



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

LALBABA COLLEGE

LALBABA COLLEGE, 323 (FORMERLY 117), G. T. ROAD, BELURMATH
711202
www.lalbabacollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established on August 5, 1964 and located in an urban setting, on the West bank of the river Hooghly, Lalbaba College stands near Belur Math, the famed seat of the monastic order established by Swami Vivekananda. The college is located in an area steeped in history and culture.

This institution was named in memory of the Sikh saint Dindukhi Lalbaba from whom we draw our social relevance and intellectual inspiration. Fondly remembered in these parts for their quiet dedication and tireless service, the college was founded by some disciples of the ascetics who formed the Lalbaba Trust to perpetuate their memory with the cherished goal of establishing a collegiate educational complex (consisting of a school, college and *ashrama*) with the vision to create an environment where curricular aspects would be complimented by social awareness and service.

Easily accessible, being a mere kilometre from Belur Railway Station and positioned on the famous Grand Trunk Road, the catchment area of the college has expanded to include distant areas connected by Eastern & South Eastern Railway.

The student population in our college presents a cosmopolitan, multilingual and multiethnic palimpsest. There is no implied sense of privilege or entitlement in the pedagogical principles embraced here, since most of the students are from middle and lower middle-class families.

Affiliated to the University of Calcutta, our institution has introduced 4-year bachelor degree with research in various subjects of Science, Arts & Commerce and 3-year bachelor degrees in multidisciplinary courses in both day and morning sections (according to the Curriculum & Credit Framework, 2022). Presently the college has nearly three thousand students, eighty- odd teachers and about twenty office staff. The college library supports teaching learning with print and e-resources and computerized circulation system. The college has a computer laboratory; there are NCC and NSS units and co-curricular activities are given special importance in the college. Lalbaba College has been playing an active role in developing intelligent and responsible citizens that shall stand the country in good stead in the future.

Vision

Visions of the College:

- Completion of the ambitious new building with sufficient amenities at the Second Campus of the college.
- Major recasting of the main college building for providing new facilities.
- Enhancement of intake capacity with course diversification.
- Introduction of a number of new Honours Courses at the Undergraduate level.
- Offering Post-graduate courses covering conventional and emerging disciplines.
- Self-financing courses in the emerging areas.
- Add-on Evening Specialized Courses: Certificate, Diploma & Advanced Diploma Levels.

- More Distance Learning Centres in collaboration with Universities.
- Establishment of a number of Centres & Cells: Women's Study Centre, Entrepreneurship
- Development Centre, Career & Counselling Cell.
- Formal Coaching for NET/SLET.
- Upgraded infrastructural facilities associated with teaching-learning.
- Conference Rooms, Seminar Halls, Committee Rooms, Cubicles for Individual Full-time faculty with IT facilities, Dedicated Examination Halls & Tutorial Rooms.
- Refurbishment of Central Library with separate Journal, Reference, e-library, Book Bank Sections.

Mission

The college is committed to provide education at the undergraduate level to the neighbourhood students. Irrespective of caste, class, creed, religious affiliation or gender, it aims at providing generous scope for higher education to the local youth. The mission of the college is *pursuit of knowledge through participation in academic and extra-curricular activities and developing strong personal values*. The college prizes personal touch, a value which the society is fast losing. Its programmes are addressed to the evolving needs of locality. The college takes pride in emphasizing those practices that help the students to acquire knowledge and experience which prepares them for a fruitful future. The college believes, this would provide a meaningful contribution to the community. The major consideration that is addressed by its goals and objectives is to prepare the students to work in an information-rich technology-driven world; hence it can be mentioned that it works for the nation as well as the civilization by means of generating human resource.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Motivation of students to achieve their highest academic potential.**
- **Providing a disciplined, caring and egalitarian environment in college.**
- **Fostering values like honesty, integrity and humane attitude and qualities like leadership, responsibility and teamwork.**

Institutional Weakness

- **Paucity of research-oriented infrastructure and pure-science & applied-science departments at college.**
- **Absence of add on , value-added and professional course on offer in college.**
- **Absence of post-graduate courses in the subjects offered in college.**
- **Denuded strength of full-time non-teaching staff in college to support quality advances in teaching-learning process.**

Institutional Opportunity

- Completion of a second building/campus fully furnished with all research tools and amenities.
- Refurbishing of the old college building/campus to yield better and optimum utilization for the spread of education.
- Enhancement of intake capacity with course diversification.
- Bringing in add-on, value-added and professional courses in college and introduction of post-graduate courses.
- Introduction of more Distance Learning Centres in collaboration with affiliating universities.
- Signing of more MOUs with affiliated colleges, Universities, Professional & Research Bodies to further the cause of higher education and excellence, both for students and teachers.
- Creation of an Entrepreneurship Development Centre.
- Providing formal coaching for job-oriented competitive examinations.
- Creating facilities like dedicated Tutorial Rooms, Seminar Halls and cubicles for individual faculty members.
- Enhanced facilities for differently abled students, staff and faculty.

Institutional Challenge

- Motivating students and their parents/guardians to persevere with the teaching-learning process in the light of economic and social difficulties that contribute to an alarming drop-out rate.
- Connecting with schools in the college's hinterland to create a network and a climate for study of scientific disciplines.
- Paucity of adequately furnished ICT rooms in college.
- Non-availability of endowments/grants from the government to further research and quality initiatives in college.
- Separate functional and hygienic canteens for both students and staff members.
- Lack of any autonomy in the matter of framing and implementing new syllabi.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Our college strictly abides by the curriculum designed and prescribed by the University of Calcutta to which it is affiliated. It offers 18 UG programmes in Science, Arts and Commerce with the Choice Based Credit System (CBCS) and Curriculum and Credit Framework (CCF 2022 onwards).
- Keeping in mind the broad vision and goals for the effective delivery of the curriculum, the college has various well-structured processes such as preparing Academic calendar by IQAC, conducting continuous assessment following the guideline of the University of Calcutta, holding regular departmental meetings and other learner centric methods like using ICT, LMS etc. The Academic Sub-committee in consultation with individual departments, the Routine and other sub-committees of the college, provides directions and regularly monitors the efficacy of the same throughout the academic session.
- Regarding curricular enrichment, the college is always keen on focussing to prepare the students to be upright, ethically sound citizens through various courses on gender, environment and sustainability, human values and professional ethics, dealt with various segments of the curriculum. The theory and practical classes are held according to the time table which is prepared prior to the commencement of the academic year by the routine subcommittee. Classroom teaching is supplemented with seminars,

workshops, tutorials, field work, project works, internships, etc. for effective delivery of curriculum. The college encourages faculty members to attend faculty development courses and present papers in Seminars for acquiring necessary skills for effective delivery of the curriculum.

- During the pandemic, online teaching has been implemented to facilitate teaching-learning process through various platforms.
- Feedback on academic performance and ambience of the institution is collected from various stakeholders of the college such as students, teachers, employers, alumni and is analysed at various levels to take corrective measures to strengthen academic performance. Report of the action taken on the basis of that feedback is communicated to the affiliating university and uploaded to the institutional website.

Teaching-learning and Evaluation

- Process of admission to various courses is transparent and follows the guidelines of University of Calcutta and the Department of Higher Education, Government of West Bengal. The reservation policy of the college follows the rules published by the Government of India from time to time. At the onset of admission process, merit lists are published category wise and sanctioned seats are filled accordingly. The Admission Committee of the college efficiently monitors fair and crystalline admission process.
- To maintain a healthy student-teacher ratio (40:1), well-qualified regular full-time teachers are appointed against sanctioned posts in accordance with UGC guidelines following recommendations of the West Bengal College Service Commission and the State Aided College Teachers are appointed through the Department of Higher Education, Government of West Bengal. Out of total faculty members 25 are Doctorates. All faculty members regularly participate in Refresher, Orientation, FDP, Short term Courses to regularly upgrade their academic standards.
- Faculty members regularly adopt lecture method which include Chalk & Talk, interaction with students, blackboard use by students, group-discussion, classroom presentation, impromptu presentation, short quizzing etc. These methods are supplemented by fieldwork and excursion, assignments and project-based learning, ICT based learning, experiential learning etc. which helps the students to embrace latest advances in their respective disciplines. The students are encouraged to regularly publish wall-magazines to nurture their creativity, writing skills and presentation potentialities through teamwork. Departmental seminars are organised to augment classroom-based teaching from time to time.
- The institution organises an Orientation programme in the beginning of every academic year for the students to make them aware of the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcome (COs) which is prepared by the academic departments of the college.
- The college conducts Internal Assessment and semester-end examinations as per guidelines provided by the parent University under able guidance of the Examination sub-committee of the college. The average pass percentage of the students in the last five years (2018 to 2022) is 67.92%. The mechanism of Internal Assessment is transparent giving sufficient scope for students to raise grievances if any.

Research, Innovations and Extension

- The college takes pride in some of the faculty members who are research minded. The Research and Publication sub-committee of our college tries to motivate teachers in conducting research and publishing. Some teachers are publishing regularly with reputation in their academic forums.
- Seminars/webinars and workshops on Intellectual Property Rights (IPR), Pandemic and Mental Health, etc. are organised by different departments, sometimes in collaboration with IQAC, to enhance research

quality and professional ethics.

