



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHITOSH NANDY MAHAVIDYALAYA

VILLAGE, P.O. JANGIPARA, DISTRICT HOOGHLY

712404

mahitoshnm.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahitosh Nandy Mahavidyalaya started its journey in the year 2007 at the campus of Jangipara D.N. High School with the objective of imparting higher education to the youth of this rural area. Within a few years, the college got its own building through the arduous effort of the then Honorable Education Minister of the Government of West Bengal, Dr.Sudarshan Roy Chowdhury. It was named in the memory of notable freedom fighter Sri Mahitosh Nandy (1918-1992), born at Garbati, near Chandannagar of Hooghly district. It is situated at Jangipara, in the rural belt of Hooghly, and the nearest railway station is Haripal, 16km away from it. The total campus area of the college is 1.94 acres.

The college is a state-aided institution and is affiliated to the University of Calcutta. It got the UGC recognitions under Section 2F and 12B in September, 2014 and April, 2018 respectively. At present, the college is offering B.A. Honours and Multidisciplinary course in nine subjects and only multidisciplinary course in two subjects following the CCF under NEP 2020. However, the last two batches of students under the CBCS pattern are also studying in the college.

Vision

The college envisions to lead its students on to the path of holistic education through discipline, devotion and dedication.

The college aims to become a symbol of knowledge, culture, skills, traditional values and service to humanity. It envisages to instil moral values among students to foster nation and character building. It aspires to impart equal opportunities for providing quality higher education to empower the rural youth, in making them positive, self-confident and employable through various programmes.

Mission

To impart quality education for the all-round development of the students irrespective of caste, creed, religion, gender and economic status. The mission is also to:

1. Promote education among the underprivileged sections of the society and facilitate their social upliftment
2. To inculcate moral values and leadership traits among students that can permeate into their neighbourhood
3. To promote community feelings through inclusiveness and extension works
4. To promote harmony by fostering universal brotherhood for peaceful societal co-existence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Sincere, dedicated and accountable faculty and non- teaching members
- Disciplined students
- Decentralized governance
- Potential faculty with their academic and administrative expertise
- Almost filled-in sanctioned posts of the teachers and the non-teaching staff
- Transparent evaluation and grievance redressal mechanisms
- Teaching of Arabic, as our institution is one among the few, under the University of Calcutta, which is offering the subject
- Communal harmony

Institutional Weakness

- The college is offering only B.A. programme
- Insufficient ICT for teaching-learning process
- Lack of infrastructure and resources in the library
- Absence of any Research and Development Cell
- Absence of any seminar room/hall
- No hostel facility for the students
- The college has not yet offered any Add-on/Skill-Enhancement and other courses, beyond the curriculum, for the students
- No Alumni Association

Institutional Opportunity

- The new curriculum under NEP 2020 has opened up the possibilities for more collaborations with other institutions
- Upgradation of the ICT enabled teaching-learning process as it is the demand of the new pedagogy
- The institution has to develop a Research and Development Cell to meet the needs of the students as well as the teachers
- Introduction of the Honours course in Political Science
- The institution is trying to strengthen its NSS unit for community activities

Institutional Challenge

- General student apathy to degree courses leading to the decrease of student strength
- Communication problem acts as a hindrance to the easy access to the college
- Discontinuation of studies by our students due to socio-economic compulsions
- The rural students cannot always keep pace with the extensive digitization of the academic system due to the lack of infrastructure in the rural belt

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated college, Mahitosh Nandy Mahavidyalaya follows the prescribed syllabus of the University of Calcutta at the undergraduate level. However, for the effective implementation and delivery of the curriculum, the college follows a well-planned documented process which includes preparation of class routine, academic calendar and lesson plan, conduction of continuous evaluation, usage of ICT based teaching-learning methods, besides the chalk and talk method, and other kinds of innovative methods of teaching. The library plays an important role in this teaching-learning process and the Academic Committee and the Routine Committee are the two principal policy-making bodies for such implementation.

Apart from classroom teaching on the subjects like Professional Ethics, Gender, Human Values and Environment and Sustainability, the institution tries to organize orientation programmes, awareness campaigns, celebrations of important occasions for the enrichment of the curriculum. The NSS unit of the college tries hard to engage students in many activities to develop a consciousness among them about our society, environment and, above all, human values. Moreover, a number of students have undertaken project works, as a part of their curriculum, to relate their experiences with the theoretical aspects of the subjects.

Furthermore, the college obtains feedback from its students, teachers, non-teaching staff and employers on the ambience and the academic performance of the institution. It has analysed the feedback of 2022-23 session and uploaded it on the college website. The IQAC has prepared the action taken report and communicated to the Governing Body.

However, the college does not offer any certificate/value added and online courses.

Teaching-learning and Evaluation

The average percentage of the admission of students during the last five years (2018-2023) is 30.1. The college strictly follows the reservation policies of the GOI/Government of West Bengal during the admission. The average percentage of seats filled in against the same for the reserved categories is 18.91.

The student-full time teacher ratio during the latest completed academic year (2022-2023) was 15.14.

The institution strives to create a student-centric learning environment which is not only academically enriching but also encouraging for holistic development. The focus on participative learning, problem solving methodologies and ICT enabled tools ensure the students to face the challenges of the modern world and continue learning beyond the confines of the classroom.

All the sanctioned posts of the full-time teachers in the institution are filled and the percentage of the full-time teachers with NET/SET/SLET/ Ph.D etc. during the last five years is 63.29.

The institution ensures a transparent, effective and efficient mechanism of assessment of internal examinations, organized both by the college and the University. Similarly, the grievance redressal system of the college is time-bound and efficient.

The college has meticulously framed the PO and CO of all Honours and General subjects and has displayed them on the website for the benefits of the teachers and the students. Moreover, it has started to evaluate the attainment of CO of all Honours courses from the session 2022-23. The pass percentage of the students during the last five years is 75.31.

Research, Innovations and Extension

The college is committed to create an ecosystem for innovation through motivation and its infrastructural facilities. In adherence to the IKS, the college upholds the tradition of oral transmission of information to the students. A number of seminars and workshops have been organized for the benefits of both the teachers and students.

The teachers have published a number of research papers in UGC CARE list journals and conference proceedings and chapters in edited books during the last five years.

The institution engaged itself in several extension activities in the local community to foster holistic development of the students. Distributions of the essentials and the awareness campaigns during the pandemic, tree plantation, participation in the Azadi Ka Amrit Mahotsav programmes are some instances in this regard. Further, the NSS unit regularly organized several extension and outreach programmes in the neighbourhood to sensitize the students towards social issues. Consequently, the college and its stakeholders received a number of recognitions from the government and government recognized bodies.

However, no grants have been received by the institution from government or non-government agencies for research projects/endowments during the last five years.

Infrastructure and Learning Resources

The institution maintains an infrastructure and other required facilities to ensure an active teaching-learning process. It includes a number of classrooms, of which a few are with ICT facilities, a laboratory and a library. It provides thirteen desktops and five laptops for the use of the teachers, the students, the Principal and the office staff. The college building is Wi-Fi enabled with two access points. Apart from that it has a seminar hall cum classroom, a play-ground and a gymnasium. The college tries to upgrade this physical infrastructure and ICT facilities regularly.

The college library has a number of text and reference books and a subscription of INFLIBNET- NLIST for the e-resources of books and journals. However, the infrastructure and facilities of the library are not enough to cater the academic needs of the institution due to some internal weaknesses like shortage of fund, absence of any permanent librarian, etc.

The IT facilities of the institution include ICT enabled classrooms, smart classroom, CCTV, internet connections, customized software, etc. A good portion of the annual expenditure of the institution is allotted for the upgradation of these IT facilities.

The average percentage of the expenditure incurred on the maintenance of the physical facilities of the college during the last five years was 39.16.

Student Support and Progression

The students of the institution avail the benefits of scholarships provided by the state government like, Aikyashree, SVMCM and Oasis, and the percentage of the beneficiary students during the last five years was 44.55. The institution organized a few programmes on career counselling for the students with its limited

resources. Further, the college has a redressal mechanism of student grievances, including sexual harassment and ragging cases, following the UGC and the government guidelines.

During the last five years a number of outgoing students enrolled for higher education and some of the outgoing students have been employed. Further, a few students have qualified in national level examinations like, NET.

