Institutional Information for Quality Assessment(IIQA)

DESHABANDHU MAHAVIDYALAYA,CHITTARANJAN,WEST BENGAL

Date of submission	:	26/02/2024
AISHE ID	:	C-44638
Institution Track ID	:	WBCOGN13154

1	Application For	Accreditation			
	Cycle of Accreditation	Cycle3			

Cycle	Date	Grade	Score
1	31/03/2007	B	70.40
2	05/11/2016	B+	2.55
3	21/09/2024	B	2.4

2	Name of the College	DESHABANDHU MAHAVIDYALAYA
3	Date of establishment of the Institution	03/09/1973
4	Name of the Head of the Institution	Dr. TRIDIB SANTAPA KUNDU
	Designation	Principal
5	Does the college function from Own Campus	Yes
6	Address of the College	Street Number 38 Near Gate No.-3 of Chittaranjan Railway Town P.O. and P.S.-Chittaranjan Sub-Division-Asansol Paschim Bardhaman
	State/UT	WEST BENGAL
	District	PASCHIM BARDHAMAN
	City	CHITTARANJAN
	Pin	713331
	Phone No	0341-2525449
	Fax No	0341-2525449
	Mobile No	9002016612
	Registered Email	principal@dbmcrj.ac.in
	Alternate Email	dbmprincipal@rediffmail.com
7	Alternate Faculty Contact Details	Dr. APURBO KUMAR ROY

		IQAC / CIQA coordinator
	Address	Street No.-38 Near Gate no.-3 of Chittaranjan Railway Town P.O. and P.S.-Chittaranjan Sub-Division-Asansol Paschim Bardhaman
	State/UT	WEST BENGAL
	City	CHITTARANJAN
	Pin	713331
	Phone No	03252-355040
	Fax No	03252-355040
	Mobile No	9434005985
	Email	transtar_akr@yahoo.co.in
	Alternate Email	iqac@dbmcrj.ac.in
8	Website	http://dbmcrj.ac.in
9	Has the Institution completed 6 years of existence / Years of graduation of last two batches	Yes Year1- 2022 Year2- 2023
10	Nature of the college	Grant-in-aid
11	College Affiliation	Affiliated (Affiliated/Constituent Colleges)

12 Name of the affiliating University(ies) and the state(s) in which the University(ies) is located

State	University Name	Documents
West Bengal	Kazi Nazrul University	View Document

13	Is the Institution recognized under section 2(f) of the UGC Act?	Yes 12/05/2014 View Document
14	Is the Institution recognized under section 12B of the UGC Act? If yes, date of recognition by UGC under section 12B along with latest Plan General Development Grant release letter	Yes 12/05/2014 View Document
15	Is the institution recognised as an Autonomous College by the UGC?	No
16	Is the institution recognised as a 'College with Potential for Excellence (CPE)' by the UGC?	No
17	Is the institution recognised as a 'College of Excellence' by the UGC?	No
18	Is the College offering any programmes recognised by any Statutory Regulatory Authority (SRA)	No
	Statutory Regulatory Authorities	

SRA program	Document
No Content	

19	If the institution is not affiliated to a university and is offering programmes recognized by any Statutory Regulatory Authorities (SRA), are the programmes recognized by Association of Indian Universities(AIU) or other appropriate Government authorities as equivalent to UG / PG Programmes of a University	**Not Applicable**
20	Whether the Institution is registered in the National Academic Depository (NAD) system	**No**

21 Number of programmes offered

Programmes	Number
UG	**32**
PG	**0**
Post Master's (DM,Ayurveda Vachaspathi,M.Ch)	**0**
Pre Doctoral (M.Phil)	**0**
Doctoral (Ph.D)	**0**
Post Doctoral (D.Sc , D.Litt , LLD)	**0**
PG Diploma recognised by statutory authority including university	**0**
Diploma	**0**
Certificate / Awareness	**34**
M.D.	**0**
M.S.	**0**

22 Programme Details

Program	Department	University Affiliation	SRA Recognition	Affiliation Status
BBA(Honours)	**Business Administration**	**Kazi Nazrul University**		**Permanent**
BSc(Program)	**Computer Science**	**Kazi Nazrul University**		**Permanent**
BCA(Honours)	**Computer Application**	**Kazi Nazrul University**		**Permanent**
BA(Program)	**Education**	**Kazi Nazrul University**		**Permanent**
BA(Program)	**Hindi**	**Kazi Nazrul University**		**Permanent**
BCom(Program)	**Commerce**	**Kazi Nazrul University**		**Permanent**
BSc(Program)	**Economics**	**Kazi Nazrul University**		**Permanent**
BA(Honours)	**Sanskrit**	**Kazi Nazrul University**		**Permanent**

BSc(Honours)	Physics	Kazi Nazrul University		Permanent
BSc(Honours)	Geography	Kazi Nazrul University		Permanent
BA(Program)	Sanskrit	Kazi Nazrul University		Permanent
BSc(Program)	Physics	Kazi Nazrul University		Permanent
BSc(Program)	Geography	Kazi Nazrul University		Permanent
BA(Honours)	Philosophy	Kazi Nazrul University		Permanent
BSc(Honours)	Chemistry	Kazi Nazrul University		Permanent
BA(Honours)	History	Kazi Nazrul University		Permanent
BA(Honours)	Bengali	Kazi Nazrul University		Permanent
BA(Program)	Philosophy	Kazi Nazrul University		Permanent
BSc(Program)	Chemistry	Kazi Nazrul University		Permanent
BA(Program)	Bengali	Kazi Nazrul University		Permanent
BA(Honours)	Political Science	Kazi Nazrul University		Permanent
BSc(Honours)	Mathematics	Kazi Nazrul University		Permanent
BA(Honours)	English	Kazi Nazrul University		Permanent
BSc(Program)	Mathematics	Kazi Nazrul University		Permanent
BSc(Program)	Zoology	Kazi Nazrul University		Permanent
BA(Program)	English	Kazi Nazrul University		Permanent
BA(Honours)	Hindi	Kazi Nazrul University		Permanent
BCom(Honours)	Commerce	Kazi Nazrul University		Permanent
BSc(Honours)	Economics	Kazi Nazrul University		Permanent
BSc(Program)	Botany	Kazi Nazrul University		Permanent
BA(Program)	History	Kazi Nazrul University		Permanent
BA(Program)	Political Science	Kazi Nazrul University		Permanent