- Several faculty members have published widely in UGC Care listed journals, indexed academic journals and other publications like books, edited volumes, conference proceedings etc. over the last five years. Some teachers are also invited to become resource persons in seminar/workshop/conferences organized by other institutions of the country and abroad which also create an opportunity for exchanging research findings.
- Apart from the academic aspect, the college is also responsive towards the community needs and conducting relevant extension and awareness programmes. Opportunities are created to support holistic development of students through several community outreach programmes organised by NSS, NCC and the like. Students take up activities in programmes like Health and Hygiene Awareness, Tree Plantation Drive, International Yoga Day, Azadi ka Amrut Mahotsav, Blood Donation Camp, Cancer and Aids Awareness Programme and Swachh Bharat Abhiyan etc. Internal Complaints Committee (ICC) of the college organized a day long awareness programme about Sexual Harassment of Women at Workplace.
- A programme was organized in collaboration with IQAC and Women's Cell, Sadhan Chandra Mahavidyalaya to sensitize students on gender issues.
- Srijan, a NGO, was associated with the college to conduct eye-testing camp and also performed cataract operations on the needy locals.
- Collaborative activities through various MoUs with other colleges has increased the opportunity of faculty exchange as well as exposure to initiatives and advances in knowledge for the students.
- The college is yet to undertake a vigorous and well scrutinized mechanism for creation of an eco-system for innovations, but is thinking seriously on the matter. At our institution several departments have been active in collaborating in taking the work and research required in making IKS a valuable addition to the process of higher education, forward.

Infrastructure and Learning Resources

Physical Facilities: The institution provides a number of physical facilities to support curricular, co-curricular and administrative activities such as ICT-enabled classrooms with LCD projectors, audio-visual aids for classrooms, laboratories with scientific equipment, computer laboratory, computers for academic purpose, scanners, printers etc.

• The college has an auditorium, named 'Sarat Sabhagriha' and an open-air stage called 'Mukta Mancha' for organizing/celebrating different academic and cultural programs and seminars in the college.

• The college promotes sports like table-tennis, chess, carom, badminton, football, volleyball, cricket etc.

Library as a Learning Resource: The Central Library of the College plays a pivotal role in the teaching-learning process of the college. This open-access library lends books to its users through automated circulation system using the SOUL3.0 software. Besides a reading-room, reference section, referral services are also provided. Members can remotely access e-books & e-journals through N-LIST and the college website. The library motivates its users through users' orientation programmes, Librarians' Day commemoration, webinars, seminars, excursion etc. The library also initiated a cooperative library service through a shared e-resource database named West Bengal College Libraries' Online Resources (WBCoLOR) by signing MOUs with 13 colleges.

• **IT Infrastructure:** Lalbaba College is committed to provide IT facilities to its students and faculty members aimed at enhancing the academic and research capabilities of both.

- The entire college campus is enabled with Wi-Fi connectivity with 65 mbps speed for 24 hours and is also under CCTV surveillance.
- The college has ensured the use of ERP solutions for providing automated admission, fees management, LMS module, student identity card, different types of examination work, uploading of answer scripts and evaluation during pandemic etc.
- Biometric attendance was active for a brief period of time for all the stakeholders.
- The open-source software is strategically employed for hands-on training (Q-GIS, Geography), enriching student knowledge.

Maintenance of Campus Infrastructure:

- Computers, Water-purifiers, Air Conditioning systems, LCD projectors, Laptops, ERP solutions, Library software et al are maintained and upgraded based on Annual Maintenance Contracts.

Student Support and Progression

Students of our institution are benefited by scholarships implemented under the 'Kanyashree Prakalpa' a scheme introduced by the Government of West Bengal and other scholarships such as the Swami Vivekananda merit-cum-means scholarship, and so on, from State and Central Governments.

There are several mechanisms in place in the college -- like a Grievance Redressal Cell, an Anti-Ragging Committee and an Internal Complaints Committee (Visakha-ICC) -- to sensitise and support students in cases of difficulties with academic expectations and issues of gender equity or violation of basic human rights.

The institution has a well-structured and organized guidance and counseling system that functions through the Career Counselling and Placement Cell of the college that aims to develop corporate skills, professionalism, effective communication skills, corporate grooming and numerical aptitude through different programmes organized round the year.

The Institution remains concerned about the poor attainment levels of students' progression to higher studies and/or to employment and remedial measures are being mooted to rectify the situation. Inspiring students for qualifying in state/national/international level examinations/competitions remains a goal that we are constantly working for.

Students of the college take the lead in all co-curricular activities like students' seminar, special lectures, wall magazines and interdisciplinary programmes organized by the academic departments.

The institution promotes a system of inclusive value-based education amongst its students for inculcating social responsibility and creating a good citizenry. The institution despite its infrastructural lacunae promotes active participation of the students in social, cultural and leisure activities as well as annual sports. Encouraging students' participation in activities facilitates developing various skills and competencies and fosters holistic development.

Governance, Leadership and Management

Decentralization:

The management of the college is vested in the Principal, who in consultation with and under the guidance of the Governing Body administers the institution. The various committees comprising members of the teaching and non-teaching staff are involved in curricular and co-curricular affairs and administrative functions of the institution. The In-charges of the departments are authorized to monitor the routine functions at the departmental level. An environment of equity and democracy helps to conduct affairs in a smooth and satisfactory manner.

Strategic plan:

The institution deploys its strategic planning in the aspects of quality enhancement and improved teaching-learning environment. LMS has been introduced to support teaching-learning and to support personalized study. To provide opportunities for students and teachers to develop skills the college has entered into several MOUs with other affiliated colleges to supplement teaching/learning of different subjects in the respective institutions with mutual co-operation in common academic programmers.

The college operates under the regulations set by the Department of Higher Education, Government of West Bengal, and the University of Calcutta. Its highest decision-making body is the Governing Body and the Principal is the administrative, financial and academic head of the institution. The IQAC monitors a large number of issues associated with teachers and students, specially focusing on academic affairs. The Teachers' Council is a statutory body comprising of all the teachers of the college.

The college has a performance appraisal system for teaching and non-teaching staff to ensure effective execution based on continuous and satisfactory service.

The college offers welfare schemes for all its employees issued by the Higher Education Department, GoWB and Health insurance schemes (WB Health Scheme, Swasthya Sathi). Apart from official measures the college also supports its non-teaching staff by providing ex-gratia facilities from the College Fund, loans from Provident Fund, etc.

As of now, internal financial audit has been done up to year 2022-23 and external audit has been done up to the year 2019-20.

Institutional Values and Best Practices

Gender Equity, Inclusiveness & Constitutional Values:

The institution acknowledges its commitment for achieving gender equity through observances of International Women's Day, organising seminars, workshops and awareness programmes throughout the year, publishing academic volumes, establishing a 'Visakha Committee' to address grievances related to sexual harassment and inequality.

- The curriculum provided by the University of Calcutta forms a foundation for gender-equitable education, but the institution aims for active involvement from both students and teachers to translate theoretical insights into tangible social actions.
- The college celebrates India's diverse cultures and works to instil an inclusive set of values like tolerance and harmony to foster a sense of community among students, faculty, and staff by embracing the principle of "Unity in Diversity".
- The college celebrates Independence Day and Republic Day respecting the Constitution and upholding national unity and sovereignty.
- Students are encouraged to develop a scientific mind-set, value cultural heritage, protect public property, and strive for excellence. Values are integrated into various curricular programs, especially in the Political Science Department, to cultivate socially responsible citizens.

Green Initiatives

A whole gamut of policies pertaining to environmentally responsible strategies, the better management of waste and conservation of water and energy have been framed and approved by the Governing Body of the college. This is a clear indication of our resolve to get in line with the latest requirements in energy conservation globally and the inculcation of these green-ideas among the student population in an exemplary manner.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | LALBABA COLLEGE |
| Address | LALBABA COLLEGE, 323 (FORMERLY 117), G. T. ROAD, BELURMATH |
| City | Howrah |
| State | West Bengal |
| Pin | 711202 |
| Website | www.lalbabacollege.in |

| Contacts for Communication | | | | | |
|----------------------------|-----------------|-------------------------|------------|-----|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Sanjay Kumar | 033-26542225 | 9433880062 | - | lalbabacollege@yahoo.com |
| IQAC / CIQA coordinator | Chhatradhar Das | 033-26546289 | 9432874080 | - | chhatradhar@gmail.com |

