out a plan in July,2021 to set up an institutional incubation centre. Through this incubation centre, students can gain hands-on experience in innovation while being nurtured and encouraged by faculty, management and industry experts. In this backdrop, A.B.N. Seal College, Cooch Behar established an "*Incubation Centre for Innovative Ecosystem*" on 06.11.2021 for sensitizing and facilitating the student community of this region.

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

**6.2.2**

*Institution implements e-governance in its operations*

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

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

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

Since this is a full-fledged Government Institution under the Department of Higher Education, Government of West Bengal, the teaching and non-teaching employees of the institution likewise other state government employees enjoy the following benefits:

- All the employees are covered under GPF rules and GIS.
- Employees are entitled to have Pensionary benefits, Gratuity and Leave Encashment as per rules of Government of West Bengal.
- Employees can avail the benefits of cashless and reimbursement facility under West Bengal Health Scheme (WBHS)for thetreatment of themselves and their dependents.
- All kinds of leave, viz., earned leave, child care leave, medical leave etc. can be availed by the teaching and non-teaching staff of the college as per rules of Government of West Bengal.
- There is a provision of on duty leave for the faculty members for participation in various Faculty Development Programmes.

- The scope of recruitment on compassionate ground through proper channel in case of dying in harness is also prevailed as per rules of Government of West Bengal.
- Employees of the college can avail festival advance before their prime festival.
- Some employees also get Bonus from State Government before Durga Puja, the most celebrated festival in West Bengal.
- All the employees of the college are entitled to avail the benefits of Home Travel Concession (HTC) in every five years and Leave Travel Concession (LTC) in every ten years.

Being government officers, all the faculty members of the college submit three tier online Self-Appraisal Report (SAR) in each financial year through IFMS portal of Government of West Bengal. For this each teacher has to log-in the IFMS portal and has to insert various data or information related to attendance in college,leave taken, basic teaching learning assignments performed and other academic and administrative activities executed by the teacher concerned inside and outside of the College during that year.Thereafter, each teacher has to forward this SAR to the Reporting Officer, i.e., Principal of the college. Principal after necessary examination send this to the Reviewing Officer, i.e., Director of Public Instruction (DPI), Govt. of West Bengal and ultimately, Special Secretary of the Higher Education Department, Government of West Bengal accepts it as Accepting Officer. In this process, if any discrepancy is found at any stage, then it was returned ultimately to the teacherconcerned and the above process is repeated sequentially. Besides,a self-appraisal report is also maintained in the college for day-to-day monitoring of the performance of the teachers. However, for non-teaching staff, Principal looks into the matter in consultation with the Head Assistant of the Office.

The institution keenly supports its teaching and non-teaching staff to avail various opportunities for career development or progression.

- Allows faculty membersto attend various courses like Refresher Course, Orientation Programmes and Short-term courses as per UGC guidelines not only essential for their career advancement but also for their academic enrichment
- Encouragesfaculty membersto attend international, national and state level seminars as resource person/s or as paper presenters.
- Provides financial assistance to faculty members to attend various academic or administrative conferences/seminars
- Motivates faculty members to approach various funding agencies for granting research projects
- Provides NOC to the faculty members for pursuing in service Ph.D.which later promotes their career
- Encourages non-teaching staff to attend various administrative training programmesrequired for smooth conduct of the official works

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

**6.3.2**

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

**Response:** 6.08

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 |
|---------|---------|---------|---------|---------|
| 11      | 4       | 8       | 2       | 2       |

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

**6.3.3**

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

**Response:** 53.13

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 |
|---------|---------|---------|---------|---------|
| 88      | 62      | 86      | 26      | 18      |

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 | 17 | 21 | 21 |

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

The institution implements its financial strategies in consultation with the Central Purchase Advisory Committee and Audit and Assessment Sub-committee. Being a government institution, it is entirely financed by the Government of West Bengal. The yearly allotment received from the government can be classified under two heads:

- Non-Plan
- Plan

Non-Plan Head

- Salary

- Wages (Remuneration of State -Aided Contractual teachers)
- Allotment to West Bengal Health Scheme (WBHS)
- Medical allowance ( for NON-WBHS members)
- Bonus
- Electricity Bill
- Telephone Bill
- Office Expenses
- Maintenance charges including allotment to PWD (Electrical & Civil) for infrastructure maintenance
- Charges for Security guards

Plan Head

- Development grant: Books, Equipment, Chemicals and glass wares, Furniture, Computer and peripherals
- Project specific grant: Library automation
- Infrastructure augmentation: Allotment to PWD (Electrical & Civil)

In order to utilize resources optimally, the Convener, Purchase Advisory Committee after collecting the departmental requisitions convenes a meeting in the presence of the Principal of the college for rational utilization of the financial resources as per the requirement. The Purchase Advisory Committee then prepares a budget taking into consideration the suggestions of the IQAC Committee and College Development and Planning Sub Committee and also in concurrence with the Principal, finally it is submitted to the Higher Education Department, Government of West Bengal. This is also supplemented by the non-plan budget prepared by the college office in consultation with the Principal. The Government of West Bengal grants annual allotment for non-plan requirements in due time and also allots Development Grant to the college to meet the various needs of the college. This process is followed by the path of inviting tender quotations, placing work orders and finally supply of articles by the vendors for the effective and efficient use of the financial resources.

The audit & assesment actually review whether the existing mechanism of the financial systems is according to the norms and if there are any deviations in this mechanism they recommend for improvement of the process. Accordingly, the college makes every attempt to ensure internal and external auditing of the funds received by it from various governmental and non-governmental sources. Internal audit is performed by the Registered Chartered Accountant firm with the assistance of the Internal Audit and Accounts Assessment subcommittee after which the Utilization certificate is prepared for being sent to the funding agencies. The Heads of the lab-based Departments and the librarian of the college looks after the laboratory and library stocks respectively. The college office is instrumental in submitting IT and GST returns regularly within stipulated time. The External Audit is generally carried out time to time at 5 years interval. This task is performed by the auditors assigned by the Office of the Principal Accountant General (A&E),West Bengal under Comptroller and Auditor General (CAG) in consultation with the Directorate and Department of Higher Education, Govt. of West Bengal.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

The IQAC of the college is instrumental in maintaining the quality of the teaching learning process and overall improvement of the academic ambience of the college. In doing so, the IQAC has taken the following essential steps:

- Monitors and reviews the teaching-learningprocess, infrastructural facilities and students' performance at regularintervals
- Through regular interaction with the Heads of the Departments ensures uninterrupted teaching learning process and always strives to improve the quality of the same
- Initiatives taken for the introduction of Education as an Honours subjectand consequently it was introduced in 2018-19 academic session
- Provides inspiration for the introduction of Add-on courses, Value-Added and Certificate courses
- Initiatives taken for the introduction of the Learning Management System (LMS) for effective communication in teaching – learning process
- Efforts taken to introduce Students' profile mapping so that the college authoritygets an idea of the socio-economic status of the students and takes appropriate measures accordingly
- Encourages departments for evaluation of the attainment of students in respectofCourse Outcome (CO) and Programme Outcome (PO) and seeks report in this respect for future course of action
- Sensitizesthe departments for organizing Students' seminar and as a fall out many departments regularly organize it
- Initiatives taken to equip all the departments with at least one ICT enabledclassroom
- Encouragesfor installation of five smart classrooms in five academic buildings
- Motivates constantly for promoting E-learning and hence, Digital library facilities like INFLIBNET-NLIST, DELNET and e-resources are developed to provide a repository of articlesand e-books for teaching and research purposes
- Regularly collects and analyzes feedback from students and their employers, alumni and faculty members and attempts to redress the grievances if any in consultation with the competent authority
- Initiatives taken for speeding up of library automation process
- Inspires all the departments to organize memorial lectures