The college organizes a number of cultural programmes and sports competitions per year and a good number of students participate in these events.

However, the college has not yet organized any capacity development and skill enhancement programmes for the improvement of students' capability. Similarly, the institution has not yet achieved any awards for its performance in cultural or sports activities at the University/state/national/international level. Moreover, the institution has no registered alumni association that could help in the former's development.

Governance, Leadership and Management

The college envisions to lead its students on the path of holistic education through discipline, devotion and dedication. The decentralized governance system of the college always tries to perform according to this vision. Keeping in view the vision and mission of the college, the governance has made a future plan to implement the NEP 2020 as far as possible.

The IQAC of the college prepared a Perspective Plan comprising of several quality initiatives. Some initiatives have already been taken for its deployment. The statutory and non-statutory committees of the college implement the decisions of the Governing Body, and, at the same time, act as the policy makers at the grass-root level. E-governance is practised in the sections of administration, finance and accounts, students' admission and others.

The faculty and the non-teaching members of the college submit their annual appraisal reports to the IQAC. These reports become helpful to the faculty in time of their preparation for CAS. They enjoy the welfare measures of the state government as well as that of the college. The institution, also, encourages them to participate in different programmes for their career development.

In order to maintain effective and optimal utilization of financial resources, the college maintains a disciplined mechanism comprising of the Finance Committee, the Purchase Committee, the Bursar, the Principal and the Governing Body.

The IQAC of the college is trying to enhance the quality of the institution in all spheres and, thus, a number of quality assurance strategies have been initiated.

However, the college does not provide any financial support to the teachers for attending conferences/workshop etc.

Institutional Values and Best Practices

The institution has provided a number of facilities to promote gender equity among its stakeholders. The Women's Cell of the college, in association with the IQAC, has conducted a Gender Audit to know the status

of women in the college. Similarly, a Green Audit report has been made and a number of environment friendly initiatives have been taken like tree plantation, ban on single use plastic, etc. The institution has created a waste management system with the help of the local panchayat. Rain water harvesting and waste water management are also done with the help of this local body. Initiatives have been taken to create a barrier-free environment for the disabled students.

The institution undertakes necessary initiatives to promote an inclusive environment in order to inculcate the sense of equality, tolerance and harmony among its stakeholders. Moreover, several programmes have been organized to sensitize the students and employees towards constitutional obligations.

Vani Chirantani (Eternal Sayings) and *Manan* (Contemplation) are the two “Best Practices” of the institution. The first is the regular display of quotes of the eminent personalities; and the second is a series of lectures on subjects beyond the curriculum.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHITOSH NANDY MAHAVIDYALAYA
Address	Village, P.O. Jangipara, District Hooghly
City	Jangipara
State	West Bengal
Pin	712404
Website	mahitoshnm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Tapas Kumar Munshi	03212-259986	9433833069	-	mahitoshnandy.m@gmail.com
IQAC / CIQA coordinator	Moumita Sil Ray	03212-295299	9748955849	-	iqac@mahitoshnm.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

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	09-09-2014	View Document
12B of UGC	26-04-2018	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	Village, P.O. Jangipara, District Hooghly	Rural	1.94	4160.535

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,Arabic,Honours and General	36	XII	English + Bengali	58	14
UG	BA,Bengali,Honours and General	36	XII	Bengali	97	18
UG	BA,English,Honours and General	36	XII	English	28	12
UG	BA,Sanskrit,Honours and General	36	XII	Bengali,Sanskrit	87	3
UG	BA,Education,Honours and General	36	XII	English + Bengali	69	21
UG	BA,History,Honours and General	36	XII	English + Bengali	97	14
UG	BA,Philosophy,Honours and General	36	XII	English + Bengali	49	3
UG	BA,Political Science,General	36	XII	English + Bengali	185	105
UG	BA,Geography,General	36	XII	English + Bengali	38	7

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				1				13			
Recruited	1	0	0	1	1	0	0	1	9	4	0	13
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						10
Recruited	7		2		0	9
Yet to Recruit						1
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	5	3	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	132	0	0	0	132
	Female	308	0	0	0	308
	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	9	13	5	9
	Female	14	50	15	27
	Others	0	0	0	0
ST	Male	1	1	0	1
	Female	1	8	0	3
	Others	0	0	0	0
OBC	Male	13	21	8	10
	Female	23	30	7	19
	Others	0	0	0	0
General	Male	42	78	58	82
	Female	90	101	117	157
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		193	302	210	308

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Being an affiliated college, Mahitosh Nandy Mahavidyalaya does not make its own curriculum; rather, it has to follow that of the University of Calcutta. Although there is a prominent emphasis on
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	<p>multidisciplinary/interdisciplinary education in the CCF curriculum prepared by the University following the NEP, the previous CBCS pattern may be regarded as the predecessor of this approach. The present students of our college are studying under both these curriculum. A student of the CCF curriculum has to take three subjects, beside the Core and Minor subjects, as Interdisciplinary Course. This multidisciplinary approach, in a sense, is also shared by our institution as it aims to become a symbol of knowledge, culture, skills, traditional values and service to humanity for the holistic development of the students. However, the college lacks the infrastructure for the proper implementation of such multidisciplinary education as it offers only B.A. programmes. Consequently, it restricts the students to opt and explore subjects from various streams. To overcome this drawback, the institution has a plan to introduce new UG courses on the basis of the demand of the students and other add-on, certificate, skill-enhancement courses for the effective implementation of the approach.</p>
2. Academic bank of credits (ABC):	<p>Regarding the Academic Bank of Credit (ABC), the University of Calcutta has issued a circular for the affiliated colleges, stating that the ABC scheme be introduced for the students registering for UG courses from the session 2024-2025. Moreover, the college should keep a mandatory field for ABC ID in the application form for the said students. So, our college is bound to follow the instructions in its coming admission process.</p>
3. Skill development:	<p>The college offers Skill Enhancement Courses under CCF and CBCS curriculum. Moreover, the college is going to organize internship for the students as it is mandatory in CCF. The main objective of this internship is to prepare the students for the academic as well as the non-academic labour market. However, the college does not conduct any vocational or skill development course besides the syllabus.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian civilization has always attached great importance to the acquisition of knowledge. The amazingly rich corpora of knowledge encompassing various domains of disciplines (subjects) generally found its manifestation in the oral tradition and the textual records. In keeping with this tradition our college has made sustained efforts to uphold Indian</p>

	<p>Knowledge system through its various academic initiatives and policy making. In tradition, knowledge has been constituted, stored and maintained in the framework of oral tradition. In adherence to the Indian Knowledge system the college upholds the tradition of oral transmission of information from one generation to the other. Hence, besides regular classroom lectures, talks, seminars, workshops etc are organised by the college. In this regard it may be stated that since majority of students come from Bengali medium background most of the lectures are delivered in Bengali with English as the supporting language. In case of talks, seminars, workshops etc the medium of instruction is bilingual mainly for the purpose of catering information to both Bengali and English medium students. The college offers nine courses of study of which Sanskrit, Philosophy and a section of History and Education transmit the values of Vedas, Upanishads, Bhagavad Gita and other philosophical literatures which serve as the foundation for the Indian Knowledge system To ensure vibrancy of Indian languages, besides Bengali, 'Devnagari' for Sanskrit is encouraged. Our institution also offers language courses in English and Arabic. Our library consists of books in such languages. Celebrations of customs and traditions that reflect rich Indian Culture are organised. These programmes enlighten our students about our Indian Culture and tradition.</p>
5. Focus on Outcome based education (OBE):	<p>The syllabi of all programmes and courses are framed by the respective board of studies of our affiliating university, the University of Calcutta, and we adhere to them strictly. Although our affiliating university did not define the programme outcomes and the course outcomes in the 1+1+1 system as well as the CBCS system, the teachers of our college have meticulously framed programme outcomes for both BA Honours and BA General programmes and course outcomes for each of the seven honours courses and the nine general courses offered. They are defined properly and are displayed on the college website. This is done by the teachers of the departments of our college following the syllabi framed by the affiliating university and the guidelines of the UGC, and since this current academic session, considering also the directives and the spirit of the National Education Policy. For the evaluation of the</p>

	attainment of the course outcomes, the marks of the students of each semester for each of the departments at the university exams (including Internal Assessment, Tutorial/Practical and end semester theory examination) and the marks of the continuous class evaluations are combined in a 60:40 ratio respectively.
6. Distance education/online education:	Although there are no online programmes or courses offered by our college, yet during the forced shut down of the institutions due to COVID 19, we ensured that the teaching learning evaluation process was not halted by shifting to the online process. Not only were the classes conducted in the online mode, the examination and the evaluation were also done in the online mode for the benefit of the students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	NO
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.	NO
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.	NO
5. Extent of students above 18 years who are yet to be	NO

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.