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

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

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

| Establishment Details |
|-----------------------|
| |

| State | University name | Document |
|-------------|------------------------|-------------------------------|
| West Bengal | University of Calcutta | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 26-08-1965 | View Document |
| 12B of UGC | 26-08-1965 | 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 | LALBABA COLLEGE, 323 (FORMERLY 117), G. T. ROAD, BELURMATH | Urban | 0.53016 | 3931.37 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|--|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Bengali, Honours and Honours with Research | 48 | HS or Equivalent | Bengali | 227 | 32 |
| UG | BA,English, Honours and Honours with Research | 48 | HS or Equivalent | English | 114 | 54 |
| UG | BA,Hindi,Honours and Honours with Research | 48 | HS or Equivalent | Hindi | 39 | 34 |
| UG | BA,Urdu,Honours and Honours with Research | 48 | HS or Equivalent | Urdu | 31 | 22 |
| UG | BA,Sanskrit, Honours and Honours with Research | 48 | HS or Equivalent | Bengali,Sanskrit | 39 | 2 |
| UG | BA,History, Honours and Honours with Research | 48 | HS or Equivalent | English + Bengali | 150 | 35 |
| UG | BA,Political Science,Honours and Honours with Research | 48 | HS or Equivalent | English + Bengali | 136 | 18 |
| UG | BA,Philosophy,Honours and Honours with Research | 48 | HS or Equivalent | English + Bengali | 76 | 3 |
| UG | BA,Education,Honours and Honours | 48 | HS or Equivalent | English + Bengali | 31 | 17 |

| | | | | | | |
|----|--|----|------------------|-------------------------------------|-----|-----|
| | with Research | | | | | |
| UG | BSc,Economics,Honours and Honours with Research | 48 | HS or Equivalent | English + Bengali | 45 | 0 |
| UG | BA,Economics,Honours and Honours with Research | 48 | HS or Equivalent | English + Bengali | 45 | 0 |
| UG | BA,Geography,Honours and Honours with Research | 48 | HS or Equivalent | English + Bengali | 75 | 29 |
| UG | BSc,Geography,Honours and Honours with Research | 48 | HS or Equivalent | English + Bengali | 75 | 29 |
| UG | BSc,Mathematics,Honours and Honours with Research | 48 | HS or Equivalent | English | 24 | 7 |
| UG | BSc,Geography Economics Mathematics Physics Chemistry,Multi disciplinary | 36 | HS or Equivalent | English + Bengali | 93 | 6 |
| UG | BA,Bengali Education English Hindi History Philosophy Political Sc Sanskrit Urdu | 36 | HS or Equivalent | English,Hindi,Bengali,Urdu,Sanskrit | 466 | 275 |

| | | | | | | |
|----|--|----|------------------|-------------------|-----|-----|
| | Economics Geography, Multidisciplinary | | | | | |
| UG | BCom, Commerce All Subjects As Per Regulations, Multidisciplinary | 36 | HS or Equivalent | English + Bengali | 545 | 324 |
| UG | BCom, Commerce All Subjects As Per Regulations, Honours and Honours with Regulations | 48 | HS or Equivalent | English | 301 | 193 |

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 | | | | 14 | | | | 69 | | | |
| Recruited | 1 | 0 | 0 | 1 | 8 | 6 | 0 | 14 | 30 | 37 | 0 | 67 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |
| 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 | | | | 17 |
| Recruited | 7 | 6 | 0 | 13 |
| Yet to Recruit | | | | 4 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 8 |
| Recruited | 7 | 1 | 0 | 8 |
| 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 Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 5 | 3 | 0 | 9 | 7 | 0 | 25 |
| M.Phil. | 0 | 0 | 0 | 0 | 2 | 0 | 6 | 8 | 0 | 16 |
| PG | 0 | 0 | 0 | 3 | 1 | 0 | 16 | 21 | 0 | 41 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Part Time Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 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 |
| | 10 | 7 | 0 | 17 |

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 | 526 | 2 | 0 | 0 | 528 |
| | Female | 522 | 1 | 0 | 0 | 523 |
| | 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 | 76 | 71 | 72 | 84 |
| | Female | 62 | 67 | 74 | 53 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 4 | 3 | 6 | 5 |
| | Female | 1 | 5 | 6 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 32 | 23 | 29 | 43 |
| | Female | 21 | 22 | 34 | 36 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 557 | 538 | 536 | 447 |
| | Female | 500 | 566 | 560 | 433 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1253 | 1295 | 1317 | 1103 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>As per New Education Policy (NEP) 2020, our college affiliated to the University of Calcutta, has introduced 4-year bachelor degree with research in various subjects of Science, Arts & Commerce and 3-year bachelor degrees in multidisciplinary courses in both day and morning sections (according to the Curriculum & Credit Framework, 2022). A Choice Based Credit System (CBCS) was introduced in the Commerce faculty at the Undergraduate level in 2017. In the following year CBCS was introduced in the faculties of Science and Arts. All these Undergraduate programmes have been using credit-based grading system and not a conventional percentage-wise system. In the CBCS system the</p> |
|---|--|

| | |
|------------------------------------|---|
| | <p>student has the flexibility to opt for credits and courses in different departments. Both the introduced systems allow students to select subjects as per their interests and availability of the subjects in the college. The curriculum offered by the institution is designed with diverse perspectives of cross cutting issues such as professional ethics, human values and life skills. Hence, the multidisciplinary learning process in the college promotes flexibility in terms of choice and enables lifelong learning among the students. The academic curriculum with interdisciplinary enrichment also enables the students to access various areas of interest and apply the knowledge and skills in their own discipline of study. Students are also encouraged to undertake projects in the Multidisciplinary/Interdisciplinary mode by formulating teams in some departments. Students are also encouraged to form teams from different disciplines to participate in various co-curricular events through various clubs as per the regulation formulated by the college. Students join these clubs as per their tastes and interests. The issue of multiple entry and exit at the end of 1st, 2nd and 3rd year of undergraduate education can be resolved only when a conducive environment is created. On the issue of integrating humanities with science the college eagerly looks forward to such innovations and feels that it can be materialised if the affiliating university allows it.</p> |
| 2. Academic bank of credits (ABC): | <p>Under the aegis of Calcutta University, Kolkata, our college is now in a process for creating an Academic Bank of Credits (ABC), to enable appropriate "credit transfer" mechanism from one programme to another, leading to the attainment of a degree within the college or colleges under our affiliating institution and other universities all over the world. Academic credits earned by the student from course(s) of study are deposited, recognized, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree by an awarding institution. Academic Bank Account is envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country. After its implementation, as per the guidelines of NEP, we shall follow the academic credit system as it will be made available from our affiliating university.</p> |

| | |
|--|---|
| 3. Skill development: | <p>The skill development initiatives find a new importance and focus in the National Education Policy and paves the way for building a strong and progressive nation. The holistic skill development of youth from all spheres of education is the determining factor to realize the objective of 'Atmanibhar Bharat' (Self-reliant Nation). In tune with this spirit the college in its curriculum introduced Skill Enhancement Curricula (SEC) where the students are to study and make themselves aware of the employment opportunities possible in each subject they have selected to pursue their academic challenge in. The Discipline Specific Electives (DSE) within each academic subject chosen by the students allows the students to develop their intellectual abilities in terms of latest technical advancements available within the discipline.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Indian Knowledge System with the aid of multilingual learning improves learning quality among the students. The social skills and intercultural communication can be enhanced with the use of the multilingualism. The appreciation of local languages promotes cultural awareness with the improvement of creativity and in turn provides better educational value. Hence, the college accommodates in its curriculum four traditional Indian Languages from where students can select their area of study. These are Bengali, Hindi, Urdu and Sanskrit. Traditional knowledge is exploration of spiritual identity in terms of knowledge, skills and practices which were developed, followed from generation to generation in Indian society. The significance of imparting traditional knowledge among the students is to provide them time-tested values to lead a meaningful life. Imparting traditional knowledge also reduces the habit of provincializing the process of cultural absorption where the individuals are focused only towards their own cultures, and imbues them with a sense of planetary humanism. The present course content also offers a compulsory language elective named as Ability Enhancement Compulsory Course (AECC) which can be opted for by the students based on their interests. Competitions and programmes in college are organized by the Cultural sub-committee, various departments and clubs to inculcate the cultural values and linguistic plurality. The Indian language-based departments of our college in the</p> |

| | |
|--|---|
| | Humanities stream possess skilled language teachers, who have become instrumental in the use of Indian languages in College Programmes. All the students who are pursuing Bachelor's degree under CCF 2022, have an option to take one Common Value Added Course (CVAC) on Indian Knowledge System (IKS) 2 credits in Semester-II. Our college Library has diverse collection of books and journals in Indian languages to provide exposure to various cultural & linguistic aspects of our nation. |
| 5. Focus on Outcome based education (OBE): | Our institution has implemented CBCS System since 2017 in B.Com and 2018 in B.A. & B.Sc programmes. The introduction of CBCS system has given added benefits in the process of assessment of learning. Each subject has well-defined Programme Outcomes and Course Outcomes which are available on our college website. These outcomes help teachers to have a clearly defined objective that is to be delivered to the students. The institution conducts orientation programme for freshers whereby students are oriented towards the objective of each course and the outcome that they will derive after the completion of the course. The institution has a mechanism of result review to assess the achievement of desired outcomes for each course opted for by the students. |
| 6. Distance education/online education: | Though the college does not run a Distance Education Programme on its own, it houses a learning centre for Distance learning conducted by Netaji Subhas Open University. This centre promotes offline and online education mostly among the local youth at graduate and post-graduate levels. Most of the faculty members are accustomed with using ICT and modern methods of teaching. Some of the lectures are uploaded in YouTube channel as well as with the college LMS portal. Library also offers various online services and web resources to support teaching learning. In post covid-19 situation the college has explored blended mode of learning as and where required. Thus, the college is preparing on every front to implement New Education Policy effectively with its limited span. |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| | |
|--|--|

| | |
|--|-----|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Nil |
| 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? | Nil |
| 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. | Nil |
| 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. | Nil |
| 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. | Nil |

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 |
|---|---------|-------------------------------|---------|---------|
| 3311 | 3454 | 3043 | 2732 | 2462 |
| File Description | | 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: 87

| 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 |
|---------|---------|---------|---------|---------|
| 82 | 84 | 85 | 85 | 34 |

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 |
|---------|---------|---------|---------|---------|
| 130.52 | 72.76 | 47.55 | 91.73 | 124.26 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Lalbaba College is affiliated to the University of Calcutta, Kolkata, West Bengal, and follows the University prescribed curriculum thoroughly. For the effective implementation of the curriculum, the broad vision and goals of the college are kept in mind. We have various well-structured processes that enable effective communication and dialogue among the various stake-holder groups and the University within larger societal contexts.