View Document

23	Number of Teaching Staff by employment status (permanent / temporary) and by gender

Male	Female	Transgender	Total
36	16	0	52
0	1	0	1

24	Number of Non-Teaching Staff by employment status (permanent / temporary) and by gender			

Male	Female	Transgender	Total
16	5	0	21

25	Number of Students on roll by gender

Male	Female	Transgender	Total
397	512	0	909

26	Does the institution have statutory cells / committees	1.Commitee for SC/ST 2.Minority Cell 3.Grievance Redressal Committee 4.Internal Compliant Committee 5.Anti-ragging Committee 6.OBC Cell

27	Date of establishment of IQAC	09/04/2007
	The minutes of IQAC meeting and Action Taken Report should be uploaded on the institutional website.	

Date	View Document
30/01/2024	https://dbmcrj.ac.in/media/ssr_docs/ATR_22_23.pdf

28	Date of submission of AQARs of last 4 years to NAAC	

Date	View Document
23/05/2021	https://dbmcrj.ac.in/media/media/aqar/pdf/AQAR_2019_20_1.pdf
10/05/2022	https://dbmcrj.ac.in/media/media/aqar/pdf/aqar_2020_21.pdf
10/05/2023	https://dbmcrj.ac.in/media/media/aqar/pdf/aqar_21_22_69IKyE7.pdf
31/12/2023	https://dbmcrj.ac.in/media/media/aqar/pdf/aqar_22_23.pdf

29	Has the institution made statutory declaration on the institution website under Section 4 (1) (b) of the RTI Act 2005 as issued and amended from time to time.	Yes https://dbmcrj.ac.in/media/ssr_docs/RTI_disclosure.pdf
30	Does the college have an academic MoU with any foreign institution	No
31	Date of uploading data on MHRD website for All India	07/02/2024

	Survey on Higher Education (AISHE).	[View Document](#)
32	Attach Certification by the Head of the Institution for having complied with Rules & Regulations of Central Government, UGC and other Statutory Bodies, State Government and Affiliating University in the prescribed format enclosed herewith.	[View Document](#)
33	Registration Fee paid details.	Online Receipt No: 120823 Transaction ID:27527811 Transaction Date:26/02/2024 Amount:29500.00 Bank ID : Bank Reference No :pay_NfY5ftcgH2gDVM Status :Received

SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DESHABANDHU MAHAVIDYALAYA

STREET NUMBER 38 NEAR GATE NO.-3 OF CHITTARANJAN RAILWAY TOWN
P.O. AND P.S.-CHITTARANJAN SUB-DIVISION-ASANSOL PASCHIM
BARDHAMAN
713331
http://dbmcrj.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Deshabandhu Mahavidyalaya, Chittaranjan is a Government- Aided and multi-disciplinary, multi-faculty Degree college, established in the year 1973 by the Government of West Bengal being patronised by Chittaranjan Locomotive Works of Indian Railways, beside industrial entities like Hindustan Cables, Eastern Coalfields Limited and others to cater to the need of higher education to the students in Chittaranjan, Railway town and Rupnarayanpur area in the state of West Bengal and to the first generation learners in the adjacent state of Jharkhand, undivided state of Bihar.

The college is situated in the extreme North-West side of West Bengal bordering Jharkhand state erstwhile state of Bihar on Chotanagpur Plateau on the bank of river Barakar-Damodar on the South side, and the river Ajay on North side of the town of Chittaranjan. As an institute of higher education, the college is located in a pollution-free zone in the boundary of green atmosphere of railway town. The college is in a protected area of Indian Railway on 15 acres of land leased by Indian Railways, New Delhi to establish this institute of higher education.

The college was established as an aided institute of higher education by the Government of West Bengal being affiliated by the University of Burdwan in the year 1973 and subsequently the college was taken over by Kazi Nazrul University through legislation as a state university in the year 2015. Deshabandhu Mahavidyalaya is recognised under section 2 (F) and 12 (B) of the UGC Act, besides that, it was accredited first in the year 2007 by NAAC.

As an institute of higher education Deshabandhu Mahavidyalaya, Chittaranjan was established primarily to cater the need of higher education to the students of Railway town and industrial neighbourhood. Deshabandhu Mahavidyalaya, Chittaranjan is the only institute of higher education to provide education for children of employees of Chittaranjan Locomotive Work of Indian Railways, Hindustan Cables, Coalmines and employees of Eastern Coalfield Limited under Salanpur area of ECL, DVC at Maithan, and east bank of river Barakar. There are students also from rural areas both from the state of West Bengal and Jharkhand.

Vision

1. Education for Civilizational Values & Best Citizenship
2. Education for Empowerment and Inclusive Prosparity
3. Education for Employability & Entrepreneurship
4. Education for Emancipation of Individuals in Society
5. Education for sustainable development with Deep Ecosophy

Mission

Mission of the College:

1. Vocational education for all students in the college

2. Skill Acquiring Training for Employability of the college students
3. In campus Industrial Training infrastructure development for on job training and employment of the students and youth of the locality
4. Professional Education and Training to join in Professions by the college students
5. Training for Rural Development of the students and youth of the locality
6. Innovation and Incubation facilitation for Creative Enterprises/Khadi and village Industry and Enterprise Development
7. Popularization of science education for research and technological innovation
8. Readiness to implement NEP2020
9. To work together for Sustainable Eco-System Development
10. Education for Manifestation of humanness in individuals for well-being and social development

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A huge green campus area with an ample scope for physical expansion
2. Situated in a planned railways township
3. Well-connected by road and railway networks
4. Balanced and enthusiastic faculty composition
5. Well-organized library with OPAC
6. A dedicated Research Centre with a digital archive and preservation lab
7. Fair ICT infrastructure and e-office management
8. Ready infrastructure for industrial and vocational training

Institutional Weakness

1. Low student enrolment because of closing of Hindustan Cables Limited and downsize of staff and workforce of CLW and closing down of 6 Higher Secondary Schools has caused serious gap of students enrollment.
2. Limited number of feeder schools having low student intake
3. Poor public transportation connecting the institution
4. Low income and lack of funds for development
5. Poor alumni involvement

Institutional Opportunity

1. An early starter in the field of skill education
2. Recognition from the district administration to establish a training hub
3. Supportive and congenial local administration and Indian Railways administration
4. Strategically located in an industrial environment covering West Bengal and Jharkhand
5. Good number of MoUs with industry, business, and commerce

Institutional Challenge

1. Availability of Adequate Infrastructure for Vocational Training: The college lacks adequate infrastructure to impart vocational education and skill acquiring training to cater to the need of commerce and industry.