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
493	613	509	577	753

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 35

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
32	33	34	35	24

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
39.65	17.49	29.52	19.77	17.74

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:

Our college is affiliated to the University of Calcutta, so the syllabus is governed by the university itself. For the effective implementation and delivery of the curriculum, the college takes several steps like timely preparation of routine, academic calendar, lesson plan, provision of laboratory and library facilities. periodic review of the teaching learning process and continuous evaluation.

Our college has an academic committee and a routine committee to facilitate the process of curriculum delivery. Both the committees call meetings at the beginning of the semester and the strategy of teaching learning is formed and discussed with all members keeping in mind the vision, mission and goals of the college. The academic committee prepares an academic calendar adhering to that prescribed by University of Calcutta. The routine committee prepares the master routine and every department prepares the lesson plan. The academic calendar, routine and lesson plan are approved by the principal, who supervises the regularity of classes and monitors the progression of syllabus. The syllabus is distributed among the teachers in the departmental meetings and classes are allotted as per the routine. The college holds an orientation programme before the commencement of the classes for Semester 1 students to make them aware about course delivery mechanism and evaluation system.

Our college emphasizes on allotting the adequate classes for every course and completing these in proper frequency with depth and pace, The teachers use different teaching methods as per the requirement of their subject. They use conventional chalk and talk method, distribute class notes and use ICT based teaching learning methods according to the requirement of the courses. During the pandemic, regular online classes were taken by all departments. WhatsApp groups were also created to provide all possible support to the students and make them engaged in learning process. Sometime, the teachers take extra classes for the timely completions of the syllabus. The study materials are also uploaded on the college website for the convenience of the students. Some departments also undertake field trips/ project works to provide experiential learning. Our college has students notice book where all notices regarding holidays, college events, examination related information are circulated among the students. The office staff physically serves the notice in all classrooms. These notices are also available in students notice board and college website for easy reference.

The library plays an important role in teaching learning process; therefore, the college purchases the text books and references books according the recommendation of the library committee. The library has also syllabus and previous examination questions papers which help the students to understand the question pattern for end semester/annual examination. Under the 1+1+1 system, the college conducted the mid-term and test examination following the guidelines of the university. Under the CBCS, the college introduced continuous evaluation process since 2021-2022 for the upgradation of the academic

performance of the students.

In short, the college uses all resources and potentials and strives to make the campus a hub of learning for navigating a better future for our students.

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: 00

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
00	00	00	00	00

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:

Our college follows the curriculum as laid down by the affiliating University. However, in each subject, wherever possible, classroom teaching integrates major social issues like gender, professional ethics, human values, environmental issues etc. in various ways within the parameters of the syllabus.

1. Professional Ethics: The UG course in Philosophy, Sanskrit, Arabic and Geography integrates the issue of professional ethics in the syllabi, for example:

- Philosophy subject deals with business ethics, idea of human rights and fundamental rights.
- Sanskrit syllabi offer the understanding of professional ethics in N?ti?atakam and ?ukan?sopade?a.
- The core course 1 of Arabic syllabus explains the principal of social ethics.

****Students are informed about the imperative of professional ethics on the first day of the college in the orientation programme and are advised to abide professional ethics for a successful career and peaceful life.***

2. Gender: Gender a significant and much debated issue have been revisited again and again in the syllabi of History, Political Science, Education, Bengali, Sanskrit, Arabic and Geography.

- The language-based subjects touched on this issue in the prose and poetry.
- The history syllabi address several issues related to gender like family dynamics, institution of marriage, property relations etc.
- Political Science subject includes the topics like women's movement in India
- In education, the students learn the concept of gender, sexuality & society, domestic violence, and women education.

**** All students are sensitized regarding the imperatives of Gender equality through the celebrations of International Women's Day.***

**** Internal complaints committee of the college organised an awareness programme about Sexual harassment of women staff at workplace on 29th November, 2022 (Refer 5.1.4)***

3. Human Values: human values always played a significant role in shaping human principles and making a peaceful society, therefore, the syllabus of almost all subjects includes the courses on human values, for example:

- Human values are addressed in Indian ethics, western ethics, and philosophy of religion in philosophy subject.
- Education syllabi shed light on Development of Values, national integration and peaceful co-existence and value Education.

- Various texts of language-based courses instill the human values in the students.
- Vedic philosophy, Buddha, Jainism, Sufi and Bhakti movements which enshrine human values are discussed in history syllabus.

**Human values are fostered through N.S.S activities. (Refer 3.4)*

4. Environment/Sustainability: The issues of environment and sustainability are addressed in the syllabi of geography, history, political science, philosophy, English, Bengali, Arabic and Sanskrit.

- Students study about environmental pollution and hazards, environmental Issues like global warming, ozone depletion, acid rain and conservation of natural resources in geography subject.
- Philosophy syllabi discuss the issue of man and environment.
- A Mandatory Environmental Studies Course is included in Semester 2 of the CBCS curriculum, and the students study this course theoretically as well as practically.

**NSS organised a workshop on youth and sustainable development highlighting the responsibility of youth in fostering sustainability to save the environment.*

**The College puts up posters for switching off lights and fans in empty classrooms and orders to use the waste bins. (Refer 7.1.2)*

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 30.43

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

Response: 150

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: 30.19

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
193	302	210	308	336

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
896	896	896	896	884

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: 18.91

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
61	123	35	69	92

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
403	403	403	403	398

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.41

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:

Students are encouraged to take ownership of their learning through problem-solving methodologies, where they are required to think critically and come up with solutions to real-world problems. This not only enhances their knowledge and skills but also fosters teamwork and communication. The use of ICT-enabled tools such as online resources and platforms further facilitates the teaching and learning process, allowing students to access information beyond the confines of the classroom. This helps in creating a more interactive and engaging learning environment, where students can explore topics in-depth and at their own pace. Overall, the institution strives to create a student-centric learning environment that is not only academically enriching but also encourages holistic development and lifelong learning. The focus on experiential learning, participative learning, problem-solving methodologies, and ICT-enabled tools ensures that students are well-equipped to face the challenges of the modern world and continue learning beyond the confines of the classroom. The institution has one Smart Classroom and two other ICT enabled rooms for the students. The students of the department of Education are taken on field work, which provides them with experiential learning.

Also considering the fact most of our students are not able to attend classes very regularly, owing to their having to help their parents in augmenting their family incomes, the different departments update study materials on the college website for easy access of the students during according to their convenience, and consult with the teachers later, if they have in problems. This ensures that the college adopts student centric methods by not confining education to classroom lectures only and encouraging the students to access study materials and learn at their own convenient time.

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: 98.75

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
32	33	34	35	26

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: 63.29

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
21	21	22	21	15

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:

Mahitosh Nandy Mahavidyalaya is affiliated to the University of Calcutta and is thus governed by the rules and regulations laid down by it and also its own practices. Mahitosh Nandy Mahavidyalaya thus has a robust, transparent, fair and continuous system of assessment. It also has a Students' Grievance Redressal committee for the benefit of its students.

The University of Calcutta had the annual examination system (1+1+1) for both the honours and general degree students till the 2017-18 academic session for all its affiliated colleges, and we also followed it. During that period, the college also conducted mid-term and test examinations at the college level in addition to the year-end annual University examination.

From the session 2018-19 onwards, we shifted to the CBCS system after it was adopted by the University of Calcutta. Since then, 20% marks were awarded through Internal Assessment (a combination of internal test and attendance with equal weightage), 15% through Projects/Tutorials etc. The remaining 65% marks were awarded by external examiners through the end-semester theoretical examination. For practical based subjects in our college, like Education and Geography, 20% marks were awarded through Internal Assessment, 30% for practical, and 50% for external evaluation through end-semester theoretical examination.