The Annual Academic Calendar is prepared according to the University Calendar prior to the commencement of academic year by IQAC, specifying available dates for significant activities to ensure proper teaching-learning process and continuous evaluation. All examinations – like class test, mid-term test, test examinations and internal & tutorial assessment are conducted according to Calcutta University notifications. All and any such information is displayed on Notice Boards and the College Website.

The College level committees prepare broad guidelines and frameworks to suit requirements of different courses at the departmental level. The Academic Sub-committee in consultation with individual departments, the Routine and other sub-committees of the college, provides directions and regularly monitors the efficacy of the same throughout the academic session.

The Academic Sub-committee of the college has implemented the Choice Based Credit System (CBCS) in different programmes by following the CBCS guideline of the University of Calcutta. Further, the drift and span of issues of common concern in the curriculum is never lost sight of, thus ensuring an intellectual coherence and pedagogical economy at the institution. The systems have, thus, been structured to help maintain uniformity, transparency, academic standards and quality during internal assessment of students.

Meetings are held in each department at the beginning of every academic session to discuss the course distribution for the up-coming academic session. The syllabus is distributed among the departmental faculty members clearly outlining the term-wise topics to be taught. Syllabus of each subject for the academic session is provided to the students for effective academic planning, implementation and review of the curriculum.

The theory and practical classes are held according to the time table which is prepared prior to the commencement of the academic year by the Routine sub-committee and is published on respective notice boards and the college website as well.

Conventional classroom teaching is blended with reasonable use of ICT to make the teaching learning process more learners centric. Internet assisted learning, LMS, experiential learning, participatory learning and problem-solving methods are also used for effective curriculum delivery.

Classroom teaching is supplemented with seminars, workshops, special lectures, group discussions, tutorials, departmental quizzes, paper presentation by the students, projects, group assignments, educational excursions, field trips and industrial visits for effective delivery of curriculum. Online teaching had been implemented in the wake of the COVID-19 pandemic to facilitate the continuance of the teaching-learning process. All faculty members of different departments had been taking virtual classes on various online platforms during the lockdown.

The college encourages faculty members to attend Orientation/Refresher courses, workshops and present papers in seminars conducted by the affiliating colleges and other Universities for acquiring necessary skills for effective delivery of the curriculum. The college infrastructure and facilities are continuously being upgraded to suit the needs of changing curriculum and pedagogy. The college has well maintained laboratories and classrooms with projection facilities for both faculty and students. The college library offers various web based facilities and access to online databases through N-LIST.

| 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: 0

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | 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: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | 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 College has always focused on issues of marginalized community groups and the inequalities inherent in existing society. It is a part of our stated institutional distinctiveness that we stand fast in order to empower the disenfranchised. Further, preparing students to be upright, ethically sound citizens is also a stated 'Best Practice' of our institution.

In conjunction with the world-wide trend of the dissolution of disciplinary boundaries in the tackling of socially relevant issues we realize that 'Social Work' includes processes that are both complex and contradictory. The overlap of concerns and foci therefore needs to be reflected in the course structure and the way they are addressed across disciplines. The various courses that we offer have a strong focus on Gender issues, the relevance of children in social policy, the differentials of participation in the workforce, marginalization faced by women in governance and public policy making, the feminization of poverty as well as inequalities of hunger, food security, environmental degradation and climate change. Specific issues pertaining to Professional Ethics like corporate social responsibility, workplace ethics, globalization and cross-cultural issues in ethics, honesty, transparency, accountability and confidentiality are also dealt with in various segments of the curricula.

Planning and development of flagship programmes are an integral part of our core courses at the UG level. The students are also made aware of the concept of sustainability and the need for environmental conservation, and the role students can play in this regard.

At the undergraduate level, these areas are covered in Core Courses and discipline specific electives such as Child Rights and Gender Justice. Skill enhancement courses such as Resources and Sustainable Development. General Electives such as Gender and Social Justice, Media and Society, Child Rights and Gender Empowerment. Different programs offering courses in women and society, laws, policies and programs for children and women, environment and socioeconomic development and sustainable development. There is also a compulsory course on Environmental Studies offered to final year UG students and Second Semester UG students under new CBCS syllabus. Some aspects of the syllabi highlighting these issues are as follows:

Professional Ethics:

- B.com (Hons) CC4.1 CHG
- Philosophy (Hons) SEC B, DSEA2

Gender:

- Urdu (Hons) CC11
- Bengali(Hons) CC7
- Philosophy (Hons) SECA
- Education(Hons)DSEA
- English (Hons) DSEB2
- Political Science(Hons) CC4
- Economics (Hons) CC14

Human Values:

- Education(Hons) DSEA
- Philosophy (Hons) CC12

Environmental Sustainability:

- Philosophy (Hons) SECB
- Economics (Hons) DSEB2
- Political Science(Hons) CC4
- ENVS AECC2
- Physics SECA2
- Chemistry DSEB1
- Geography (Hons) CC3
- Sanskrit(Hons) CC4

The cross cutting issues are also an intrinsic part of co-curricular activities for students. Students are encouraged to develop healthy competition to inculcate practices of fair play and equity. These issues find a collective space in numerous co-curricular and cultural activities such as dance, drama, oration, awareness programs, debate competitions, tree plantation programs, Swach

Bharat Abhiyan etc.

| File Description | 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: 36.45

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

Response: 1207

| 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 |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.58

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 |
|---------|---------|---------|---------|---------|
| 1103 | 1317 | 1295 | 1253 | 1152 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1956 | 1956 | 1956 | 1956 | 1956 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 22.49

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 |
| 223 | 221 | 191 | 196 | 154 |

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 |
| 876 | 876 | 876 | 876 | 876 |

| 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: 40.38

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:**I) Experiential Learning:**

A. Laboratory based learning for subjects like Physics, Chemistry and Geography encourage the students performing in practical experiments under the supervision of the teachers.

B. Field Trips: For certain subjects, like Geography and Education field trips are a part of the curricula at the undergraduate level. Thematic socio-economic surveys provide more exposure to the real world and help to expand the ambit of lateral thinking of the students.

C. Projects: For disciplines like Commerce, Education, Geography, Physics and Environmental Studies projects are to be prepared by the students which not only enhances their academic skills but also aids them to face real-life situations properly. It also helps students to become more creative and innovative in their way of learning.

II) Participative Learning: For active participation of the students in the learning process, PPT and Poster Presentations by the students, group discussions in the class, debates and discussions on contemporary issues, peer learning, role playing, recitations (by certain departments) and quiz competitions are encouraged.

III) Problem Solving Methodologies: Some departments assign certain academic problems to the students and they are required to solve those either theoretically or practically within a certain time. The departmental faculty supervises the problem-solving techniques adopted by them and if necessary they help them to find the solution. This creates an interest in the problem areas among the students and encourages them to undertake research work.

| 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: 96.61

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 |
| 84 | 84 | 87 | 88 | 40 |

| 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: 62.7

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 |
| 51 | 51 | 51 | 49 | 30 |

| 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 awarded 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 internal assessment system of the institution is crystalline. As per the CBCS regulations of the University, the college is authorised to conduct internal examinations with its own question papers. The examination sub-committee is entrusted by the college to conduct this examination. The sub-committee after receiving the specified dates recommended by the university for conducting internal examination decides the time table for the examination in a meeting considering other academic activities of the college. The departments are requested by the sub-committee to prepare question papers, evaluate answer scripts as per directions given by their respective UGBOS for honours courses and submit marks in the manner prescribed by the university. The question papers are received by the examination subcommittee from the departments for conducting examinations in general papers. The subcommittee prepares seating arrangements and invigilation duty charts for the smooth conduct of the examinations. The confidentiality of the examination system is thoroughly maintained. Thus, a robust and transparent mechanism of internal assessment is maintained by the college. The mode of examination in the college is offline written, MCQ based, Short answer type, Problem solving type, etc. It depends upon the recommendations of UGBOS of respective departments.

As per CBCS curriculum, internal assessment is an integral part of university examination. Examination related grievances can be of different types like non-receipt of admit cards, wrong credentials printed in admit card, non-receipts of marksheets and certificates etc. The students are free to submit their grievances on the above as well as their grievances on their achieved results in examinations. The grievances are forwarded to the departments for understanding its merit and necessary steps are taken to resolve the grievances in favour of the students. If any communication is required with the affiliating university the departments always take initiative to do so for time-bound solution of the grievances.

| 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:

The Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course Outcome (CO)

of the programmes offered by the institution are clearly described on the institutional website of the college. The institution organises orientation programme every year at the beginning of the academic session to make the students aware of these outcomes. The departments also make the students aware of these outcomes at the time of classroom teaching as and when required.

| File Description | 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:

We are in the process of developing a suitable mechanism for evaluating attainment of POs and COs in the required format. We are trying to expedite this process to begin such quantification at the earliest.

This process of finding a lucid, yet effective mechanism, to measure the attainment levels of Programme Outcome & Course Outcome has been a matter of grave concern for us. On 11th March 2022 the IQAC organized a Workshop-cum-Induction Programme for all teachers on the theme “Bloom’s Taxonomy in Design and Assessment of Course Outcomes”. In this workshop the pros and con of this evaluative process was discussed and the necessity of the same for a more informed implementation of teaching-learning strategies was stressed.