- Taken utmost efforts to sign MoU with different academic institutions and business community
- Provides inspiration to set up the "*Incubation Centre for Innovative Ecosystem*"for sensitizing and instillingentrepreneurial acumen among the students of this region
- Motivates faculty members to involve in active research work. While senior teachers are encouraged to supervise scholars for doctoral thesis, junior teachers are encouraged to pursue their doctoral work
- Encourages in the Publication of academic journals of this institution: the *Victorian Journal of Arts*which is published bi-annually and the *B.N. Seal Journal of Science,*published annually
- Provides the latest information about journals enlisted in Scopus/Web of Science andthe UGC Care list and encourages faculty members to publish in those quality journals
- Organizes FDP and National levelWebinars on cross cuttingand relevant themes/sub themes
- Pursued sincerelyfor inclusion of the courses on"Tourism Management" and "Wildlife Conservation Management" in the curriculumand thereafterin concurrence with the affiliating University succeeded in introducing the "Wildlife Conservation Management" as a paper in CBCS curriculum and finally, both the topics as Skill Enhancement Courses (SEC) in the Four-Year Undergraduate Programme (FYUP) under NEP
- Encourages to conduct Quality Audit, Green Audit, Academic Audit, Energy Audit, Environment Audit and Gender Audit as quality assurance initiatives in the institution

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

**6.5.2**

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

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

# 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:**

Acharya Brojendra Nath Seal College has taken proactive steps to foster gender equality and ensure a safe and inclusive environment for its academic community. The college's commitment to gender equity is reflected in its systematic Gender Audit, which meticulously examines the distribution of male and female individuals among the teaching and non-teaching staff, as well as the student body. The Internal Complaints Committee plays a pivotal role in promoting a gender-neutral environment, catering to both binary and non-binary individuals.

Over the past five years, the ICC has organized various sensitization programs, including a notable webinar on gender issues during the Covid-19 pandemic. The committee actively develops an Annual Gender Sensitization Plan, outlining activities to be undertaken throughout the year. This plan is made available to the college community through the official website, ensuring transparency and accessibility.

Recognizing the practical challenges faced by female and non-binary students, the college provides counseling services, demonstrating its commitment to addressing potential issues. Notably, the installation of a 'Vending Machine' in the Girls' Common Room and an Incineration Machine at the Girls' Hostel signifies a forward-thinking approach to meeting the specific needs of these students.

The curriculum at the College is designed to enrich students with doses of sensitization on gender issues and related concerns. Subjects like Political Science, English, Bengali, Philosophy, and History delve into topics such as Gender Rights, Human Rights, Domestic Violence, Feminism, Eco-feminism, Women Education, Inequality, and Women Empowerment. This comprehensive approach integrates gender-related discussions into various academic disciplines, fostering a deeper understanding of societal constructs, literature, and social reforms.

The ICC actively celebrates International Women's Day by organizing seminars, participatory activities, and screenings of relevant documentaries. Eminent personalities are invited to engage in discussions on gender-related issues, further enhancing awareness among students. Topics include women empowerment, domestic violence, sexual harassment, and strategies for approaching authorities in adverse situations.

The National Service Scheme at the college contributes to gender equity by organizing awareness programs for villagers, particularly focusing on personal and mental hygiene, food, and nutrition. The

NSS volunteers also conduct awareness programs on women's health, addressing issues like domestic violence and sexual abuse. The Unit consistently organizes seminars and gender sensitization programs, both on and off-campus.

The college emphasizes gender sensitivity through workshops, seminars, and academic programs. Notably, a webinar led by Dr. Anjan Chakraborty, Director, HRDC, NBU on "Equality and Equal Opportunity for Women" and a four-day online Value Orientation Course, including a lecture by Mr. Ratul Ghosh on the importance of Gender Studies, exemplify the college's commitment to gender edification.

Female students benefit from various government-sponsored schemes, such as Kanyasree Prakalpa and SVMCM. These initiatives, supported by state and union governments, contribute to the empowerment of female students.