Mahitosh Nandy Mahavidyalaya follows the pattern of internal and tutorial examination as prescribed by University of Calcutta rigorously, and they are conducted centrally. Additionally, since the academic session 2022-23, the departments also conduct class tests for evaluating the students' progress; once, after one month of the beginning of a semester and then a second time just before the internal and Tutorial exams.

The academic committee of the college conducts the internal and tutorial examinations through a centralized system and a proper routine declaring the dates and timings of such exams are circulated amongst the students in advance for them to plan better. In the midst of the COVID 19 pandemic, we ensured that education and evaluation were not halted. All exams of the students, Internal, Tutorial, Practical and end semester theoretical exams were held online as per the instructions of our affiliating university

The students also have the opportunity to voice and register their grievances in writing to the Students' Grievance Redressal Committee of the college. The committee has set up a box in the college for the students to drop their complaints and grievances. Their appeals for waivers in attendance percentage is given due weightage on medical grounds and in consideration of their participation in sports and other extra extracurricular activities. For grievances on end semester theory exams, the college helps the students voice their concerns to the university. If a student feels he has got less marks that he deserves, the college helps him/her apply for a review of the answer scripts following the university schedule for the same by paying the requisite fees. The students also have the right to challenge and ask for a photocopy of his/her answer script/s, if he is still not happy with the review results under the Right to Information Act.

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 syllabi of all programmes and courses offered by Mahitosh Nandy Mahavidyalaya are framed by the respective board of studies of our affiliating university, the University of Calcutta, and we adhere to them strictly. Although our affiliating university did not define the programme outcomes and the course outcomes in the 1+1+1 system as well as the CBCS system, Mahitosh Nandy Mahavidyalaya ensures that the learning outcomes of all programmes and courses are defined properly for the benefit of the teachers and the students. The college has meticulously framed programme outcomes for both BA Honours and BA General programmes and course outcomes for each of the seven honours courses and the nine general courses offered. This is done by the teachers of the departments of our college following the syllabi framed by the affiliating university and the guidelines of the UGC, and since this current academic session, considering also the directives and the spirit of the National Education Policy. These programme outcomes and course outcomes are displayed on the college website.

Additionally, at the beginning of each semester the teachers explain the learning outcomes to the students before they start teaching the courses. This helps the students to understand what the programme/course entails and what is expected of them. This clarity of thought and purpose goes a long way in the success of the programmes/courses.

On the day of orientation for the newly admitted students, during the commencement of each academic session, the outlines of the programme and course outcomes are presented before them. The details of each of these course outcomes are taken up by the departmental teachers in their respective departmental classes later on to fill in the gaps in the understanding of the students, if any, and further clarify the objectives. This way the institution tries to inculcate the values of methodical planning and execution and not just rote learning of the syllabus, which we believe goes a long way in the all round of development of students, in keeping with our vision and mission.

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:

Conforming to the norms of the affiliating university, the students of Mahitosh Nandy Mahavidyalaya have to appear for the end semester examinations, along with Internal Assessments and Tutorials/Projects/Practical (as explained in 2.5.1 above). Additionally, since after the COVID-19 enforced lock down we found that there has been a huge lag in then learning of the students, Mahitosh Nandy Mahavidyalaya had started taking continuous class evaluation of the CBCS students since 2021-22. These continuous class evaluations are conducted based on a combination of three parameters for the students of each semester. The first one is a test of 40 marks after one month of the beginning of a semester, the second one is also a test of 40 marks just before the conduction of the Internal and Tutorial examinations, and the third one is an evaluation of the students of 20 marks based on their overall class response and their interactions during the classes throughout the semester.

For the evaluation of the attainment of the course outcomes, the marks of the students of each semester for each of the departments at the university exams (including Internal Assessment, Tutorial/Practical and end semester theory examination) and the marks of the continuous class evaluations (as explained above) are combined in a 60:40 ratio respectively. Then if it is found that if at least 50% of the students of that semester has achieved more than fifty marks, then the course outcome of that course is assumed to have been achieved.

The institution has also a feedback mechanism from the students to evaluate their perspectives on the academic and infrastructural ambience of the college. The feedbacks, and the results are evaluated at the departmental meetings. The class notes of the students are corrected if they request the teachers. The weaker students are given remedial classes and doubt clearing sessions, and the good students are encouraged to perform better by giving them certain awards and rewards.

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: 75.31

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
67	106	115	111	89

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
112	169	120	119	128

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

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
00	00	00	00	00

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:

The college is committed to creating an ecosystem for innovation through motivation and its infrastructural facilities.

Since the majority of students come from Bengali medium backgrounds, most of the lectures are delivered in Bengali with English as the supporting language. Further in adherence to the Indian Knowledge System (IKS), the college upholds the tradition of oral transmission of information from one generation to the other. Hence talks, seminars, webinars, workshops etc are organized by the college. In such programmes, the medium of instruction is bilingual mainly for the purpose of catering information to both Bengali and English medium students. The Career Counselling Committee of the college also plays a significant role in disseminating information regarding career opportunities available to the students.

For the professional development of the teaching faculty, the college has undertaken several policies. In this regard, mention may be made of the annual performance appraisal system that motivates

the faculties to enhance their research performance and undergo professional development by participating in Orientation programmes, Refresher courses, Faculty development programmes, short-term courses, seminars, conferences and workshops. On-duty leaves are granted to the faculty members to participate in such academic endeavours.

The INFLIBNET-NLIST facility in the college provides ample resources for the benefit of the academic community. An innovative endeavour undertaken by the Teachers Council to encourage the teaching faculty is by following the custom of felicitating the teachers for their academic achievements.

Incubation centre

The college has agreed to the proposal from IQAC for setting up an incubation centre in the campus. It will provide the students with facilitative assistance (resources, mentorship and networking opportunities) to undertake entrepreneurial ventures.

File Description	Document
Upload 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: 9

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
04	01	02	02	00

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**Response:** 0.46**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
03	02	04	02	05

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

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:** 0.54**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
07	03	05	02	02

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

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:

Education is a wide concept that is meant to create an all-round personality development in students. Hence the domain of academics should not be restricted only to classroom teaching but should be extended to community services which will help the students to become better individuals in life. Mahitosh Nandy Mahavidyalaya acknowledges its responsibility to foster the holistic development of the students. Hence the college engaged itself in several extension initiatives in the local community.

In the stressful days of the Covid-19 pandemic, the college undertook a series of programmes to help and support the needy. The faculty members, the students and the NSS volunteers of the college distributed essential commodities and medical assistance to its local community. The college also participated in the state-level online training and orientation programme and poster campaign to create awareness for the prevention of the Covid-19 pandemic. The faculty members of the college along with the NSS unit also undertook several cleanliness initiatives in the neighbouring villages. As a part of the cleanliness drive the students undertook an innovative programme of attaching a soap rack to the tap and affixing a poster on it stating the necessity of hand wash for maintaining hygiene. Besides dusting, brooming, sprinkling bleaching powder and other disinfectants, the villagers were made aware of the dos and don'ts with regard to social hygiene. The tree plantation programme is yet another activity undertaken by the college in association with the NSS unit. Plant saplings were planted in the college premise and its immediate neighbourhood. Further, on the occasion of the 75th year of Indian independence, the Ministry of Youth Affairs and Sports, Government of India undertook a Har Ghar Tiranga Campaign as a part of the Azadi ka Amrit Mahotsav programme. The volunteers of the NSS unit along with the college faculty wholeheartedly participated in the programme held on 10th August 2022 and distributed the National Flag in the neighbourhood to educate the people about India's freedom struggle and invoke a feeling of patriotism in them. Our students actively participated in all the extension programmes.

In addition to these, the NSS unit of the college regularly organised a number of awareness programmes like the Thalassaemia screening and awareness camps, talk on Thalassaemia and blood donation camp. On the occasion of the celebration of NSS day and a week-long NSS special camp, the

students were sensitized towards social issues and were engaged in several outreach activities in the neighbourhood. Such community service activities included literacy drives, health checkups and the distribution of food items and medicines among the underprivileged population in the nearby Madhabpur village.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The honors and recognitions are as follows :-

Recognition to **Mahitosh Nandy Mahavidyalaya** by Ramkrishna Sarada Ashram, Antpur, Hooghly, for promoting ‘Tree Plantation and celebration of World Environment Day’ –2019.