The ferment necessary for the adoption of a holistic evaluation process for gauging PO/Cos among students of all three streams – humanities, commerce and science – has gained momentum with the hosting of a Collaborative Mentoring & Consultation Programme on “Evaluation Process for Attainment of PO and Cos” by the IQAC in partnership with Hiralal Mazumdar Memorial College for Women, on Saturday, 10th August 2024. It is our firm belief that we shall be able to calculate the attainment levels with accuracy and dexterity very soon.

| 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: 67.92**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 |
| 481 | 652 | 618 | 655 | 361 |

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 |
| 997 | 986 | 681 | 719 | 691 |

| 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: 0

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

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

File Description

Document

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:

Our institution is committed to offering its students holistic education that has creativity, responsibility and innovation as its corner stones. As outlined in our "Vision and Mission", our institution has had academic departments spreading awareness of latest developments in various disciplines, but with an earthy, grounded approach that filters cutting edge international advances with local socio-economic realities.

Knowledge needs to be upgraded to wisdom, if possible. A data-driven civilization needs to take stock and ponder all new research on the light of the overall human condition. The role of memory and history cannot be underestimated in such a scheme of things. The NEP 2020 as a response to such a need has envisioned an education system moored in the Indian ethos. Indian Knowledge Systems (IKS) as a critical element of Indian education is reflected in the fundamental principle of rootedness and pride in our nation, and its rich and diverse legacy of knowledge and culture that stretches from the ancient to modern times.

This global approach, already embraced by our faculty members, now needs to be streamlined and implemented as a distinct policy in response to curricular adjustments made in the new syllabi. We are actively working towards this goal at our institution. Since most of the IKS corpus of knowledge was composed and/or documented several centuries ago -- in Sanskrit/Prakrit/Pali et al -- and preserved in the form of codices, inscriptions, oral and lived traditions, the chronicling, translation and annotation of IKS becomes of paramount importance. At our institution several departments -- like Sanskrit, English, Hindi, Bengali and Urdu -- have been active in collaborating, both internally and with other sister institutions (for seminars and workshops), in taking, the in-depth work and research required in making IKS a valuable addition to the process of higher education, forward.

NEP 2020 puts major emphasis on ability enhancement and skill development with a technology-driven approach to teaching-learning processes accompanied by creativity and innovation. Intellectual Property Rights (IPR) are the backbone of innovation and new ideas. They encourage prospective researchers and protect their interests. At our institution we realize the importance of the creation of IPR awareness within both faculty members and students so that they can 'patent' their innovative research work or creation and consequently benefit the stakeholders.

We are in the process of creating a cell dedicated to the dissemination of IPR related legal and academic facets, and we have already organized events to highlight the provenance and evolving pertinence of IPR.

The use of such terms as 'ecosystems' and 'incubation centres' while referring to the generation, absorption and spread of knowledge is indicative of the wholesome rounded and interdisciplinary manner in which pedagogy and research has been expanding in the new millennium. Although our institution is not at the present moment equipped with strong theoretical/applied science departments, the interdisciplinary understanding of issues, the scientific temper a forging of original ideas is evident in our faculty members and the students they mentor. Patience, perseverance and openness (not patents) is our current motto as we fare forward.

| 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: 16

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 |
| 05 | 06 | 0 | 04 | 01 |

| File Description | 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: 0.26

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 |
| 8 | 7 | 2 | 6 | 0 |

| 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 |
| Institutional data in the prescribed format | 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: 0.57

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 |
| 13 | 13 | 07 | 08 | 09 |

| File Description | 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 |

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:

Extension activities of the college is largely carried out by its NCC and NSS units. They focus on a wide spectrum of issues from health and hygiene to environmental awareness and responsibility. Campaigns to sensitize the local community about the need for vigilance with regard to health and hygiene in post-pandemic times like “Fit India Movement Day”, “Fit India Freedom-Rider Cycle Rally” organized by the NCC unit to remind one and all of the sacrifices of countless freedom fighters to bring about our emergence as an independent nation, “Cancer and Aids Awareness Rally” on National Cancer Awareness Day and Swachh Bharat Abhiyan are regularly organized by the college. The NCC has conducted an awareness programme on Thalassemia in collaboration with Apex Club of Bally and N.R.S Medical College, Kolkata. It has also conducted Awareness programme on health & hygiene and health checkup camp technically supported by Tulsiram Lakshmi Devi Jaiswal Hospital, Liluah, Howrah.

Srijan, a NGO operating in the field of ophthalmology, is associated with the college and conducts eye-testing camps where cataract operations for the needy locals are performed. They also distribute spectacles after eye testing.

The college has also organized an awareness programme on “Water Conservation and Waste Water Recycling” to spread awareness about renovation of water bodies, reuse and recharge of rain water on Jal Shakti Abhiyan Day. As part of celebrating our Independence Day a “Tree Plantation Drive” was organised in the college campus. An awareness programme on the disadvantages of plastic use specially that of single-use plastics was conducted by NCC unit of the college.

In collaboration with Howrah City Police, the Internal Complaints Committee (ICC) of the college organized a day-long awareness programme regarding the sexual harassment of women at

workplace. To sensitize students on issues of gender equity on the occasion of International Women's Day the college collaborated with Kidderpore College, Kolkata. A programme was organized in collaboration with IQAC and Women's Cell, Sadhan Chandra Mahavidyalaya titled "Inclusive Echo: Embracing Gender Diversity, Pride in Campus" to sensitize students on gender issues.

During the pandemic several socially responsible initiatives such as COVID19 relief programmes and COVID-19 vaccination camps were also organized with support from Health Department, Government of West Bengal.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.2

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

Response:

Nil

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: 26

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 |
|---------|---------|---------|---------|---------|
| 08 | 12 | 05 | 01 | 00 |

| File Description | 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 |

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: 5

| File Description | 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 |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution provides a number of physical facilities to augment curricular, co-curricular and administrative activities. The college ensures an optimum infrastructure that contributes to the academic growth of students and faculty members like classrooms, laboratories (Geography, Physics and Chemistry) and computer laboratory. The college has ensured the use of ERP solutions for providing the following services: automated admission, fees management, student card etc(w.e.f. 2021-22), CCTV surveillance, Wi-Fi enabled environment and Biometric attendance for a brief period.

The institution provides a number of basic facilities to students, ensuring uninterrupted power supply and backup with the help of a Green Generator, and comfort with sufficient lights (LED) and fans on every floor. Computers, Laptops, Printers, Scanners, LCD projectors, Audio-visual aids, microphones and sound boxes for large classrooms are used to facilitate the teaching learning process. There are LCD projectors which are used for academic and administrative purposes.

Computers and Laptops are used for both Academic and Administrative purposes. A sizable number of classrooms are ICT enabled with audio-visual facilities and the college campus is Wi-Fi enabled with 65 mbps speed.

The college also provides the LMS module under ERP solutions to facilitate an enhanced reach and utilization of the facilities of both on-line and off-line teaching-learning processes.

The auditorium of the college, named Sarat Sabhagriha, has a decorated stage enabled with audio-visual facilities, cordless microphones and collar microphones. Lately, in order to provide space for the fulfilment of the minimum requirement for credit-class ratio under both CBCS and NEP curriculum, the auditorium has been apportioned into a few temporary classrooms, a fact reflected in the routine.

The auditorium, further, is an asset that helps in the organization of cultural events, seminars, special lectures and different club activities. This auditorium can accommodate around 300 spectators. In addition, there is an open-air stage on the ground floor, for organizing cultural programmes, called 'Mukta Mancha' for celebrating different academic and cultural programs of the college.

In an effort to support the creative potential of students the college provides them with musical instruments like harmonium, tabla etc.

The college is well-equipped with infrastructure necessary to promote indoor games like table tennis, chess, carom etc. Badminton is practiced in the college's courtyard. For outdoor games the college has every required gear for sports like football, volleyball, cricket etc.

| 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: 7.79

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 |
|---------|---------|---------|---------|---------|
| 11.77 | 8.94 | 2.53 | 1.68 | 11.44 |

| 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 |

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:**

The Lalbaba College Library (Netaji Subhash Shatabarshiki Granthagar-O-Pathkaksha), situated on the 1st floor, plays a pivotal role in the teaching- learning process of the college.

Automation:

The library is automated with SOUL3.0 software for library in-house operations. The computerization process was initiated in December, 2015 with library software SOUL2.0 (Software for University Libraries: An state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre, Gujrat) for automating cataloguing process. Later, in 2021 the library was upgraded to SOUL3.0 version which comes with comprehensive functionality and advanced options. The computerized circulation (with barcoded system) has been partly introduced in the library for students in 2021, after completion of retro conversion work. Lalbaba College Library is using the following modules of SOUL 3.0 at present.

1. Catalogue
2. Circulation
3. OPAC
4. WEBOPAC
5. Administration

The library offers automated service for the following heads –

- applying for new membership card,
- getting online library clearance,
- searching library holdings (books) from remote places through WEBOPAC during college hours.

Subscription to E-resources: Library has purchased/subscribed e-books in 2022-23 for its users which can be accessed through library website within the campus. The users also can access various e-books, e-journals and other databases through remote access to N-LIST (National Library and Information Services Infrastructure) which is subscribed yearly by the college. During the pandemic, the library provided information through the library website, WhatsApp group, Telegram group, YouTube channel and created a platform for accessing study materials by the faculty members through a free google application (Awesome Table). Then the system was transferred to college LMS. Users can also access other e-resources remotely through National Digital Library (NDL), West Bengal College Libraries' Online Resources (WBCoLOR) etc.