2. Unable to Design and Implement New Programmes: Due to the non-availability of financial assistance for starting new programmes, the institution is unable to reap the full benefits of NEP 2020 to make higher education and on job training integrated.

3. Lack of Adequate Government Funding: Lack of adequate government funding is adversely affecting the implementation of NEP 2020 which has promise of employability enhancing curriculum and training. If enough funds are not provided it will create problems regarding the provision of quality education and research.

4. Placement: The students of the college who complete programs on fundamental or basic branches of knowledge find it difficult to get a placement matching their qualification as markets are not generating knowledge intensive jobs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Deshabandhu Mahavidyalaya, Chittaranjan is an affiliated college of Kazi Nazrul University and implemented the CBCS curriculum since 2016-2017. Academic calendar, master routine is prepared and classes are conducted accordingly. Apart from the conventional teaching method, ICT based technical methods are implemented by the teachers for better involvement, participation and understanding of the students. Internal exams and Continuous Internal Evaluations (CIE) are conducted by the departments to observe the progress of the students meticulously. Students are encouraged to take part in different academic activities and competitions arranged by the college as well as by the other colleges.

In order to strengthen its academic credential, the college offers different add-on certificate courses. These courses help the students to develop their skill and make them prepare for the professional world.

Experiential learning through project work and field work is facilitated by the institution. Every year students of different departments actively completes their project works and field works under the guidance of their departmental teachers.

To integrate the cross cutting issues related to professional ethics, gender, human values, environment and sustainability, the affiliating University has imbibed different types of courses in the curriculum. Additionally to address these issues the college arranges seminars, webinars, and lectures on these topics.

The institution has obtained feedback from different stakeholders and prompt action is taken thereafter.

Teaching-learning and Evaluation

Student enrollment in the college has been a challenging issue over last few years. Average enrollment in last five years is found to be 21.52 per cent. Whereas, in the area of reaching to the unreached, nearly 16 out of 100 reserved seats for socially backward classes are filled. College has got one teacher for every 19 students to have focused and mentored teaching. Various types of student centric method is taken in order to better guide the

students in the way of their learning. Enumeration Survey, Lab work, project based study, inter / intra dept debate and discussion and use of modern ICT equipment like Android TV has been the major components of student centric methods in the college so far adopted. College authority, with due support from the Govt. of West Bengal, has managed to fill nearly 88 percent of its sanctioned posts. One in every four teachers in the college holds a PhD degree from an UGC recognized University. A dedicated examination committee looks after the process of continuous evaluation, internal assessment as well as final examination. Internal examination is taken in the mid of every semester. Grievances of the students are well addressed by discussing the mistakes noted by the examiner in the answer script. Program and Course outcome of all courses are well prepared and portrayed in the college webpage of the respective departments. Finally, after practicing all such mentioned methods, the college is very successful in getting the students graduated, 92 out of every 100 students appearing the end semester exam gets graduation degree.

Research, Innovations and Extension

Deshabandhu Mahavidyalaya fosters a culture of research and innovation among its faculty members. The college administration actively supports research endeavours by providing a dedicated research committee.

Faculty members, from the department of History and Geography, have successfully implemented the research project grants. Over the past five years, faculty members have contributed significantly to academic discourse, publishing 102 research papers in esteemed journals indexed by UGC Care, (39) peer-reviewed journals and Scopus-indexed publications (21) and including books and book chapters (42).

In line with promoting indigenous knowledge systems, fostering innovation, and raising awareness of intellectual property rights, Deshabandhu Mahavidyalaya has established three centers: the Raghunatha Siromoni Centre for Indian Knowledge System, the Archaya Profulla Chandra Roy Centre for Innovation and Incubation, and the Deshabandhu Chittaranjan Das Centre for Intellectual Property Rights. The college actively nurtures a research-oriented environment through various initiatives organized by the Research Committee, NSS, ICC Cell, individual departments, NGOs, Placement Cell, and the Social Outreach and Community Development Cell. Over the past five years, the institution has conducted 44 workshops, seminars, and training programs aimed at instilling a research mindset among both faculty and students.

Furthermore, Deshabandhu Mahavidyalaya is deeply committed to community engagement and social responsibility. Through its NSS unit and Social Outreach and Community Development Cell, the college provides vital services to society, including organizing blood donation camps, environmental awareness programs, and disaster management assistance. Notably, the college has adopted the Kundalpara village.

Moreover, Deshabandhu Mahavidyalaya has forged strategic collaborations with various stakeholders, including academic institutions, administrative bodies such as Gram Panchayats, industries, and non-profit organizations. These partnerships facilitate academic exchange, higher education opportunities, technological advancements, outreach programs, on-the-job training, and awareness initiatives, enriching both the college and its surrounding communities.

Infrastructure and Learning Resources

A modern Institute of higher learning can ill afford to sustain unless the bottom line of infrastructural facilities is made available for the students in particular and stakeholders in general. Deshabandhu Mahavidyalaya, in

course of its journey all along has been keeping itself updated according to the need of the time to cater the needs of the students. In the current academic year around 900 students pursuing their Graduation under the competent guidance of 31 wholetime teachers and 22 State Aided College Teachers with due support from 23 non-teaching staffs. With the increasing number of courses and subjects duly affiliated and introduced, the College authority has done its level best to provide adequate number of classrooms on the basis of the resources available at its disposal. 05 ICT enabled smart classrooms and one seminar hall equipped with modern technology have been introduced. The departments of Chemistry, Physics, Mathematics, Geography and BCA do have well equipped Laboratories. The College has its Central library enriched with 23170 text books and 830 reference books. As a part of modernisation, the college is presently resorting to KOHA software and provides access to e-database from NDL, INFLIBNET etc. Two separate common rooms, one each for boys and girls respectively, with various indoor game facilities. There is one big playground adjacent to the College buildings. Differently abled students, if any, have ramp facility to have "less difficult" access to the College buildings. The west Bengal Pollution Control Board has been generous enough to install an air quality control and noise level monitoring system in the college campus. Besides, there are much more physical facilities including some pedestrian friendly concrete causeways in the College premises, water purifiers, generator in the event of power cut etc. Wi-fi facilities have been rendered available to the staffroom, office, various departments, central library and the students' Union room. The College Website contains a wide range of data and information. During the Covid -19 pandemic situation, the Faculty members have adopted Online teaching by using various Online platforms including Google meet, Zoom etc.