College events like 'SABALA MELA' and 'KANYASREE PRAKALPA' showcase students' talents, promoting awareness on gender-related issues.

Safety measures at the college include on-campus CCTV surveillance, security guards at the gate, and a robust redressal system involving Internal Complaints, Grievance Redressal, and Anti-Ragging Committees. Psychological counseling services are available, and separate common rooms and hostels for male and female students contribute to a secure and empowering environment. The College's multifaceted approach underscores its dedication to gender sensitivity and empowerment.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

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

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

### 7.1.3

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

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

**Response:** 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 | [View Document](#) |
| Policy document on environment and energy usage Certificate from the auditing agency | [View Document](#) |
| Green audit/environmental audit report from recognized bodies | [View Document](#) |
| Certificates of the awards received from recognized agency (if any). | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of**

**students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

The Institution strictly follows the *Reservation rules* for admission as per directives of Central and State Governments as well as the affiliating University. The Scheduled Caste, Scheduled Tribe, Other Backward Class, EWS, Minority and Differently Abled students of the College gets proper education in an inclusive environment. They get all the Central and State aided scholarships according to the governmental rules and regulations. Many students outside of the district and state opt for studies in A.B.N. Seal College. During the 2021-22 session, a total of 23students outside of West Bengal got admitted in the college.

Being an eminent college of the North-Eastern India with century-old heritage, students from different sections and classes of the society with linguistic and cultural variations constitute its demographic diversity. Many of our students belong to ethnic communities such as Bengalee, Assamese, Rajbanshi, Nepali, Koch, Mech, Rava and to religions such as Hinduism, Islam or Buddhism. However, our students learn to respect other religions, languages, and culture along with imbibing values of solidarity and sympathy through their day-to-day activities and active participation in different events and programmes of the college. For instance, the students perform *Bhawaiya* folk songs and dances in '*Kristi*' (Celebration of the College Annual Day), together they enthusiastically celebrate the *Basanta Utsab* (commonly known as *Holi*) – a festive revelling of colours. Involvement of students belonging to all communities in the management and organisation of the *Saraswati Puja* within the college premises deserve special mention. Besides, spontaneous participation of students is also noticeable during the observance of Independence Day, Constitution Day, National Flag Day, National Youth Day, Republic Day, International Mother Language Day, Basanta Utsav, World Heritage Day, International Women's Day, *Rabindra Jayanti*, *22 se Sraban,* World Museum Day, World Environment Day, International Yoga Day and so on. We take pride in the fact that an expressed environment of cordiality and harmony exists within the institution.

The institution is sensitive to the requirement of inculcation of values, sense of awareness about rights and dutifulness related to constitutional obligations in the mind of students and employees. Being an organised civic institution, the college encourages 18+voters to actively exercise their constitutional right of casting votes in State and National elections by organising an awareness session for this target group. As responsible citizens, the teaching and non teaching staff of the institution including some of the female teachers have complied with the obligation of performing election duty being appointed by the State Election Commission.Adhering to basic right of the Constitution, whereby citizens enjoy right to work, the institute tries to equip students with basic skills of job potentiality and entrepreneurship dexterity by organising workshops in this direction.In this track the **NSS** and **NCC** units of the college in collaboration with different bodies have carried on various activities at different points of time. Observation of **Constitution Day, Flag Day** by Department of Political Science, activities by NSS to imbibe democratic spirit in collaboration with District Administration and Election Commission can be mentioned in this regard.

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

# Best Practice 1: Exposure of the students to Academic, Socio-cultural and Eco-sustainable World

**Objectives:**

- To cultivate intellectual curiosity, critical thinking, and research skills through lectures and engagement with scholars with a thrust to develop a deep understanding of disciplines to prepare the students for future academic and professional pursuits.
- To expose the students to socio-cultural reality which enriches their personal development, broaden their perspectives and prepare them for engagement with a globalised world.
- To instill environmental consciousness among the students to make them committed to sustainable practices, to help them realize their responsibility, collectively building a sustainable future.