Purchase of printed books and journals: Library has been purchasing textbooks (syllabus oriented), reference books, journals, newspapers and few popular and career oriented magazines (e.g.- The statesman, Dosh, Competition Success Review, peshaprobesh etc.) in the library almost every year for its collection development. CD/DVDs accompanied with the books are preserved for reference.

Library usage:

Lalbaba College Library has open access for its users. It offers various services e.g., lending, reading room, reference, WebOPAC, internet browsing facilities, current awareness service (CAS), e-document delivery service through offline and online mode. Students are made up-to-date about the library activities through notices posted in the library websites, its Telegram group and Facebook. The library organizes seminars, webinars, users' orientation programme, Librarians' Day etc. regularly to make students and teachers aware of different current issues and developments in the academic periphery. Through different types of registers e.g.- issue return register, reading room register, class issue register, register for computer use, footfall register, library keeps its users' statistics. During the last five academic years (2018-19 to 2022-23) the average number of transactions per day was 60.17. Footfall for students in the library for the last academic year 2022-23 was 9642. The library resources may be accessed through the library website. It lends books to departments for its departmental library as and when required.

| 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:

Lalbaba College stands dedicated to provide Information Technology (IT) facilities to its students and faculty members, a commitment aimed at enhancing the academic and research capabilities of both. The attempted integration of IT resources into the teaching-learning environment signifies the institution's aspiration to empower the faculty in their pedagogical approaches and equip students with access to resources beyond traditional textbooks, thus ensuring they stay abreast of

rapidly evolving information crucial for their careers.

Till the year 2019 the college campus had an internet connection bandwidth of 50 Mbps which was upgraded in the following year with 65 Mbps internet leased line, seamlessly interconnecting the entire campus through optic fiber technology.

The campus-wide network, regularly updated to align with the latest configurations, features a comprehensive CAT-6 connectivity framework. The College consistently enhances and updates its IT infrastructure for optimal teaching-learning experiences. Computer laboratory, GIS Laboratory (Geography), Physics Laboratory, Library, Accounts and Principal's office feature Intel-i3 and i5 configurations which are upgraded by addition of RAM, SSD, Motherboard, Hard-disk etc. fostering an environment for academic and research pursuits.

Routers with high-speed internet connection, static IP, printers and scanners complement computers in various sections i.e. General office, Library, Accounts and IQAC. The open-source software is strategically employed for hands-on training (Q-GIS, Geography), enriching student knowledge. Desktop computers also support academic, administrative and research activities.

The LMS software has played a pivotal role in providing course study materials and conducting internal assessment examinations, ensuring a robust educational experience that aligns with contemporary needs and challenges. All types of examinations, uploading of answer scripts and evaluation, both institutional and at university levels, were conducted smoothly during the COVID-19 pandemic (2019-20-2020-21) using online platforms aided by ERP solutions and the University portal.

Licensed software such as Soul-3.0 in library, CMS-2 & CMS-3 (Accounts & CMS Software), ERP Solution, further enrich the academic experience, empowering students with the tools for comprehensive skill development in various fields.

For a smooth user experience each desktop computer and laptop is antivirus protected. In line with Lalbaba College's commitment to security, strategically placed CCTV cameras across key areas of the Institution ensure a safe and sanitized space for all stakeholders.

| 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: 33.79

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

Response: 98

| 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: 26.3

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 |
| 38.09 | 22.71 | 11.22 | 23.72 | 27.02 |

| 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: 20.02

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 |
|---------|---------|---------|---------|---------|
| 1174 | 828 | 393 | 378 | 271 |

| 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: B. 3 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 |
| Institutional data in the prescribed format | 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: 2.81

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 |
| 27 | 77 | 0 | 180 | 143 |

| 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 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: 10.55

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 |
|---------|---------|---------|---------|---------|
| 66 | 60 | 55 | 66 | 45 |

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 |
|---------|---------|---------|---------|---------|
| 481 | 652 | 618 | 655 | 361 |

| 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 |

5.2.2

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

Response: 0.24

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 |
| 00 | 00 | 00 | 01 | 05 |

| 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 |

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: 0

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 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | 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: 10.2

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 |
|---------|---------|---------|---------|---------|
| 13 | 15 | 02 | 10 | 11 |

| 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:

Alumni Association is under the process of registration.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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 Haryana-born ascetic of the Udasin sect of the sikh panth, Lalbaba, a self-taught person having varied and often amazing experiences of life insisted on;

“diffusion of education to enable the individual to develop his / her innate abilities and to adjust successfully himself / herself to his / her environment and to realize his / her best self.”

The college is committed to providing undergraduate education to a wide hinterland of students. Irrespective of caste, class, creed, religious affiliation, or gender, it aims at providing generous scope for higher education to the community. The mission of the college is to pursue knowledge through participation in academic, co-curricular and extracurricular activities and developing strong personal values. The college prizes personal touch, a value that society is fast losing. Its programmes address the evolving needs of the locality. The college takes pride in emphasizing those practices that help the students to acquire knowledge and experience which prepares them for a fruitful future. The college believes this would provide a meaningful contribution to the community. The major consideration that is addressed by its goals and objectives is to prepare the students to work in an information-rich and technology driven world. This is being translated through effective governance.

So far as participation in institutional governance is concerned the management of the college is vested in the Principal, who in consultation with and under the guidance of the Governing Body administers the institution. The various committees comprising members of the teaching and non-teaching communities are involved in curricular and co-curricular affairs and administrative functions of the institution. The in-charges of the departments are authorized to monitor the routine functions at the departmental level. Leadership qualities and decision-making ability is encouraged in in-charges of departments. An environment of equity and democracy followed by the practice of decentralization is set up to conduct affairs in a smooth and satisfactory manner. Suggestions and feedback are invited from students, faculty members, employers and alumni for overall improvement of the institution which ensures sustained institutional growth.

In institutional practices, such as NEP implementation, the system allows students to select subjects as per their interests as per availability of the subjects in the college. The curriculum offered by the institution is designed with diverse perspectives of cross-cutting issues such as professional ethics, human values, and life skills. Hence, the multidisciplinary learning process in the college promotes flexibility in learning and enables lifelong learning among the students.

With the advent of NEP 2020 the college is planning to implement through its future institutional plan with new UG and PG courses, short term certificate, add-on value added courses on the basis of the demand of the students for enhancing enrolment and diversifying student strength. The college is also planning to upgrade the laboratory, library and allied facilities for promoting a better research environment. It is also considering the scope for a comprehensive system of student mentoring and student support system.

| 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:

The institution deploys its strategic planning in the aspects of (a) Quality enhancement and improved teaching-learning environment; (b) LMS (Learning Management System) has been introduced to support teaching learning and to support personalized study. LMS facilitates enhancement of student support systems to improve student success rate.

To provide opportunities for students and teachers to develop skills which enhance academic and social relationships the college has entered into several MOUs with other affiliated colleges. This endeavor supports and supplements teaching/learning of different subjects in the respective institutions with mutual co-operation in common academic programmers.

The administration of the college runs as per rules and regulations laid down by the Department of Higher Education, Government of West Bengal and the University of Calcutta, Kolkata. The Governing Body is the highest decision-making body comprising of the Principal, teaching, non-teaching and student's representatives, government, university and State Council of Higher Education's nominees. The Governing Body frames policies as per necessity within the overarching framework. Principal is the administrative, financial and academic head of the institution. Office of the Principal is engaged in different administrative and financial functions. There are 15 academic departments in the college engaged in the teaching learning process. Internal Quality Assurance Cell monitors a large number of issues associated with teachers and students, specially focusing on the academic affairs. Teachers' Council comprising of all the teachers of the college is engaged in different administrative, academic and co-curricular activities through various committees. Whole time teachers in substantive post are recommended by the West Bengal College Service Commission (WBCSC) and appointed by the Governing Body. State-

aided College Teacher (SACT) is approved by the Higher Education Department, Govt. of West Bengal. Academic and Administrative work is monitored through several Committees/Sub-committees such as Academic, Examinations, Finance, Purchase, Admissions, Library, etc. for the smooth conduct of all administrative/ academic activities. Service Rule for the staff members of the college is consistent with the Calcutta University First Statute, 1979, West Bengal Universities and Colleges (Administration and Regulation) Act, 2017, West Bengal College Teachers (Security of Services) Act, 1975.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | 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 |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The appraisal and refurbishment of the strengths and achievements of each individual member of the teaching and non-teaching community in our college is the key to the administration's management of the growth and sustainable development of the resources generated and services rendered by it. In addition to the set UGC & Government guidelines for the routine career advancement of faculty members, the college has instituted a thorough periodic Academic Audit whereby members of the administration and Senior Teachers visit all academic departments of the college in order to assess curricular preparedness, intellectual innovations used and facilities used and services provided. Although this Academic Audit takes as its lowest unit for evaluation of the respective academic departments, it is still keenly interested in individual betterment by incorporating productive exchanges between the Visiting Team and the faculty members on matters of pedagogy, technology, research and publication. In addition to helping the college administration assess the intellectual fecundity and readiness of faculty members this system of Academic Audit is also beneficial in garnering object knowledge about the competence, commitment and technical expertise of the non-teaching staff of the college as every academic department has to rely on the college office and related services to function properly. The college also has a performance appraisal system for its non-teaching staff. The Governing Body ensures that this system is perfectly executed based on its appraisal of an incumbent's span of service as continuous and satisfactory.