Student Support and Progression

The college has a well-established student mentoring and support system. The Principal, Departmental Heads, and administrative support staff constitute a body which is responsible for student support and mentoring. Faculty members are available beyond classroom hours, as and when needed, for mentoring. Seminars, conferences, symposia, extension lectures, and workshops, provide students with the necessary academic mentoring beyond the limits of the classroom. Those in need of additional academic support are provided with remedial coaching. There is a system for regular fee concession for needy and backward students and it is approximately 42% of the students, besides free or concessional admission to needy students. Besides this, students often avail of scholarships and financial assistance from other sources, including State and Central Governments. The college provides facilities to differently abled students. Ramps and Wheel Chairs are available for easy access to every corners of the college. The college provides personal enhancement and development schemes for students e.g., career counseling, capacity building and skill development program, etc. Organizations such as RICE, ICA, NSHM and others provide career counseling and preparations for competitive examinations in collaboration with our college. Other areas in which skill development courses are provided for those interested include Spoken German and English language courses. Soft-skill development courses are also offered. Students appearing for competitive and entrance examinations like, CUET,NET, SET, WBSSC, TET. The college offers railway fares/conveyance allowance to students to participate in various competitions/sports in India? The College has started a career counseling and placement cell to encourage/guide students to participate in different competitive examinations and arranges related seminars and workshops to create awareness among students. Additionally, the College has started an NSOU study center to provide higher education to the students. Our students have successfully participated in the Youth Parliament and NSS training camps. The college has taken the initiative to enhance student participation in sports and extracurricular activities. College has a student grievance redressal cell which looks into the complaints lodged by any student. Additionally, the Alumni Association greatly contributes to the overall development of the college and the welfare of its students.

Governance, Leadership and Management

Criterion 6 (six) is focused on leadership and management of the college as an Institute of Higher Education and as such in this criterion the college has considered to work out plan and programmes in compliances with the vision and mission of the Institute.

In this criterion Institutional governance leadership quality decentralization of institutional functioning involving all stakeholders have been narrated besides providing working flowchart for short term and long term institutional growth plan.

How institutional perspective plan is deployed to function in and through functioning of various committees and sub-committees of Governing Body, Teacher council, IQAC, Non-Teaching staff council, Student council and Alumni Association is mentioned in this part of the SSR.

The Institute to align with the growth plan has implement E-Governance, ERP and MIS for real-time data and information sharing with other functioning organs of the college.

The institute in its quest encourages teachers to participate in seminar, conference, workshop besides arranging MDP and FDP for teaching and non-teaching staff of the college.

The Deshabandhu Mahavidyalaya as an institute of higher education has structure welfare and a performance appraisal system to benefit all the teaching and non-teaching staff of the college.

The institute initiate strategies for fund mobilization and utilization of fund in judicious manner which is reflected in this criterion.

The IQAC of the college contributes a lot in learning, teaching, and research programs. The IQAC meets regularly to review the functioning of the college to improve the eco-system of the college continuously.

Before concluding this part it is important to mention that the initiative for total quality management is well reflected in the preparation of SSR through this criterion.

Institutional Values and Best Practices

In the Self-Study Report (SSR), the college has outlined its institutional principles, social responsibilities, environmental policies, best practices, priorities, and thrust areas in criteria 7 of the SSR. This criterion focuses on the institute's report on gender audit, gender equality, and gender equality programs. What Initiatives have been taken promote awareness of gender justice is also refeected in this criterion.

This criterion includes information of energy management, promotion of sustainable energy sources, management of both biodegradable and non-biodegradable waste, as well as e-waste management. Additionally, the college has outlined action plans made to promote water conservation initiatives.

This criterion states that the college has a barrier-free and disable-friendly green campus. This criterion also provides a narrative on how the college supports an inclusive cultural environment and fosters peaceful social practices. The methods of educating pupils about their rights and responsibilities are also explained. Before concluding this criteria, the best practices are also described here. The college has distinctly defined its

priorites and thirst areas in order to actively contribute in the wellbeing of society as a whole.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DESHABANDHU MAHAVIDYALAYA
Address	Street Number 38 Near Gate No.-3 of Chittaranjan Railway Town P.O. and P.S.-Chittaranjan Sub-Division-Asansol Paschim Bardhaman
City	Chittaranjan
State	West Bengal
Pin	713331
Website	http://dbmcrj.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Tridib Santapa Kundu	0341-2525449	9002016612	0341-2525449	principal@dbmcrj.ac.in
IQAC / CIQA coordinator	Apurbo Kumar Roy	03252-355040	9434005985	03252-355040	transtar_akr@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

08-11-2024 11:44:19

State	University name	Document
West Bengal	Kazi Nazrul University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	12-05-2014	[View Document](#)
12B of UGC	12-05-2014	[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	Street Number 38 Near Gate No.-3 of Chittaranjan Railway Town P.O. and P.S.-Chittaranjan Sub-Division-Asansol Paschim Bardhaman	Semi-urban	5	2914.114