**The Context:**

The institution crafted a holistic model, transcending academic boundaries, aiming to deepen students' connection with socio-economic and environmental realities. This tripartite approach involves active student engagement with teachers and scholars, cultural exposure for heightened awareness, and fostering environmental consciousness, shaping student's character as responsible citizen.

**Challenges:**

Scrupulous academic focus can hinder students from empathetically addressing diverse socio-cultural and environmental issues in reality. Navigating these challenges cultivates critical thinking, resilience, adaptability, and a holistic worldview.

**The Practice:**

- Memorial Lectures & Seminars
- Community drives by NCC & NSS
- Programs to retain cultural diversity such as *Basantotsav*,

Commemoration of Mother Language Day etc.

- Educational Tours

**Uniqueness:**

- Given the humble background of most of the students of our college, active engagement with scholars through interactive lectures is a unique and essential push for them. They feel encouraged, heard and confident as they are gradually groomed to face the larger academia.
- Through their everyday encounter with a vast spectrum of of traditions, languages and customs, our students get prepared to swiftly blend in the socio-culturally diverse domain of Higher Education in India.
- To be aware of eco-sustainability through everyday academic encounters is a unique feat for the students, as they learn to promote environmental stewardship without undermining the values of cultural heritage and tradition, thus creating a holistic approach to sustainability.

**Evidence of Success:**

IQAC and Departments jointly organize Memorial Lectures regularly to help students engage with eminent scholars

Summary:

| Year | Memorial Lectures/seminars/special lectures etc. | Students Engaged | No. of Eminent Scholars |
|------|------|------|------|
| 2022-23 | 34 | 2212 | 55 |
| 2021-22 | 30 | 3299 | 44 |
| 2020-21 | 30 | 4844 | 55 |
| 2019-20 | 6 | 337 | 20 |
| 2018-19 | 5 | 518 | 5 |

Social-cultural exposure through regular events throughout the year:

Summary:

| Year | No. of Pilot Surveys | Community Drives by NCC & NSS | No. of Cultural Events for Cultural Integration |
|------|------|------|------|
| 2022-23 | 13 | 30 | 12 |
| 2021-22 | 4 | 15 | 09 |
| 2020-21 | 0 | 15 | 03 |
| 2019-20 | 10 | 14 | 10 |
| 2018-19 | 9 | 13 | 11 |

Educational Tours Summary:

| Year | No. of Educational tours | Number of students engaged |
|------|------|------|
| 2022-23 | 15 | 426 |

| 2021-22 | 06 | 194 |
|---------|-----|-----|
| 2020-21 | 0 | 0 |
| 2019-20 | 14 | 385 |
| 2018-19 | 9 | 290 |

Results indicate that exposure to scholars enhances critical thinking, reflecting our students' high-range academic achievements, such as:

- 13 Medals in University Examinations;
- 198 qualifiers in Competitive Examinations in State, National and International level;
- Entrance to PG with AIIMS Rank 1 (Physiology), JAM Rank 21 (Physics), 32 (Mathematics),
- Progression to IITs- 50, IISER Bhopal -01, TIFR-Bengaluru-01in last few years, IISC, Bengaluru-02.
- First position in the AIIMS entrance in the last academic year.
- 52 % of A.B.N. Seal graduates have progressed to higher-education in last five years.
- Students from Arts and Humanities stream get admission at prior institutes like JNU, BHU, Delhi University Jadavpur, Presidency, and University of Calcutta

**Uniqueness:**

Socio-cultural exposure fosters cultural awareness, teamwork and adaptability (qualified by a number of successful programmes at adopted village), awareness about the functioning of an eco-sustainable world instills environmental consciousness. Collectively these experiences prepare students for a holistic understanding of global challenges and their personal and professional development.