Recognition to **Mahitosh Nandy Mahavidyalaya** by Ramkrishna Sarada Ashram, Antpur, Hooghly, for contributing to the felicitation of students securing high marks in Madhyamik and Higher Secondary Examination – 2019.

Recognition to **Mahitosh Nandy Mahavidyalaya** by Adarsha College of Education for extraordinary performance in promotion of Arabic Language-2023.

Dr. Tapas Kumar Munshi, Principal – Honored by Ramkrishna Sarada Ashram, Antpur, Hooghly, for distributing textbooks to needy students –2022.

Dr. Tapas Kumar Munshi, Principal – Honored for his extraordinary contribution towards promoting medical camp in the Ramkrishna Sarada Ashram –2023.

Dr. Tapas Kumar Munshi, Principal- Recognized by Department of Arabic and Persian, CU for promotion of Arabic in Jangipara-2023.

Prahlad Gain, Assistant Professor- Recognised by Jangipara Gram Panchayat for extension prog. In Madhabpur village-2019

Prahlad Gain, Assistant Professor, Department of Education – Recognised for his cleanliness and sanitization programme in the Madhabpur Primary School – 2019.

Prahlad Gain, Assistant Professor, Department of Education – Recognised for his support in Spit free India Movement by Sambandh Health Foundation – 2020.

Prahlad Gain, Assistant Professor, Department of Education – Honored for instilling humanitarian values in the field of art and culture – 2022.

Dr. Prahlad Gain, Assistant Professor, Department of Education- Recognized by Abhijanmam as a social activist in the field of Education, Health & Environment-2022.

Dr. Prahlad Gain, Assistant Professor, Department of Education -Recognized by GopalNagar Society for his social service to serve Corona-affected people in Bongaon Subdivision-2022

Asish Kumar Mukherjee, SACT, Department of Philosophy – Recognised for his voluntary service in the dissemination of knowledge from Rashidpur High School (HS)-2019

Asish Kumar Mukherjee, SACT, Department of Philosophy – Recognised for his voluntary service in the dissemination of knowledge from Antpur High School – 2022.

Bikash Naskar, Assistant Professor, Department of Political Science – Recognised for his contribution towards cleanliness and sanitization programme by Madhabpur Primary School – 2023.

Bikash Naskar, Assistant Professor, Department of Political Science – Recognised for his Go Green Initiative by the Madhabpur Primary School -2023.

Bikash Naskar, Assistant Professor, Department of Political Science – Appreciated for taking part in “Meri Maati Mera Desh Programme” by Ministry of Youth Affairs and Sports – 2023.

Bikash Naskar, Assistant Professor- Recognised by Jangipara Gram Panchayat for ‘Plastic-free World’ programme-2023

Bikash Naskar, Assistant Professor- Recognised by Jangipara Gram Panchayat for awareness programme on Constitutional Values-2023

Bikash Naskar, Assistant Professor- Recognised by Jangipara Gram Panchayat for awareness on social hygiene -2023

Rajesh Adhikari, SACT, Department of Sanskrit – Recognised for his voluntary service in dissemination of knowledge from Rashidpur High School (HS) – 2022.

Kazi Saddam Hossain, SACT, Department of Arabic- Recognized by Aymapaharpur Taj Sporting Club for social works like blood donation camp, food & cloth distribution-2023.

Dr. Sourav Banerjee, Associate Professor, Department of English – Honored as Education Ambassador India by IQER (International Organization of Educators and Researchers Inc.) – 2023.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 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
13	01	00	07	05

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

3.5 Collaboration**3.5.1**

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

Response: 00

File Description	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:

Mahitosh Nandy Mahavidyalaya has essential infrastructure and physical facilities for teaching-learning. The college has one 3 storied building, where it has 23 spacious, well-lit, clean and ventilated classrooms. Out of these 23, 4 classrooms are equipped with ICT facilities, among them one designated as smart class room in room no. 4 and the other one is geography laboratory with ICT facilities. The rest of two classrooms are ICT enabled. The college has a seminar hall cum classroom (Room no. 1), which is named as “Rabindra Kaksho”. It’s equipped with essential facilities along with a portable projector and laptop and fixed LAN. There is a library which has approximately 4333 books. It has separate seating arrangements for students and faculty. It also has stock of some books and magazines for competitive examinations, Question paper bank and syllabus of all subjects offered in the college. Students have library ID cards to access library books. The college subscribed for INFLIBNET N-LIST to provide free access to the e-resources to the students and teachers. The library has 1 computer with internet connections for the students. English and Bengali newspapers and few magazines are available in the library. Study materials are also uploaded on the college website.

There are 13 computers in total in the college. Out of these 13 computers, 4 computers are placed in the office-room, 1 for the IQAC, 1 for the Principal, 2 for the teachers, 5 for the students. There are 5 laptops for the teachers and staff. There are 8 printers, 2 scanners, 1 Xerox machine and 1 Projector. The college building is Wi-Fi enabled with 2 main access points.

The college gives importance to extra-curricular activities. In adherence to the policy of ensuring holistic development of students, the college maintains adequate facilities for cultural activities, sports and gymnasium. Regular cultural activities are organized; the college has a play-ground within the campus where students play football, volleyball and badminton. The girls’ common room has some indoor games facility like the Carrom board. The college has a gymnasium for students that are spacious, well-lit, clean and ventilated. The gymnasium measures 17’4” x 17’3”. It has facilities like multigym, treadmill/jogger, exercise cycle & Gym ball, resistance tube, weighing machines, exercise mat, push up bar, balance board, dumbbell set, weight plate set, foam roller, Iron rod, power grip etc. Students perform gymnastic exercises frequently.

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: 53.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
24.09	9.85	24	4.33	4.3

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:

* Layout of the library - The library is mainly used for storing the books and issuing of the books. The library has the facility to sit and read books for students and teachers also. The library has thirteen bookshelves and two almirahs to store books. Each department has its own assigned bookshelves and almirah to keep books. Books are kept in a manner to make sure the easy finding out of demanded copies of books. The library has enriched itself with the subscription of e-lib like INFLIBNET NLIST. There is a computer with internet connection for students for browsing e-resources. There is no permanent

librarian in the library. The librarian post has not yet been approved by the government. The library is being run by a temporary staff appointed by governing body of the college for the benefit of the students.

The library has a committee consisting of the teaching and non-teaching members of our college. On the basis of recommendations of library committee, steps are taken to -

- i) Increase the stock of books in the library;
- ii) Arrange separate reading area for students and teachers;
- iii) Introduce e-resources like INFLIBNET NLIST for teachers and students;
- iv) Keep daily newspaper, 'Employment News' and magazines in the library;
- v) Arrange computer setup with internet connection for students;

* Total area of the library (in Sq. Mts.) – 111.63 Square Meters. (9.150m x 12.200m)

* Total seating capacity- Teachers and Students have separate reading table in the library room in which about 30 students and 8 teachers can sit for reading.

* Total no. of books, journal, newspaper, e-resource - There are approx. 4333 books in the library. Library books are purchased on the basis of recommendations of the faculty members. Such recommendations include text books and reference books of current publication. However, considering the limitation of funds, priorities are given to fulfill the basic needs of the students. Two popular daily newspapers and weekly 'Employment News' are kept in the library. So far, library does not have any collection of e-journals but it has subscribed to the e-lib namely INFLIBNET NLIST, where we can access a large number of magazines. Amount spent for the purchase of books, magazines, e-resources to enrich the library in the last five years are following:-

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
23,429/-	2,99,338/-	00/-	1,01,026	1,56,338/-

* Working hours - The library functions on every working day. During working or teaching days the library hours are 11.30 am to 3.00 pm on Monday to Friday and 11.30 am to 1.30 pm on Saturday. Before and during examination the library is open on its usual time from 11.30 am to 3.00 pm. Library remains closed on declared holidays. During summer recess the library facility is available from 11.00 am to 2.00 pm.