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,History, Honours	48	Higher Secondary or Equivalent	English,Bengali	68	24
UG	BA,History,Program	36	Higher Secondary or Equivalent	English,Bengali	56	12
UG	BSc,Geography,Honours	48	Higher Secondary or Equivalent	English,Bengali	49	8
UG	BSc,Geography,Program	36	Higher Secondary or Equivalent	English,Bengali	38	0
UG	BA,Philosophy,Program	36	Higher Secondary or Equivalent	English,Bengali	60	4
UG	BA,Philosophy,Honours	48	Higher Secondary or Equivalent	English,Bengali	28	3
UG	BA,Bengali, Honours	48	Higher Secondary or Equivalent	Bengali	71	11
UG	BA,Bengali, Program	36	Higher Secondary or Equivalent	Bengali	177	62
UG	BA,English,Program	36	Higher Secondary or Equivalent	English	89	2
UG	BA,English, Honours	48	Higher Secondary or Equivalent	English	71	38
UG	BA,Hindi,Honours	48	Higher Secondary or Equivalent	Hindi	28	14
UG	BA,Hindi,Program	36	Higher Secondary or	Hindi	56	6

				Equivalent		
UG	BA,Sanskrit, Program	36	Higher Secondary or Equivalent	Bengali,Sanskrit	56	1
UG	BA,Sanskrit, Honours	48	Higher Secondary or Equivalent	Bengali,Sanskrit	37	5
UG	BSc,Economics,Honours	48	Higher Secondary or Equivalent	English,Bengali	28	0
UG	BSc,Economics,Program	36	Higher Secondary or Equivalent	English,Bengali	18	1
UG	BA,Political Science,Program	36	Higher Secondary or Equivalent	English,Bengali	60	35
UG	BA,Political Science,Honours	48	Higher Secondary or Equivalent	English,Bengali	49	13
UG	BCom,Commerce,Honours	48	Higher Secondary or Equivalent	English,Bengali	60	15
UG	BCom,Commerce,Program	36	Higher Secondary or Equivalent	English,Bengali	149	2
UG	BBA,Business Administration,Honours	48	Higher Secondary or Equivalent	English	30	1
UG	BSc,Computer Science,Program	36	Higher Secondary or Equivalent	English,Bengali	11	0
UG	BCA,Computer Application,Honours	48	Higher Secondary or Equivalent	English	30	8
UG	BSc,Physics, Program	36	Higher Secondary or Equivalent	English,Bengali	19	0
UG	BSc,Physics, Honours	48	Higher Secondary or	English,Bengali	28	0

			Equivalent			
UG	BSc,Chemistry,Program	36	Higher Secondary or Equivalent	English,Bengali	19	1
UG	BSc,Chemistry,Honours	48	Higher Secondary or Equivalent	English,Bengali	28	1
UG	BSc,Mathematics,Honours	48	Higher Secondary or Equivalent	English,Bengali	28	0
UG	BSc,Mathematics,Program	36	Higher Secondary or Equivalent	English,Bengali	18	0
UG	BA,Education,Program	36	Higher Secondary or Equivalent	English,Bengali	56	0
UG	BSc,Zoology,Program	36	Higher Secondary or Equivalent	English,Bengali	11	0
UG	BSc,Botany,Program	36	Higher Secondary or Equivalent	English,Bengali	11	0

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				9				42			
Recruited	1	0	0	1	8	1	0	9	24	18	0	42
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				22
Recruited	18	4	0	22
Yet to Recruit				0
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				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	4	0	0	7	7	0	19
M.Phil.	0	0	0	0	1	0	2	0	0	3
PG	0	0	0	4	0	0	15	11	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	1	0	1

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	81	15	0	0	96
	Female	157	22	0	0	179
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	8	8	13	15
	Female	18	32	18	26
	Others	0	0	0	0
ST	Male	11	17	7	6
	Female	9	22	11	15
	Others	0	0	0	0
OBC	Male	19	35	12	15
	Female	20	25	12	14
	Others	0	0	0	0
General	Male	72	130	74	61
	Female	77	130	96	118
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		234	399	243	270

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/interdisciplinary: The institution has encouraged Multidisciplinary/interdisciplinary studies since 2018 by implementing CBCS and more recently by implementing NCCF as per the recommendation of the NEP2020. Learners are encouraged to choose the subjects of their choice from any stream. The institution has set up a Centre for Language, Literature and Cultural Studies by bringing together four departments viz Bengali, English, Hindi and Sanskrit under one roof to promote inter-departmental exchange of thoughts. The institution has been planning to integrate the undergraduate departments of Mathematics, Commerce and Economics with Computer Science, Computer Application (BCA) and Business Management (BBA) so that the faculty members of Mathematics and Computer Science can work together. The Commerce, and Economics faculty members can coordinate with the Business Management faculty members.
2. Academic bank of credits (ABC):	As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate "credit transfer" mechanism from one programme to another, leading to attain a Degree/ Diploma/PG-diploma, etc. The UGC (University Grant commission), New Delhi has issued instruction to all the University for the implementation of Academic Bank of Credit (ABC) and it has become mandatary for all the students of the college. Keeping this in view Kazi Nazrul University, the affiliating University, has modified the enrollment form of the students to store the ABC ID for all students with effect from 2021-22 academic year. Hence, all currently enrolled students of Deshabandhu Mahavidyalaya is facilitated with an ABC ID.
3. Skill development:	The institution has been very much in the process of integrating Skill Education with the General Undergraduate Programme of Studies for the benefit of the students to prepare them for the job market as well as to develop an entrepreneurship spirit among them. The institution has already received NOC from the Govt. of West Bengal to set up a Private ITI within the campus and accordingly develop the

	infrastructure required for that with a grant from the MPLADS. The District Administration has come forward to make the institution a Training Hab of the local youth. Hopefully, the proposed ITI will be operative in the coming academic session and the students will get the opportunity of quality Skill Education along with their General Undergraduate Studies.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In the newly introduced curriculum (NCCF), the study of the IKS has been closely integrated with the education system. Additionally, the institution has introduced several add-on courses related to the IKS by the Centre for Life-Long Learning.
5. Focus on Outcome based education (OBE):	The institution adheres to the principle of Outcome-Based Education (OBE) that focuses on defining learning outcomes before the initiation of the teaching-learning process. It is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. And create a clear expectation of results that students must achieve. OBE empowers students to choose what they would like to study and how they would like to study it. Not only does it adapt to a learner's strengths and weaknesses, but it also provides sufficient time to attain proficiency and fluency in the subject matter. • The institution adopted the CBCS in 2016 and presently NCCF in 2022 to implement the principle of OBE in reality as a part of the NEP 2020. • The institution focuses on developing relevant skills and competencies that are required for the workforce. This includes both technical skills or IT skills, as well as soft skills like communication, critical thinking, and problem-solving. • The institution uses varied assessment methods that measure the attainment of learning outcomes. This includes performance assessments, projects, and other forms of authentic assessment, in addition to traditional exams. • The institution constantly encourages faculty improvement programmes/training for effective implementation of OBE. • It regularly upgrades its ICT infrastructure to create an effective and interactive teaching-learning atmosphere. • It encourages collaboration with neighbouring industries as an essential component of OBE. • The institution is about to start parallel