**Problems encountered and resource required:**

- Exposure to scholars: Shortcomings in time and logistics–propelled by funding constraints. Need adequate funding to arrange seminars and workshops.

- Exposure to socio-cultural world: Although this is a spontaneous practice in the campus, there is a constraint of resources for organizing interactive and meaningful cultural events.

- Educational Tour for eco-sustainable world and awareness: Logistic issues, Safety concerns, Budget constraints, Inadequate funding for travel and expert guide.

# Best Practice 2: Enhancement of employability and entrepreneurship skill amongst students:

**Objectives:**

To enhance students' employability by developing job specific skills, fostering an entrepreneurial mindset to prepare them for both traditional employment and entrepreneurial ventures.

**The Context**

Bridging the gap between academic learning and real-world application is crucial for enhancing students' employability and entrepreneurial skills. Recognizing the need, the institute has integrated job-aligned add-ons, certificate courses, and value-added courses into the curriculum, fostering a practical understanding of the professional realm. Additionally, the College facilitates Incubation Centers for Innovative Ecosystems, aiding in development of entrepreneurial mindset. Context-specific training emphasizes essential soft skills such as communication, leadership, and malleability.

**Challenges:**

Challenges include limited industry collaboration; insufficient practical exposure; lack of awareness about entrepreneurial opportunities; gap in aligning academic curricula with evolving market needs.

**The Practice:**

- Internship and apprenticeship programmes (Number of participants at UG level-34, PG level-36)
- 05 Entrepreneurship mindset programmes under Incubation Centre for innovative ecosystem (ICIE).
- 17 Different Add-On Courses
- 8 Value-Added courses [including environmental awareness]
- Certificate course for Communication skills [1] and computer applications [1]
- Soft-skill development workshops [8]
- Soft-skill development programme for girl students [1]
- 20 Career counseling programmes

**Uniqueness:**

The uniqueness lies in the holistic approach, blending specialized job skills with an entrepreneurial mindset, emphasis on compliance, innovation and real-world application of skills, fostering graduates capable of excelling in diverse career paths. This continued practice has led to a handful of graduates starting to make a use of this acquired skills in engaging themselves in various types of enterprising avenues.

**Evidences of success:**

- 487 of graduates secured jobs in government and private sectors in last five years
- 500+ students registered in ICIE for developing entrepreneurial attitude
- MOU with CoochBehar District Welfare Industrialist Association having 99 industrialists
- Internship completed- 56

Results suggest that employability and entrepreneurial skill development initiatives lead to increased job-readiness, adoption of entrepreneurial attitude and improved professional competence among Graduates.

**Problems encountered and resources required:**

Insufficient industry-collaboration; limited access to practical experiences; challenges in aligning curricula with market-demands; financial constraints for programme-implementation; and inadequate infrastructure has been the main problems.

The College requires stronger industry-partnerships, increased numbers of internships and workshops, and regularly updated job-oriented curricula. Financial support for arranging training facilities, networking events, outreach programmes, career counseling and entrepreneurship awareness campaigns.

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

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**360-DEGREE HOLISTIC DEVELOPMENT OF STUDENTS**

Since 1888, the year of its establishment, AcharyaBrojendraNath Seal College(formerly Victoria College)has been recognized as apioneer educational institute in North Eastern India. With a vision of excellence in education and research, the institute's mission is to produce well-rounded, multi-skilled, and socially responsible global citizens for an ecologically sustainable society by the eight-dimensional nurturing. The institution emphasizes on 360? holistic development model, producing graduates who are intellectually competent, morally upright, spiritually inspired, and socially committed.

**1. Academic excellence as a foundation**

The college prioritizes academic excellence by integrating the University curriculum with a blend of modern and traditional teaching methods. In addition to the chalk-and-talk approach, the campus provides smart classrooms, online resources,and audio-visual study centres to promote e-learning. Specialized initiatives include tutorial and special classes,regular seminars/webinars, and insertion ofcrosscutting topics like Professional Ethics, Gender, Environment and Sustainability into the regular curriculum. Curriculum-gaps are addressed through add-on courses, hands-on training, and projects on societal problems. Annual lecture series with renowned speakers enhance the overall educational experience.