* ILMS – No provision of ILMS has been made in the library yet.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college has essential ICT facilities to help the students and teachers. There are 13 Desktops & 5 Laptops in the college. In addition, 8 printers, 2 Scanners, 1 Xerox machine, 1 projector are used for regular official work and academic works for the benefit of the students.

The existing Smart Classroom is equipped with ICT facilities, sound system, computer, and internet connections. In addition, there are 4 computers for use of the students only in our college.

For the safety, security and surveillance of the college, sixteen CCTV cameras are installed, which are monitored by Principal himself through a desktop in the principal's room. The principal's mobile phone has also access to it.

All CCTV cameras, computers, printers and photocopy machines are monitored and regularly updated as and when suggested by the attending expert technician from local vendor. LAN and network connections are duly monitored by technical assistants.

All the desktop of the college are connected through LAN. To run the cloud based systems, previously we were supported by BSNL broadband. But on 14/07/2021 internet connections of 'Cable Net' with 100 MBPS bandwidth is also installed. Presently, the institution is equipped with 2 internet connections--BSNL FIBER and BSNL FTTH with 100 MBPS bandwidth each. BSNL FIBER was installed on 01/02/2022. BSNL FTTH was provided by department of IT & E, Govt. of West Bengal. Regarding hardware up-gradation, RAMs and SSDs are installed to make the systems run faster. The college has installed Antivirus mechanism to minimise the cyber threat.

The college library has subscribed INFLIBNET N-LIST providing access to e-resources for all of its stakeholders. Syllabus based study materials prepared by the teachers are regularly uploaded in the college website.

The college regularly upload all the information and circular on the website. The institutional website is supervised regularly by a dedicated committee, and maintained and upgraded regularly under an annual maintenance contract on and from 08/07/2015.

Customized software has been used to manage the entire academic, administrative and financial accounting functions of the college. Initially, a software developed by Salvus Technology was used for this purpose from 2015-2016 financial year. Then from the financial year 2019-2020, the software developed by Cybersoftec.com was used to manage all the academic, administrative and financial work of the college. In addition, to improve all the functions, the college purchased a domain (mahitoshnm.ac.in) and a software developed by Creative Mart that have been used since 25/07/2021. AMC is provided for software maintenance to the developer company.

Exclusive online admission has been introduced since 2015-2016 sessions. Feedback system according to the NAAC guidelines started from the academic year 2022-2023.

The institution now provides 8% to 10% of the annual budget for the up-gradation of IT facilities in the campus. The college is making efforts to enhance the IT infrastructure and applications for the benefit of the students and for the academic and administrative support of the college despite financial paucity.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 98.6

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

Response: 05

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

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: 39.16

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
13.29	6.30	4.87	11.65	12.51

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

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: 44.55

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
410	291	272	149	190

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](#)

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: E. None of the above

File Description

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: 5.2

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
153	00	00	00	00

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 11.89

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
08	12	20	08	10

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
67	106	115	111	89

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

5.2.2

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

Response: 0.93

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	01	02	00	01

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: 6.2

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	00	00	10	8

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:

The institution has no registered alumni association.

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 college envisions to lead its students on the path of holistic education through discipline, devotion and dedication. It is true that the primary objective behind the establishment of the college was to open up the avenues of higher education for the local youth. However, it has broadened its vision with time. Apart from education, character building of a student became the motto of this institution. Consequently, the college has aimed to become a symbol of knowledge, culture, skills, traditional values and service to humanity. Thus, promotion of quality education, inculcation of moral values, promotion of community feelings and harmony among the students, irrespective of their caste, creed, religion, gender and economic status, are the missions of the college.

The institution has a three-tier governance system. At the apex lies the Governing Body, the topmost policy making authority. Below lies the Principal, the head of the institution and the executor of the policies. At the lowest tier are the administrative and other statutory and non-statutory committees at the functional level. Moreover, there is a Bursar, an important figure in the governance, who is the supervisor of the financial transactions of the college.

This governance always tries to perform according to the vision and mission of the college. For imparting quality education, the Principal with the help of the Academic Committee, Routine Committee, IQAC prepares the roadmaps. Students are encouraged to participate in cultural programmes, NSS activities, extension works and other creative activities for their all-round development. Recently, the new curriculum has been introduced in the colleges following the NEP 2020 and our institution has taken initiatives to implement the policy for the better future of our students. Keeping in view the vision and mission of the college, the governance has a future plan to implement the NEP 2020 as far as possible.

The college maintains a decentralized governance pattern to support the democratic atmosphere and to ensure participation of all the stakeholders in the management. The Governing Body is composed of the representatives of the teachers, the non-teaching staff and the students, the nominees of the University and the state government and with the Principal as the Secretary. The day-to-day administration of the institution is governed by the Principal and he is assisted by a number of administrative committees (a combination of some statutory and non-statutory committees) and other statutory and non-statutory committees. These committees are mainly formed by the members of the faculty and the non-teaching section of the college. At the functional level, these committees are not only the policy-implementing agencies but also the policy-making bodies at the grass-root level. The recommendations, suggestions and decisions of these committees help the Principal in his day-to-day administration and also make the ground work for the policy decisions of the highest policy-making body in many cases. Moreover, the college has introduced a feedback mechanism where the students, teachers, employers and non-teaching

staff give their opinions on different issues, for the overall improvement of the institution.

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 IQAC of Mahitosh Nandy Mahavidyalaya prepared a Perspective Plan, comprising of several quality initiatives, in December 2022 for the next five years. Some initiatives have already been taken for the deployment of the plan. For example:

- A non-teaching staff has been deputed to the library for improvement of the facilities of the same
- Arrangement of some ICT facilities for teaching-learning process
- Introduction of a complaint mechanism
- Initiatives to make the campus clean and green

Although the way to the destination is not very smooth, we hope that we will reach the goal.

The institutional bodies are comprised of several statutory and non-statutory committees of the institution and the Governing Body at the highest level. The statutory bodies generally function in conformity with the existing rules of the University, the state government and the UGC. On the other hand, the non-statutory committees are formed by the college for executing different responsibilities necessary for the smooth functioning of the institution. However, the head of the institution also maintains an informal touch with these bodies for boosting up their efficiency and effectiveness.

Being a state aided institution the appointment and service rules of the teachers and the non-teaching staff are determined by the state government. In case of the teachers in the substantive post the recommending authority is the West Bengal College Service Commission and the appointing authority is the Governing Body of the College. On the other hand, the SACT are appointed by the college following the guidelines of the state government. The non-teaching staff of the college are also appointed by the college authority following the state government appointment procedure.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

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 faculty members of the institution submit their annual appraisal report following the prescribed format of Performance Based Appraisal System of the UGC to the IQAC. It helps the authority to monitor the performance of a teacher in teaching-learning and co-curricular activities and her/his achievements in the research publication field. On the other hand, it also helps the incumbent to prepare her/his papers for CAS in a systematic manner.

The non-teaching staff of the college also submit their annual self-appraisal report to the Principal

through the IQAC. The report shows their attendance, leave details, allotted works, professional development activities, reasons for pending work, etc.

Since it is a government aided college, the teaching and non-teaching staff mainly enjoy the welfare measures of the state government, like:

- Leaves—Casual Leave, Earned Leave, Medical Leave, Study Leave, Compensatory Leave, Maternity Leave, Paternity leave, Child Care Leave, etc.
- Holidays, as declared by the state government and Higher Education Department of West Bengal
- Increments and DA
- Promotional benefits
- Medical facilities—West Bengal Health Scheme for the teachers in substantive post and Swastha Sathi for the SACT and non-teaching staff
- Provident Fund
- Festival bonus

Apart from these state provisions, the institution also provides some welfare measures to its staff:

- Mahitosh Nandy Mahavidyalaya Employees' Cooperative Society has been formed to help its members in time of their financial needs by providing quick loans at a low interest rate.
- The college provides 'Advance Salary' to a new appointee as long as her/his salary becomes regularised through pay fixation. The advance is subsequently adjusted from their arrear salary.
- The college canteen prepares food for both the students and the staff, being the only option in the vicinity from where the staff can get cooked food.

The institution allows its teaching members to participate in RC, OP, FIP/FDP as required for their career advancement. Moreover, five duty leaves have been allotted for each teacher (substantive) in an academic year to participate in seminars, workshops and other academic activities as these are necessary for professional development as well as career advancement.