	Industrial and Vocational Training facilities for the students from the coming session. It has received NOC from the Technical Education Department. The District Administration has come forward to make the institution a Training Hub of PBSSD (Paschim Banga Society for Skill Development) • The institution constantly approaches Corporate Organizations for CSR funds for developing the infrastructure of the college for better implementation of the principle of OBE.
6. Distance education/online education:	The institution has recently introduced facilities for Open and Distance Learning within the campus in collaboration with Netaji Subhas Open University (NSOU), a premier State Open University accredited by NAAC with a Grade 'A' to facilitate the academic upgradation of the pass-out students and the local people. With this objective, the institution has set up a Study Centre of NSOU as a part of a MoU signed between the two institutions on 2.9.2022. As the institution has no facility for Postgraduate Education at present, the following seven PG Programmes along with two UG and PG Diploma programmes have been introduced in collaboration with NSOU 1. Post Graduate Degree Programme in Bengali (PGBG) 2. Post Graduate Degree Programme in English (PGEG) 3. Post Graduate Degree Programme in History (PGHI) 4. Post Graduate Degree Programme in Political Science (PGPS) 5. Post Graduate Degree Programme in Economics (PGEC) 6. Post Graduate Degree Programme in Commerce (M.COM) 7. Master in Library and Information Sciences (MLIS) 8. Bachelor of Library and Information Sciences (BLIS) 9. Post Graduate Diploma in Journalism and Mass Communication (JMS) The institution is eager to extend the ODL facilities by introducing new programmes in the coming sessions for the interest of the local youth and those who are interested in academic and professional upgradation through ODL mode. This initiative has provided a unique scope to the faculty members of the institution to get involved in this process as academic counsellors and thus get the opportunity of PG teaching while serving in an undergraduate college.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral literacy club was set up in the college on the 27th September 2023 to educate the targeted population in and outside the institution about the electoral process of our country. The club has been constituted with four teacher members and the principal who is the ex officio chairperson of the club. One of the faculty members, Ms. Sanchita Hazra, Associate Professor, Department of Political Science, is appointed as the coordinator of the club. The Institution does also participate in Intercollege Youth Parliament Competition to promote and strengthen the values of electoral democracy.
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?	The Electoral Literacy Club at Deshabandhu Mahavidyalaya, since its inception in September 2023, has engaged in activities to sensitize the stakeholders of the institution as well as the general public outside the institution about electoral rights and processes of voting. Students' coordinator and coordinating faculty members under the leadership of a Coordinator are appointed by the college. All students are members of the club. At same time the department of Political Science offers Skill Enhancement Course on 1) Democratic Awareness with Legal Literacy 2) Legislative Practices and Procedures 2) Legislative Support and 3) Democratic Awareness, where the central thrusts are electoral democracy and the institutional provisions which are entrusted to carry forward electoral democracy in India. In addition to those specific courses, Political Science also offers Indian Government and Politics which communicates the students the issues of democracy, political institutions and rights and duties of the citizens.
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.	The Electoral Literacy Club has organised various programs in and outside the institution in order to create awareness among students and the general public about the electoral process of registration and voting and the integrity of the electoral process. The Electoral Literacy Club of the college organised an Electoral Awareness Programme on 11th October 2023 in the College Campus as a befitting tribute to the spirit of Indian democracy in India. The Electoral Literacy Club of Deshabandhu Mahavidyalaya also organised a special campaign on 24th November 2023 with Collaboration of Block Development

	Office, Salanpur, Paschim Bardhaman in College Campus on the theme of Special Summary Revision of Photo Electoral Roll 2024 for the new voters in the College who haven't yet registered their name into voters list. In this program the BDO and Joint BDO of Salanpur both of them discussing about the importance the in participating electoral democracy.
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.	Although projects are prepared by the students on various issues, but particularly projects on electoral issues were not done. Department of Political Science did survey in the nearby villages about the socioeconomic conditions of the rural poor.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	A significant proportion of the students of the institution are yet to register their names in the voters list. The electoral literacy club had organised an Electoral Awareness Programme on 11th October 2023 for the new voters of the country. The Electoral Literacy Club of Deshabandhu Mahavidyalaya also organised a special campaign on 24th November 2023 with Collaboration of Block Development Office, Salanpur, Paschim Bardhaman in College Campus on the theme of Special Summary Revision of Photo Electoral Roll 2024 for the new voters in the College who haven't yet registered their name into voters list. In this program distributed the respective forms by Electoral Officials of Salanpur Block to new voters for enrolled their name in voters list.

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
876	912	818	879	879

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: 51

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
48	48	49	46	45

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
53.64	13.08	6.48	19.08	24.70

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:

This institute is affiliated to Kazi Nazrul University and adopted the CBCS curriculum as prescribed by the university at the undergraduate level. The university designs the curriculum and syllabus for the UG courses according to the semester system and the institute takes utmost care for implementing the curriculum properly. To do so the institute prepares and publishes an academic calendar before the commencement of each academic year which is in line with the academic calendar of the university. Initially the institute prepares a master routine as per the syllabus and credit points of the course with the help of routine committee. Each department prepares their departmental routine based on the master routine. Departmental meetings are important here for the proper load distribution and allotment of the classes. The institute insists the teachers to take proper measures to complete the syllabus within the stipulated time frame of the semester. For this often teachers engage the students in online classes. Excursions, Field survey and project related activities are performed by the students, organized by different departments to help students acquire practical knowledge of a particular topic and event. Also, beside the conventional teaching method, ICT based technical methods are also implemented by the teachers for better involvement, participation and understanding of the students. In continuation to that remedial classes for slow learners and tutorials classes for promising and moderate students are arranged by the departments to resolve their different queries. Internal exams and Continuous Internal Evaluations are conducted by the departments according to the academic calendar to meticulously observe the progress of the students. Students are also encouraged to actively participate in seminars/webinars to acquire an insight view on a particular topic. Wall magazines prepared by students of different departments under the guidance of the teachers reflect their awareness of academic topics and different contemporary issues. Moreover, during the lockdown period of COVID-19 online classes were arranged so that the teaching learning process does not get hampered. Faculty members of each department had created a fixed google link as per course/semester to facilitate the hassle free participation of the students. During that time students were given different assignments for their continuous evaluation and university exams were also conducted via online mode.