The college offers welfare schemes for all its employees for which the order is issued by the Higher Education Department, GoWB and is strictly followed. This helps the staff in times of distress. The government has provided health insurance schemes (WB Health Scheme, Swasthya Sathi) to the staff (teaching and non-teaching) of the College. Apart from official measures, the college also supports its non-teaching staff by providing Ex-gratia facilities from the College Fund. Loans from Provident Fund on genuine grounds are provided; bank loans are also supported by the college. In addition, altruistic initiatives in aid of distressed teaching and non-teaching staff are undertaken as and when required.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.3.2

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | 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: 23.2

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 |
|---------|---------|---------|---------|---------|
| 81 | 8 | 14 | 8 | 2 |

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 |
|---------|---------|---------|---------|---------|
| 21 | 22 | 23 | 25 | 26 |

| File Description | 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 |

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 is partly financed by the Government of West Bengal. Additionally, the institution is reliant on resources generated by the college in the form of collection of fees from the students. Resources are also generated by the college utilizing bank interests, Transfer Certificate fees, scrap sell, etc.

The state government fund is basically utilized for salary payable towards the whole-time and SACT teachers and whole-time non-teaching staff of the college. The college collection is utilized for paying remuneration of contractual non-teaching staff and visiting faculties of the college. Electricity bills, telephone bills, office expenses, expenses on maintenance of computers and campus, and expenses on enhancement of infrastructure augmentation etc. are done utilizing collection of fees from the students.

The institution normally appoints an auditor for internal auditing. As of now, internal auditing has been done up to the financial year 2022-2023.

External statutory auditor for the college is recommended and appointed by the Higher Education Department, Govt. of West Bengal. External audit has been done up to the financial year 2019-2020.

| File Description | 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:

In order to enhance the quality of the institution in all spheres, various quality assurance strategies initiated by the IQAC of the college are as follows:

At the behest of IQAC, the college has signed 24 MOUs with other institutions to provide

opportunities for students and teachers to develop skills which enhance academic and social relationships. This endeavor supports and supplements teaching/learning of different subjects in the respective institutions with mutual cooperation in common academic programmes.

The IQAC has introduced a new module within the ERP system of the college named Human Resource (HR) module. This helps the institution in maintaining data of its employees in a systematic and well-organized manner.

A Stock Management System has also been recommended by IQAC which the college has incorporated in its ERP that helps in the tracking and maintaining of college assets properly.

The IQAC and academic sub-committee monitors teaching-learning process structures and methodologies of operations and learning outcomes at periodic intervals. Orientation/Induction programmes for newly admitted students are organized by all departments as per guidance of IQAC. At the behest of IQAC, the departments prepared PO, CO and PSO and it is now taking necessary steps for CO-PO attainment. It also takes active interest in collecting and analyzing annual feedback reports from the various stakeholders of the college like the students, teachers, alumni and employer.

IQAC has promoted ICT usage among teachers to render them adept at adjusting to the changing learning needs of the students. It conducted two workshops for enabling teachers to use more applications that are user-friendly. Some departments are reaping the benefit of consistent ICT usage in the institution. IQAC has also consistently encouraged teacher's participation in faculty development programs.

IQAC also conceived the formation of several clubs for involving students in different co-curricular and extra-curricular activities and their functional capabilities were drafted.

The IQAC plays a pivotal role during annual academic audit (AA). Initially internal AA is performed by senior teachers, academic sub-committee convener and IQAC coordinator. As part of institutional quality checks, IQAC prepares AQAR report as per guidelines formulated by NAAC, participates in NIRF ranking and regularly submits AISHE report.

| File Description | Document |
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| 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:

Although ‘Gender Equity’ is a horizon that we have pledged ourselves to, institutionally, achieving an organic and seamless consistency between idea and action-taken has proved a bridge too far for us till date. Sporadic instances (and records thereof) of the observance of International Women’s Day in our institution do exist. However, the year-long relentless pursuit of the goal of ‘Gender Equity’ through seminars, publications and frequent sensitization programmes and workshops, thereby forming a well-planned calendar of activities undertaken at both the theoretical and paraxial levels, has eluded us.

All this fallow return is, however, not for want of endeavour. The tenets of ‘Gender Equity’ manifest themselves in our pedagogical work with the student community on a daily basis. The syllabus prescribed to us by our affiliating university (the University of Calcutta) provide us a curricular blue-print for setting the foundations of and building a structure of ideas that pertain to a gender equitable education. We, at our institution, are not however willing to be passive facilitators in this matter. We believe, firmly, that the curricular master-plan ingrained in syllabi leave lots of space for paraxial intervention and interpretation where the operative principle is the direct involvement of both students and teachers in the achievement of an ideal ideological ecosystem where they can feel themselves implicated and empowered to translate theoretical impetus into definitive social action.

In the year 2021 a volume of essays – extracted from the proceedings of a seminar held at college -- entitled *Gender Equality: An Interdisciplinary Approach* co-edited by Prof. Sanhita Ghosh (Dept. of Philosophy) & Prof. Soumik Kanti Ghosh (Dept. of Economics) was published from Rupali Publications. In the same year Dr. Chhatradhar Das published an essay entitled *Gender Perspectives for the Climate Change under the Multilateral Environmental Agreements* in the proceedings of the 7th International Conference on Gender & Women’s Studies, Canada.

The college has set up a ‘Visakha Committee’ to look into grievances related to both sexual harassment and inequality in terms of infrastructural, academic, psychological issues related to female students. Female students are regularly counselled and made aware of the changing terrain in the legal, socio-political and medical scenario in the country. These awareness ‘sessions’ have been till date of an informal nature, in the mould of ‘student counselling’. Efforts are afoot, however, to formalise these sessions and to deepen and widen their scope.

Facilities and Provisions for ensuring the safety and wellbeing of women inside the institution:

- **There is a separate common room for female students with all necessary facilities.**
- **CCTV cameras have been installed at strategic locations for continuous surveillance of the premises heightening security in the college.**

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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 |

7.1.3

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

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

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |

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:

Inclusion is an effort to make sure that diverse learners – those with physical disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning – irrespective of their strengths and weaknesses will be part of mainstream education. A good inclusive education is one that allows all the students to participate in all aspects of curricular and extracurricular activities in the institution equally.

At our institution we believe in the credo of Unity in Diversity. That is why our students respect the difference and uniqueness of religions, languages and cultures. We feel the college is our second home and treat all faculty, staff and students like family members. We greet and wish each other at different festivals and invite them to have amicable relations and to maintain social and communal harmony.

The diversity in India is unique. It presents endless varieties of physical features and cultural patterns. In our college students get acquainted with the different cultures of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. This also creates an inclusive environment in the college and impacts society positively.

The college works indefatigably towards inculcating values for being responsible citizens as reflected in the Constitution of India among all stakeholders: students, teachers and other staff members. Independence Day and Republic Day are celebrated with full dignity and discipline at college. The ideals cherished and the outcomes envisaged by our institution at these events are as follows:

- **To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem**
- **To cherish and follow the noble ideals which inspired our national struggle for freedom**
- **To uphold and protect the sovereignty, unity, and integrity of India**
- **To defend the country and render national service when called upon to do so**
- **To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities**
- **To renounce practices derogatory to the dignity of women**

- To value and preserve the rich heritage of our composite culture
- To develop the scientific temper, humanism and the spirit of inquiry and reform
- To safeguard public property and to abjure violence
- To strive towards excellence in all spheres of individual and collective activity, so that the nation constantly rises to higher levels of endeavour and achievement

Further, the insistence on creating a socially responsible citizenry for the nation may be traced in several curricular programmes, notably in the Political Science Department.

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| 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 - I

Title of the Practice: PREPARING STUDENTS AS RESPONSIBLE FUTURE CITIZENS WITH A NOVEL & VIBRANT APPROACH

Objectives of the Practice:

- ? To create an environment to foster pursuit of excellence so that each of the students receive opportunity to reach a maximum scholastic benchmark.
- ? To foster personal qualities like honesty, integrity, truthfulness among the students.
- ? To develop qualities like leadership, teamwork, accountability, self- esteem and self-awareness.
- ? To recognize and complement the efforts and achievement of the students to increase their self-confidence.

The context that required the Initiation of the Practice:

The college is committed to provide education at the undergraduate level to all students irrespective of caste, class, creed, religious affiliation or gender. The mission of the college is the preparation of students to work in an

information-rich technology-driven world, but as responsible, humane and sensitive individuals.

The Practice:

The institution has adopted both CBCS & CCF in its teaching learning methodology. They provide a learning platform wherein students have the flexibility to choose their course from a list of elective, core and soft skill

courses. These systems have provided ample scope for the students to promote group work, research and community involvement through its project work component. The teachers of the departments help in selecting

projects that enrich students and help them gain professional exposure in first-hand research work fostering a

mentor-mentee relationship.

The SEC component enhances the skill orientation of a knowledge seeker in a particular course. Here a student has

ample choice in learning skills relevant to employment. Areas of study ranging from creative writing, academic

writing, and value education to computer literacy among Indian language students, are addressed by our college.

The myriad demands suddenly placed upon the thinking and initiative of faculty members by the openness,

interdisciplinarity and variety of the new syllabi posed a huge challenge in our institution and created a hiatus that

had to be addressed with immediate effect, so that the standards of the education imparted was never compromised.