**Key Achievements:**

13 toppers in University UG results 2023

More than 90% passed on an average during last 5 years, demonstrating better performance over University (overall pass percentage of 70%)

Entrance to PG with AIIMS Rank 1(Physiology), JAM Rank 21(Physics),32(Mathematics)

Progression to IITs- 50, IISER Bhopal -01, IISc-Bengaluru-02, TIFR-Bengaluru-01in last few years

**2. Experiential learning and Practical Skills**

The college emphasizes experiential learning to bridge theory and practice, offering diverse opportunities beyond the curriculum:

- **Internship**: UG final semester and PG students engage in professional internships, applying theoretical knowledge and network-building ability.
- **Service Learning**: Students integrate community service with academic coursework, addressing necessary societal needs.
- **Entrepreneurship Program**: The ICIE fosters entrepreneurship skills through experiences shared by industrialists and government organizations.
- **Student Seminars**: The departments routinely organise Saturday seminars in science, literature, and social sciences.
- **Field Work and Site Visits**: Educational tours to relevant locations are integrated into the curriculum.
- **Workshops and Training Sessions**: Eminent personalities lead sessions covering specific skills and techniques relevant to students' academic interests.
- **Student Organizations and Clubs**: Participation in Standard Club, Science Club, and Cine-Club provides leadership opportunities and practical skill application.

**Major Achievements:**

- 50+ PG pass-outs completed internship from this college in last two years
- 90+ UG students completed their internship from industry and Govt.Engineering College
- 500+ students registered in ICIE
- 600+ students completed Service learning in last three years

**3. Communication and interpersonal Skills**

The college recognizes the significance of effective communication in personal and professional development, incorporating various ventures to enhance communication skills.

- **Certificate Courses:** University-approved 6-month certificate courses in Functional English and ICT (English and Mathematics Departments)enhance communicative English skills and introduce students to communication tools in academic and professional settings.
- **Written Communication:** The Department of Bengali offers a 6-month course on improving writing skills.
- **Add-On Course on Professionalism:** The Department of Philosophy conducts an Add-on course on Professional Ethics.
- **Public Speaking:**The Political Science Department hones public-speaking via ongoing debate, Extempore, Youth Parliament, and News Reading Sessions.

- **Interview Skill:** Career Counselling Cell boosts final semester students' interview skills incollaboration with professional organizations.

**Major Achievements:**

500+ students completed the communicative English Certificate Course in last two years

30+ students completed the "Computer Application" Certificate Course in last two years

YPC team, Quiz and extempore teams became champion in District as well as Division level

400+ students of final semester successfully completed the interview-skill course.

**4. Leadership and teamwork skill**

The 360-degree development approach underscores the pivotal role of leadership and teamwork in preparing students for the professional world. Key initiatives include:

- A 10-day *special camp in the adopted village* of 'Natuarpar' by NSS.
- NCC cadets actively participate in *Annual Camps*.
- Department of Political Science supervises *Youth Parliament Competition* teams,.

**Major Achievements:**

Award for Best NCC Volunteer by CBPBU.

Recognition as the Best NCC Cadet in the Annual Camp.

Victory of the Youth Parliament Competition Team(both District and Divisional levels).

**5. Creativity and Innovation**

Encouraging creativity and fostering innovative mindset are crucial elements of the development paradigm. This attributehelps students face challenges with fresh perspectives and inculcating continuous innovation-

- 32 hours Value-orientation course on creativity and divergent thinking
- Poster making competition
- Story writing workshop
- Incubation Centre for Innovative Ecosystem (ICIE) for concept building culture for students for start-ups, business models.