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

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

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: 32.63

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
471	319	0	228	406

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:

In order to integrate the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics, the institution adopts the curriculum provided by the parent University, has imbibed different types of courses in the curriculum, some enhance professional competencies while others aim to inculcate general competencies like human values, environment sensitivity etc., thereby leading to the holistic development of the students. Additionally different departments and cells organize seminars/webinars, lectures, certificate courses and other co-curricular activities on these topics.

The following disciplines teach courses that include topics relevant to professional ethics, gender, human values, environment and sustainability:

Department of Political Science: Courses on 'Feminism theory and practice'/'Gender and politics in India', 'Human rights theory and practice', 'Social movements in contemporary India' are offered to the Honours and Program students of Political Science to integrate gender, human values and environmental issues.

Department of Hindi: Gender issue in DSE course for the 6th semester Honours students of Hindi.

Department of Education: This department offers courses dealing with sustainability, human values and gender.

Department of Geography: 'Environment and natural resource management' course is taught as core course to the Honours students of 4th semester.

Department of English: Some gender and environment related core, GE and DSE courses are incorporated in the curriculum.

Department of History: Gender issues are dealt with in the SE course on 'Women and social change in the nineteenth century' course.

Department of Chemistry: The various aspects of environment and sustainability are addressed in DSE courses on 'Environmental Chemistry' and 'Green Chemistry'.

Department of Philosophy: Human values are addressed in core courses on 'Indian Ethics' and 'Western Ethics'.

All the students of 1st semester are to study AEE101 courses on 'Fundamentals of Environmental Studies'.

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

1.3.2

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

Response: 36.3

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

Response: 318

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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: 20.7

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
234	399	243	270	305

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

2022-23	2021-22	2020-21	2019-20	2018-19
1248	1233	1233	1648	1648

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 15.26

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
85	139	73	91	97

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
564	558	558	749	749

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.25

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:

Deshabandhu Mahavidyalya, Chittaranjan has always exipermented with various teaching-learning strategies, in an effort to make the learning process more student-centric. Various practical, hands-down approaches in learning were always in place, and newer methods of learning like invited lectures, audio-visual inputs etc. are included in everyday teaching. In the past few years, especially due to the onslaught of the Covid-19 imposed lockdown, the methods of teaching-learning exercises bacame increasingly ICT enabled and dependant on various strategies of remote learning. Besides, with a committed effort to incorporate outreach programmes and community awareness amongst the students, the The following student centric methods to enhance ongoing learning experience were adopted in pertinent contexts to provide outcome based education:

- **ICT Enabled Teaching methods**: Before and during the Covid-19 pandemic, a range of experimental ICT enabled teaching methods were adopted by the members of the faculty, and were later continued in the offline classes as these methods wer found extremely effective for student engagement. Some of these were:
- Online classes: Regular, routine based online classes were held with Zoom and Gmeet platforms. Certain recorded lectures were also shared with students during the early weeks of the lockdown. Many of these methods continued even later for after-hours student engagement.
- Audio-visual methods- Besides PPT and AV clips, certain images and charts were also used for regular classes with the help of Smart classrooms.
- Google forms: Quizzes and Impromptu evaluations with Google forms
- Google classrooms-- Student assignments, records and classwork are often scrupulously recorded in Google classrooms to avoid paper clutter.
- **Student Centric Community Outreach Programmes:** The Institute implemented various awareness programs such as Thalassemia, Female Education and Sensitization, Covid 19 hygiene and prevention, Water harvesting etc. in collaboration with different departments and local govt. Or non-govt. Bodies.
- **Experimental learning-**- Practical experiments in various lab based subjects and hands-down methods of learning is adopted by various Departments.
- **Participative Learning**: Inter and Intra College events such as debate, paper presentation, NSS activities are also used by the Insittutes and various cells for immersive student learning activities.

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: 89.06

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
53	53	53	53	53

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: 27.97

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
15	14	13	12	12

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:

A very efficient examination committee looks after the process of internal assessment as well as final examination. Internal examination is taken in the mid of every semester. Due care is taken in setting up question paper, evaluating answer scripts and finally informing the student about his performance in the examination. Notice for internal examination is served well ahead of the examination. Efforts are made by the college authority to have a flawless examination procedure. Examination schedule is prepared well ahead and shared with the students beforehand through whatsapp groups, college website and notice board. Still if any student is found to have any grievance, are advised to contact the grievance cell at the college. Students not appearing the examination on medical ground or on poor attendance is considered after due discussion in departmental committee meetings as per rule.

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 college is bound to follow the syllabus framed by the affiliating university (Kazi Nazrul University, Asansol). However, following UGC guide line the university has provided a Learning Outcome based CBCS syllabus for all coursed taught in the college. So, the college has little scope to experiment with the syllabus at its own. However, the students are taught in such a way so that they can apply their learning in real life as well while appearing for various competitive examinations.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Programme outcomes and course outcomes are evaluated by college authority in the following manner

- Enumeration Survey is conducted to collect primary data and using the data different real life hypothesis are tested.
- Applications of the theory taught are well exercised using software.
- Lab based applications are done for science subjects to enable the students about the application of the knowledge being imparted through books.
- Learning levels are also assed through student feedback mechanism. Students are asked to provide feedback on their level of understanding through structured questionnaire.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 92.77

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
122	171	188	182	145

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
168	179	190	183	151

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.63

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Deshabandhu Mahavidyalaya as an institute of higher education has established a centre for innovation and incubation, a centre for Indian Knowledge System (IKS), a cell for Intellectual Property Rights (IPR) and a Centre for Engineering and Technology which are working in a collaborative way to create synergy for transferring knowledge in the bottom line of the teaching-learning Ecosystem in the college and beyond the campus to reach to the common people in villages surrounding Salanpur Developmental Block in the district of Paschim Bardhaman, West Bengal where the college is located.