At about the same time as this crossroad was reached, our institution received a massive boost with several young

faculty members joining our ranks in an array of disciplines. The courage, skill and persistence of these faculty

members galvanized the entire teaching community into an immersive, proactive and innovative plunge into the

new syllabi.

Problems Encountered and Resources Required:

More teachers with varied specialisations are required in each department to meet the wide range of academic

aspects projected in the curriculum. The existing teaching community of the college have, however, embraced the

mutable nature of the domain of knowledge with open arms and are soldiering on against all odds.

Individual counselling, adequate space including separate departmental infrastructure, adequate teachers, well-

stocked departmental library, ICT tools and access to e-resources, for both teachers and students, should improve

matters greatly.

Evidence of Success:

Even after the ravages of the pandemic the impact of the practice that was implemented is yielding some

positive
results.

The students improved significantly in their writing abilities. They can now write their projects better and are more aware and responsible to the community at large.

BEST PRACTICE II

TITLE OF PRACTICE: “ART FOR BETTER LIVING”

OBJECTIVE OF THE PRACTICE:

There was a perceived need felt by all teachers of our institution for harnessing the creative energies of students, their unorthodox take on curricular texts, their bold forays into thinking originally. This was the year 2017.

THE CONTEXT:

The signs were there all along. Although these signs were not taken for wonders, the academic fraternity were confident that if measures to hone these talents, discovered in the classroom, were formulated it would benefit the students immensely and have the desired positive influence on society that we always wanted to have as an institution of higher learning. With this in mind a series of clubs were formed under the aegis of the college administration and the IQAC in early 2018.

THE PRACTICE:

The Manual prepared by the administration for the governance and smooth running of these clubs had the objective of capacity building and enhancement of skills of a student towards the inculcation and nurture of leadership, teamwork, sensitivity and responsibility, in mind.

Among the twenty-one clubs formed at this moment of inception the Recitation Club, Reading & Creative Writing Club, Music & Dance Club, Discussion & Debate Club, and the Quiz Club have been particularly industrious and inspired in getting students to make that inward journey of self-assessment and self-knowledge that is a cornerstone to any artistic process or paves the way for original and profound deliberations on different aspects of our modern life, locally and globally.

The Recitation Club (Shabda-Sruti), true to its name has worked ceaselessly, often behind the scenes, holding after-class mentoring sessions, to help students reach perfection in pronunciation and intonation while using the Bangla language. The Reading & Creative Writing Club has tried to instil the need for self-expression and attempted to give students, identified with a talent for deep thinking and a knack for writing, the tools of better writing in four languages – Bangla, Hindi, Urdu and English.

The Music & Dance Club of the college has been proactive in giving students with the requisite skills encouragement and a platform where they could both enhance and showcase their talents. For preparing

themselves as responsible future citizens the knowledge of precepts of parliamentary democracy, the basic rights and legal responsibilities of citizens, the latest advances in technology and the other scientific disciplines, is essential. These acts of sensitization are effected by the Discussion & Debate Club and the Quiz Club of our college.

EVIDENCE OF SUCCESS:

When our students, over the years, surface in public life as writers, content organizers, authorpreneurs, mentors, proof-readers, counsellors and orators, those early signs do turn into wonders. Our students have been valuable additions in the professional or corporate life of the institutions or companies they have chosen to join bringing positivity, humanity, integrity and a power to express to the climate surrounding them. Over the years we have sent sensitive, cultured, and innovative young women and men into a world rife with Artificial Intelligence and the threat of human regression into the nightmare of cyborgdom.

| 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:

Our institution draws its social relevance and intellectual inspiration from the work done in the locality by a mendicant sect of monks

(the Udasin) who migrated from north India (Punjab to be precise) and settled not far from where our institution now stands, on the banks of the river Bhagirathi. Fondly remembered by the commoners in these parts for their quiet dedication and tireless service, the red cloth they used to drape themselves in, and still do, gave them a generic title of 'Lal Baba'.

The renunciation of earthly pleasures and a single-minded devotion to the betterment of the lot of fellow human beings endeared these ascetics to the local people. Our institution was originally founded by this sect of monks to ensure that everyone – the destitute, the poor, the backward and the orphaned – had equal opportunities in securing higher education.

The concept of asceticism shows the unity of efforts through which an individual desires to progress in his moral, religious, and spiritual life. The original meaning of the term refers to any exercise, physical,

intellectual, or moral, practiced with method and rigour, in the hope of self-improvement and progress. Notwithstanding the great flexibility that characterizes the application of asceticism, the concept always alludes to a search for perfection based on the submission of the body to the spirit, recalling the symbolic distinction between exterior and interior life. Years have flown down the river Bhagirathi and our institution is no longer owned by the mendicant order or the trust which first birthed this college. However, the original driving force of adherence to the interests of the common folk, of standing by the weaker sections of society, of espousing the cause of the 'underdogs', the uncared and the near-forgotten, has been revenant in our new avatar as a higher education institution.

Following the evolution of the concept of asceticism within different historical and social contexts, it is possible to see its strategic importance within the social sciences, especially in regard to understanding the contemporary world. Aside from the combination of physical and intellectual exercises, which have always had their own social relevance, asceticism refers to the complex relationship between nature and culture, as well as to the classic relationship between faith and reason; such aspects are the fruit of a continual and dynamic negotiation that develops within concrete social and cultural contexts.

Sociology has always showed great interest in asceticism as particular forms of religious cohesion that developed through the centuries. Interest in these issues remains alive even in the contemporary world, and sociologists find it not only within new religious experiences but also in connection with different fields such as caring for the body or political activism.

Max Weber contrasts asceticism and mysticism, specifying that the former considers salvation as the result of human actions in the world, while the latter refers to a particular state of enlightenment, which is reached only by a few select people through contemplation.

Asceticism calls people to actively dedicate themselves in the world to incarnate the spiritual values in it, in the mystical perspective the world loses importance in order to give way to a union with God. The logic of mysticism is to run away from the world, while the logic of asceticism has a belligerent attitude toward the world full of sin. Although popular reductions of the term 'Udasi' often look pejoratively at the 'world weariness' or indifference the term might mistakenly be perceived to connote, and the resultant apprehension in our institution, at least initially, to embrace this powerful ideal, have now been overcome.

Asceticism is a broad sociological category where a systematic and methodical effort to subordinate natural and worldly instincts to spiritual principles is put in place. Even though the world is a place where humans can sin, it is also the concrete situation where the virtuous person fulfils his vocation with a rational method. According to the such a definition of asceticism, the individual, in order to find confirmation of his own state of grace and privilege, lives his existence in the world as if he were an instrument chosen by powers above.

Asceticism, when it is put into concrete practice in the life of a socio-religious group, like the order of monks from whom our institution draws its name and motivational sustenance, can become a forcefully dynamic element of social and cultural transformation, instigating reform or sustainable and necessary change in the world.

The major point of interest in this conceptualisation of the mentoring role played by the sect of monks in our institutional life, even when physical circumstances have changed beyond easy comprehension, is that it changes the very definition of a higher education institution. No longer does a higher education

institution in such a dispensation merely serve doses of impersonal knowledge to its stakeholders. The college becomes a refuge, a healing place, an atelier for stifled aspirations and a nursery of dreams. Cold, hard statistical evidence barely touches the tip of what our institution has been trying to achieve through the years. Eschewing the path of meteoric and heraldic preening of academic excellence in the world that is hungry for the bright and the buzzing, our college, almost silently carries on its dogged pursuit of education for all, and enlightenment and happiness for all through curricular teaching. In this we have not shifted from the principles of our founder mentors.

Our institutional distinctiveness, therefore, goes beyond the concrete, contemporary context, carrying forward the idea of worldly asceticism, a social dedication that evinces one's actions as being connected to the ideas of equality, justice, and solidarity. Such an identity is no longer perceived as being directly dependent upon a religious sect that had been the guardian of its inception. The more we evolve, the more we shall remain true to our cherished ideal. In a climate where the erosion of values is a general truth, we hope to be its last bastion, if possible.

| File Description | Document |
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| Any other relevant information | View Document |
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Extracurricular Activities: The College provides opportunities for students to engage in sports, and other cultural activities outside the classroom.

Distance Learning: The college offers distance learning courses and degree programs from Netaji Subhas Open University (NSOU), expanding access to higher education.

Student Life: The College offers a range of activities, events, and support services to enhance the student experience.

Transfer of Credits: The College often accepts transfer of credits from other institutions, allowing students to continue their education.

Mentor-Mentee Programme: A Mentor-Mentee system has been introduced to help students by identifying slow and advanced learners by following NACC guidelines. The college also collects online feedback from students regarding the teaching-learning process and initiates appropriate action.

Concluding Remarks :

Lalbaba College is a higher education institution with a strong commitment to academic excellence, student success, and community engagement. With its rich history, diverse academic programs, and dedicated faculty, the college is well-positioned to continue its legacy of producing talented and responsible graduates.

Staying true to the Vision & Mission of our college is our greatest inspiration and challenge. To remain unwavering in the pursuit of high standards in academics and a life of principles is our motto. However, to remain competitive and relevant, Lalbaba College must adapt to changing educational landscapes, leverage emerging opportunities, and address areas of improvement. With the unrelenting efforts of the IQAC team, students, the non-teaching staff and other faculty members, the college seeks to move towards the future with the determination to provide quality education that shall promote a humane and enlightened living.