The institution also provides duty leaves to the non-teaching staff of the college to attend administrative and other training programmes for their professional development.

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
00	00	00	00	00

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: 10.84

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
5	2	10	3	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
9	9	9	9	9

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

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 principal source of financial resource of the institution is the fees received from the students. Apart from that, government grants constitute the other source of finance. Bank interests also contribute, however little, to this category. The main expenditures are incurred from running and maintaining the physical and academic infrastructure of the college which include general maintenance, purchase of library books, college software maintenance, etc. In order to maintain effective and optimal utilization of financial resources, the institution adheres to the following mechanisms:

- All the major financial decisions are taken by the Finance Committee in consultation with the Governing Body. It allots money for broad categories of expenditure.
- The Purchase Committee distributes the money, allotted by the Finance Committee, among the sub-categories of expenditure according to the need and priority and in consultation with the concerned committees.
- The college follows three types of tendering process—spot tender (up to Rs.19,999), open tender (up to Rs.3,50,000 before August,2022 and since then up to Rs.99,999) and e-tender (above Rs.3,50,000 before August 2022 and since then Rs.1,00,000 and above). In each case, the eligible bidder with the lowest rate is selected for the contract. After the successful completion of the work, payment is done mainly through cheques.
- The Bursar of the college is a member of the Finance Committee and the Convenor of the Purchase Committee. He strictly follows and controls the expenditure procedures in the course of his checking of the bills, vouchers and payments.
- Statutory audit is done in the college and the observations of the statutory auditors are complied with. However, the regularity of this audit sometimes is compromised as the appointment of the auditors depends on the West Bengal Higher Education Department.
- Being a Grant-in-Aid college, the salary and other claims of the teaching and non-teaching staffs

are received from the Government of West Bengal and this entire process is regulated through the online state government portal, HRMS.

- The Principal is the DDO and he is assisted by the Bursar in many of his financial activities.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Although the IQAC of the college was formed in 2015, its composition and functions did not follow the UGC guidelines because of some internal weaknesses of the institution, like, a small number of teachers, absence of the UGC recognition, etc. It started to act properly only after the Covid period, i.e., from July, 2022. Since then, the IQAC is trying to enhance the quality of the institution in all spheres. Consequently, a number of quality assurance strategies have been initiated by the Cell:

- Regular meetings are conducted with fixed agenda and minutes of the meetings are hosted on HEI website. Members of the Cell attend the meetings and give their suggestions on various issues.
- Feedbacks of the students, teachers, non-teaching staff and employers have been taken and analysed to improve the ambiance and academic performance of the institution.
- The IQAC has initiated the analysis of the attainment of Course Outcomes in order to identify the gap between the ideal outcome and the real progress of the students; and, consequently, to introduce changes in the curriculum delivery plan.
- It encourages the faculty members to participate in the Refresher and Orientation Courses, FIPs, seminars, workshops and other academic activities to update their teaching and research skills which, in turn, would enhance the overall academic quality of the institution. Non-teaching members are also encouraged to participate in professional training programmes.
- The library infrastructure and services are some of the major concerns of the IQAC. It has already initiated steps to address the issues.
- It also encourages the departments to organise seminars, talks, etc., keeping in mind the limited resources of the institution.
- One important move of the IQAC is the decision to prepare the college for NAAC accreditation which stood pending for a long time.
- Introduction of the two 'Best Practices' of the institution is an example of another initiative on

the part of the IQAC for the moral upliftment and overall development of the knowledge of the students.

File Description	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: D. Any 1 of the above

File Description	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:

Gender equity means fair-mindedness of treatment and behaviour for women and men, according to their respective requirements. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits and opportunities. So gender equity is a human right. The institution has taken some measures for the promotion of the same. Various leave benefits like Maternity Leave and Child Care Leave are granted for the facilitation of child-related matters. Students' bodies also maintain gender equity in their representation. Mahitosh Nandy Mahavidyalaya has taken pride in providing adequate facilities and enabling consciousness and sensitization towards gender equity through a number of activities. The Women's Cell in the college has conducted Gender Audit in 2023 to know about the entire scenario of the girl students in college.

There are many texts and chapters in the syllabus (CBCS and 1+1+1 System) that help to promote gender equity among students. Women members of the teaching and non-teaching staff of our college come forward to help the fair sex in any sort of physical illness. There is an active Internal Complaint Cell that makes endeavours to foster a progressive attitude towards gender equity. The members of Women's Cell help to do the same in real-time actions. The ICC of our college conducts awareness programmes to impart confidence and courage to girl students and to aware them of gender issues. International Women's Day is celebrated through various motivational speeches and performances in order to inculcate courage, confidence and competence in the minds of students.

Facilities available:

1. The college has a Girls' common room with amenities for sports and recreation.
2. The college has a separate washroom for girls.
3. The college has installed a sanitary napkin vending machine in the girls' common room.
4. The College is equipped to address grievances related to sexual harassment through its active Internal Complaints Cell and Women's Cell. However, no such grievances have been reported till date.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

The institute undertakes necessary initiatives to provide an inclusive environment for the students. The purpose of undertaking such steps is to inculcate the sense of peace, equality & harmony among students. Various activities/events have been organized in our institute to increase consciousness about tolerance and harmony. These events include various programs frequently organized by the students and teachers. In addition, students from different communities jointly celebrate *Milad-ul-Nabi* and *Vani Vandana* to inculcate meaningful and responsive values strengthening bonds of respect, creativity and community engagement. Moreover, International Mother Language Day is celebrated each year to create awareness about Mother Language of each linguistic community. In addition, World Arabic Day on 18th of December is observed by the Arabic department. Every year teachers and students arrange Orientation Programme for 1st Semester students and 'College Social'. Cultural competitions are organized by the Cultural committee. It generally includes singing, recitations, dance, essay competition and drawing competitions in the campus of the college to enrich cultural competence. Through these activities students get acquainted with different cultures of our nation helping to develop tolerance and harmony towards regional, linguistic, communal, socio-economic and other diversities. This also creates an inclusive environment in the college and society.

Sensitization of students and employees to the constitutional obligations like values, rights, duties and responsibilities of citizens is a must for an institution because these are the guiding principles of our life. They have played an important role in shaping social and psychological well-being of a person. In order to reach that goal our college administers observation of Independence Day, Republic Day etc. An Electoral Literacy Programme was organized by the college to sensitize our students about their electoral rights, the importance of participating in the electoral process and to familiarize them with the complete electoral process in our country. In addition, Blood Donation Camps, Tree Plantation Programmes are organized to inculcate all stakeholders with a sense of duty and responsibility as a citizen of the country, to ensure the continuous participation, collaboration and to engrain values with decision making processes and governance structures which ensure more responsive environment.

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

7.2 Best Practices

7.2.1

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

Response:

(1) Title of the Practice:

“Vani Chirantani” (“Eternal Sayings”)—displaying of quotations of eminent men of letters and noble men on fortnightly basis.

Objectives of the Practice:

- **Quotes give insight and wisdom**
- **Quotations offer hope and optimism**
- **Quotations teach moral values.**
- **A good quotation has the power to awaken happiness and to brighten the day for a person.**
- **Reading of enlightening quotations open the mind to see life in a wider perspective.**
- **Positive quotes inspire one to adopt positive thinking and take positive action.**
- **Motivational quotes are mood changers.**
- **Motivational quotes energize and rejuvenate one to take action.**

The context:

Life is not a bed of roses. Our primrose way of life sometimes leads to everlasting bonfire. Then we lack confidence. Then we fail to find out a way out. Then we need the milk of human kindness. Then we need a greater teacher to guide us, so that we can play towards the hurdles of life easily. Quotations of great men of letters and of noble men can easily play the role of a teacher. Mahitosh Nandy Mahavidyalaya has felt the need of motivating, energizing and enlightening its students mostly in their trying times. For the inclusive development of a student, what the curriculum offers a student is not all. Our teachers, ransacking a definite way of implementing this desire, found out this one. We think it is a sure way of imparting insight, wisdom, hope, optimism and moral values. Not only the students, but all stakeholders are benefitted from this endeavour.