**6. Physical and Mental Well-being**

The comprehensive development model goes beyond academic and professional realms, prioritizing the holistic well-being of students through the provision of health and wellness facilities, services, and support. Key initiatives include:

- Health insurance for all students by LIC.
- An oxygen concentrator donated by CII North Bengal Chapter for Covid-19 support and motivating students for vaccination including booster doses.
- Regular fitness classes, yoga and gym sessionsand professional counselling.
- Health-Care Unit conductsThalassemia mapping,eye check-up camps and various healthawareness campaigns.
- Ramakrishna Mission conducts spiritual classes for the mental and emotional well-being of students.

## 7. Cultural Diversity and Inclusivity

Our comprehensive approach towards development recognizes the importance of cultural diversity and inclusivity, and encourages open dialogue and fostering a sense of belonging. Exposure to different perspectives and experiences enhance cultural competence, global awareness and prepares students to thrive in diverse multicultural settings.

Some major initiatives –

- Observance of commemorative days such as Unity and Harmony Day, Constitution Day, BasantaUtsab, Saraswati Puja, Eid,Agomoni, Annual Day etc.

## 8. Career Preparation

Top of Form

The educational goal is to prepare students for successful careers, facilitated by a dynamic Career Counselling Cell. Key initiatives include-

- Development of soft skill, personality and interview skills byAnudeep Foundation, Mahindra Group, RICE Educationand The Nandi Foundation.
- Grooming students for JAM, TIFR, AIIMS, CUET and NET.
- The SatyendraNath Tagore Civil Service Training Centre, sponsored by the Government of West Bengal, is dedicated to civil service aspirantsof the Cooch Behar district.
- Major achievements include 500+ students securing jobs and 100+ students pursuing Master's degrees in prestigious institutions.

In conclusion, the 360-degree development of students of this college is a holistic and multifaceted approach that recognizes the interconnectedness of academic, personal and professional growth. This comprehensive approach ensures that the graduates emerge as well-rounded, adaptable and socially responsible individuals ready to make meaningful contributions to society.

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

# 5. CONCLUSION

## Additional Information :

In compliance with the Peer team recommendations for quality enhancement of the institution, made during the last Peer Team visit (NAAC –Cycle 2) held on the 27th and 28th February, 2017, the institution has accomplished the following:

Opening of Education as a new UG course, though new PG courses could not be opened so far.

Skill oriented Certificate courses in Information and Communication Technology and Functional English as well as Add-on courses to suit local needs beyond curriculum has been introduced.

Teaching strength got enhanced in the last few years continuously catering to the needs of the students.

ICT application in different aspects of the college got accelerated.

Number of smart classrooms got increased from two to five.

Measures for designing ICT based knowledge resource centre at the library rose to a significant height.

Coaching facilities for students to face competitive examinations have been provided

## Concluding Remarks :

The fundamental aim of this more than 135 years old institution is to impart sound learning to the youth of the region under circumstances congenial to their all-round development. It encourages the students to aim at excellence not only in academic pursuits, but also in every aspect of human endeavor to achieve perfection.
With a vigorous teaching strength, impeccable mentor-mentee bonding, the students are prompted to strive for academic and humanitarian finesse so that, in course of time they may take up suitable livelihood options for the betterment of their lives and also of their families and society at large. The various co-curricular activities of the college especially the extension programmes provide them with a rare social consciousness that motivates them to reach out to their fellowmen particularly the needy and the helpless. The infrastructural provisions, contribution of the integral wings, tireless efforts of all human abilities, sentimentally attached to this institution, surpass the emotion and gives strength to this age-old institution to overcome the lacunae, simultaneously with best possible utilization of the opportunities and thereby; to become the citadel of knowledge and culture not only regionally but also nationally and internationally. As a move for becoming such a bastion, the institution has embarked upon taking positive and possible actions upon evaluating and reevaluating its performance in the last few years, with due consideration of the recommendations made by the NAAC Peer Team during the First and Second Cycles of Visit, and is once again determined to face the NAAC –Cycle 3 with enough resilience and optimism.