The Practice

Our faculty members and students regularly engage themselves in collecting and sorting of great quotations of eminent men of letters and noble men. Some of our students are involved frequently in writing, colouring and designing the signboard. We have sorted out them who are supposed to be experts in this work out of hundreds. Everyone engaged in this job remains enthusiastic because these quotations have an impact on our everyday life. It is now all in a day's work for them.

Evidence of Success

Our students have learnt about the philosophies of life and teachings of so many noble men around the globe, of which they knew very little earlier. Family members, relatives and neighboring people of each of our students are being enlightened in turn from this practice. Finally, this practice has been able to make our students more disciplined, devoted and dedicated to their duties of life thereby implementing the 'Vision' of our college-- **Discipline, Devotion and Dedication.**

Problems Encountered and Resources Required

One of the major obstacles in any exercise is always time. Semester examinations, evaluation of university answer scripts, administrative duties etc sometimes hardly allow time implementing this task. Still we are doing our best to run this practice. We have no want of resources presently.

(2) Title of the Practice:

“Manan” (“Contemplation”)—a series of lectures delivered once in a month by our teachers.

Objectives of the Practice:

- To bring about a change in the personality of students.
- To inculcate knowledge, insight and wisdom in the students.
- To motivate students to gain additional information about a topic of lecture that is beyond the curriculum.
- To make value addition in the knowledge of students.
- To raise the students' spirits to work towards their goals.
- To offer positivity, hope and optimism.
- To impart students the ability to ignite a fire within, propel them towards success and to inspire them to embrace their full potential.

The context:

We believe everything we do—all successes and achievements—can be reduced to a process. There's a process. We have discovered this process of delivering a series of lectures before our students who are

destined to have limited economic, academic and technological resources. This lecture series has been designed on various subjects—motivational themes, necessity of good habits, different social movements, moral values etc. We try to relate the topics to the students' personal and professional lives, incorporate real-life scenarios, emphasizing the practical applications of the knowledge and skills being taught. In a word, this 'best practice' is aimed at dragging out the best in each of our students.

The Practice

Our faculty members study and contemplate on different issues throughout the year to present themselves as successful speakers before our students. They cherish the hope of dragging out the originality hidden in their students. They feel honoured to speak on such topics they love to speak, though these being beyond the syllabus. Each speaker tries their best to capture the imagination of those gathered in the hall. He does not see it as a speech to deliver at the students, but as an experience to be created with them. It is all about contributing authentic messages and stimulating holistic development. It is all about tapping into the human experience. Each lecture is followed by a question-answer session. This gives much scope to the teachers to peep into students' minds to know about their likes and dislikes, hopes and frustrations, abilities and limitations. Students eagerly wait for a new topic, i.e., a new window to be opened before them.

Evidence of Success

This lecture series "*Manan*" have inspired most of our students to rethink their approach to life and actions. It has made them reshape their activities and experiences. It has poured into their mind a confidence to look back at their own abilities. It has stimulated an authentic desire in them for positive change in their life and works, with the latest benefit being a more cordial student-teacher relationship.

Problems Encountered and Resources Required

Our pressing administrative and academic duties, semester examinations etc sometimes hinder a proper execution of the task. A few of our students are still lethargic to attend these lectures. In addition, we always feel the need of a well-equipped seminar hall.

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:

Communal Harmony

Mahitosh Nandy Mahavidyalaya has the distinction of being the first institution for higher studies in an area where obtaining higher education had been a painstaking and lavish endeavour for the local learners. Within a 16 km radius no other college exists. This institution has successfully done the dual job of imparting quality education to the native learners spending less efforts, time and money. This institution has supposed to become a blessing for the native learners belonging mostly to lower and lower middle class strata of the society.

In addition, Mahitosh Nandy Mahavidyalaya has the distinction of achieving a linguistic diversity because of its being a college teaching four languages—Bengali, English, Sanskrit and Arabic. It is one of the few colleges under the University of Calcutta where Arabic is taught. The Arabic faculty of this college has quenched the thirst of learning Arabic not only of the local minority students but those from the entire Hooghly district. Students even from other districts come to study the same here.

The brightest area distinct to the priority of Mahitosh Nandy Mahavidyalaya has been its communal harmony and peaceful ambiance. India is a country of multi-ethnic culture where people belonging to different religious, racial, cultural and linguistic identities live together harmoniously and peacefully. Communal harmony is the hallmark of democracy. It is an eternal value of constitutionalism and inherent attribute of democracy. Our college has always been an ideal testimony to this. This college is situated at the junction of Antpur, a sanctum of Hindu culture associated with Swami Vivekananda and Furfura Sariff, a holy place of pilgrimage for Muslim community. This college does not encourage any specific community, nor does it represent any specific communal thoughts. It respects all communal philosophies. Students of various castes, creeds, sections and religions are our beneficiaries since the birth of this institution. We have number of Hindu students from different castes and sub-castes in addition to Muslims. Institution has developed team spirit among its stakeholders including management, teachers and students. Our students learn and celebrate together and have a friendly relationship among them. We have respect for every religion in our routine practices as institutional philosophy. Our festivals are celebrated together.

Our Practices

- **Celebration of Festivals:-**

In this institution we celebrate various days and organise programmes like college social, cultural competitions, seminars etc. Our students celebrate together irrespective of caste, creed and religious beliefs. Hindu and minority students unitedly organise 'Milad-al-Nabi' and 'Vani Vandana'. Together they perform different actions for 'Milad'; together they distribute 'prasadam' in 'Vani Vandana'.

- **No Restriction on food and wearing culture:-**

We do not have restriction and we never force to any stakeholder of our institute to adopt food and wearing of any specific culture and community. Male and female students can wear their dresses according to their own choice and customs. Muslim students wear dresses according to their religion and custom, as do the Hindu ones. Students are being wished in class rooms to encourage cultural respect and interaction.

- **Communal Harmony among Teachers: –**

Our teaching and non-teaching staff is an ideal example of communal harmony. All staff members of this institute are appointed merely on the basis of their abilities and qualities besides their caste and creed. It has resulted proper synchronization of various castes and community people in our staff including Hindu and Muslim. HODs, Coordinators of Faculties, members of administrative and statutory bodies are selected irrespective of their caste and creed. No discrimination is made among teaching and non-teaching staff to share common room, kitchen and all amenities.

- **Communal Harmony among Students: –**

No discrimination is made among students in terms of caste and creed. There is a strong presence of friendly relationship among students despite of their caste and creed. Students respect each other's cultural beliefs and religious practices. Peace and harmony have always been maintained. Not a single incident of political and communal unrest has been reported so far. With a goal to build a strong and vibrant India, students from all communities celebrate days like Republic Day, Independence Day etc. Together they work as volunteers in various magnanimous NSS programs. Through these activities students get acquainted with different cultures of our nation helping to develop tolerance and harmony towards regional, linguistic, communal, socio-economic and other diversities. This also creates an inclusive environment in the college and society.

We respect all cultures and creeds, and are happy to inhabit a plural space where healthy interactions help us to live and cherish our rich heritage, thereby reflecting the **Vision** of our college—**DISCIPLINE,DEDICATION AND DEVOTION.**

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

5. CONCLUSION

Additional Information :

A few things require to be mentioned about Mahitosh Nandy Mahavidyalaya—

1. Although the students of the institution are coming mainly from the Hindu and the Muslim community, it has never witnessed any communal tension in the campus. Rather they share the understanding of brotherhood in their interactions.
2. In spite of their political consciousness, the students of the institution never showed their naked political aggression and maintained a peaceful atmosphere in this academic institution.
3. The informal homely relation between the teachers and the students sometimes prevail over the formal bonding between the two and which, in turn, contributes to the teaching-learning process in a more positive way.

Concluding Remarks :

It is true that there are some gaps in the preparations of Mahitosh Nandy Mahavidyalaya as a higher education institution. However, all the stakeholders of the college are holding each other's hand tightly for every short step in a long journey. In spite of a number of internal weaknesses, the institution provides the basic infrastructure and academic ambience of a higher education institution to its students. Apart from that, the college has taken up several activities, beyond the curriculum, for the holistic development of the students. It is trying to inculcate the sense of environment consciousness, gender equity, constitutional obligations and, above all, human values among the students to groom them as good citizens. We know that the path is not smooth, but Mahitosh Nandy Mahavidyalaya is determined to reach its goal.