The College, not only cater to the needs of the people of the state but also in the neighbouring state of Jharkhand and the college has MoU with Colleges, bordering West Bengal, in Jharkhand. The College has MoU with **Jamtara Sandhya Mahavidyalaya,** Jamtara, Jharkhand, students of whom are benefitted through the activities of the ' centres' in Deshabandhu Mahavidyalaya.

The innovation and incubation centre of the college is named as **Acharya Prafulla Chandra Centre** for Innovation and incubation. The Centre is primarily involved in encouraging students and youths of the area to think differently to create an ecosystem where students shall feel free to develop projects of their choice from ideation to Implementation which in turn shall be a project under MSME. The college gets the projects sanctioned by the district industrial and commercial agencies for getting list of the projects as registered ones for availing benefits as offered by the Union Government and the State Government. The Alumni association of the college extends their support to establish their linkage to marketing the products as developed by the students, and youth of the area through innovative ideas. The College authority helps the students to get their products registered and patented as a unique one.

The institute has named its Centre for Indian Knowledge System as **Raghunath Siromani Centre** for Indian Knowledge System. The Centre is disseminating the Indian Knowledge System among the students in interdisciplinary areas to keep them aware of the Indian Epistemic System –*Pramanbad,* Indian Metaphysical System- *PadarthaTattva,* and Indian Ethical System-*Niti tattva*, Indian Logic- *Anikhshik, Vedic Mathematics, Yoga, Lifecare and well–being, Arthasastra, Ayurveda.*

The institute has also developed a centre for imparting education and training on Intellectual Property Rights, para-legal practices and pro-legal activities for the students and youths of the locality. The centre is named as **Deshabandhu Chittaranjan Centre** for Intellectual Property Rights and Legal Studies. Deshabandhu Chittaranjan Das was a Barrister in the Calcutta High Court and later joined the Indian freedom movement and the Railway town and the college itself are named after this great personality.

Overall, these initiatives reflect the college's dedication to promoting innovation, entrepreneurship, and knowledge dissemination for the benefit of its students and the wider community.

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

3.2.2

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

Response: 6

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
01	01	01	01	02

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: 0.84

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
06	11	13	12	01

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

3.3.2

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

Response: 0.61

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
8	12	5	3	3

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

3.4 Extension Activities

3.4.1

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

Response:

Deshabandhu Mahavidyalaya has been dedicated to holistic education and has actively participated in extension activities within its local community during last five years. There is a strong focus on fostering student engagement, cultivating a service-oriented mindset, and facilitating the holistic development of students, all of which play a significant role in nurturing good citizenship. Extension activities manifest through the organization of district and state level workshops, meetings, training across diverse disciplines, with a focus on engaging the neighbourhood community. Additionally, the institute extends its expertise to individuals both within and outside its premises through various ways. The activities aim at enabling our student/volunteers to develop social responsibility, learning by doing and leadership quality. Service attitude is essential for any professional to flourish in his/her job. Our extension activities have multiple dimensions such as Social Outreach and Community Development Cell, National Service Scheme (NSS), S-Hub (Innovation and Incubation Centre), Women's empowerment Cell, Red Ribbon Club, Health and Wellness Club, Electrol Literacy Club, and Road Safety Club, Eco Club, Unnat Bharat Abhiyan, Swachh Bharath Abhiyan etc. The professional as well as life skill development of the graduates is balanced through extension activities.

The different Extension activities, as listed below, were carried out through NSS Wing (registered in our college), Social outreach and community development cell, in addition to specialized initiatives organized by both the Institute and its various departments.

- Awareness programs on government welfare schemes like Swacch Bharat, Gender issues, Anandadhara, Kanyashree Prakalpa etc.
- Digital Literacy and E-Governance Awareness
- A Village Initiative Towards Plastic-Free Living
- Safe drinking water
- Women health and hygiene
- Arranging micro-finance for self help groups
- And many more such as Tuberculosis awareness, women's health awareness, adult literay awareness programme etc …….

The institute has established a structured mechanism to involve students in a variety of social activities, thereby fostering their roles as responsible citizens. Additionally, the institute endeavours to organize additional activities based on the needs and availability of time, ensuring that academic pursuits remain unaffected. Moreover, the institute actively encourages faculty members to organize extension activities and workshops in other institutions as well.

All departments have conducted many extension activities for society in vicinity at different locations. The figure 3.1 uploaded in additional infromation (last Page), through some examples, the extension activities and their impact on sensitizing students to social issues and fostering holistic development.

A systematic plan and event calendar is prepared every year with an aim to extend services in the neighbourhood community and sensitize students towards social issues and holistic development. These include joining hands with Local governance (Gram Panchayat), Municipal Corporation, Police Public in general adopting nearby villages. Thus, extension activities in the neighbourhood community have proven to be invaluable tools for both impacting societal change and sensitizing students to pressing social issues, thereby fostering holistic development. Through active engagement in these initiatives, students not only contribute positively to their communities but also emerge as empathetic and socially conscious individuals equipped to navigate complex societal challenges.

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

3.4.2

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

Response:

Deshabandhu Mahavidyalaya, as an institution of higher education, located in Chittaranjan Railway Town, has been extensively involved in multidimensional social outreach, rural and community development-related extension activities extending beyond the college campus. These endeavours have earned recognition and acknowledgement from government and government-recognised bodies, besides

non-governmental organisations. The institute has worked and delivered programs in villages under the guidance of faculty members, and students who have taken the lead in initiating diverse projects and initiatives to enrich the livelihood, health care and educational programs.

The primary aim of these extension activities was to foster a sense of social responsibility among the students who in turn extend their services in villages coming from the college. Thus the endeavours of Deshabandhu Mahavidyalaya to reach from **college to village** were accomplished. These activities were carried out through multiple organs of the college, including the Social Outreach and Community Development Cell, National Service Scheme (NSS), S-Hub (Innovation and Incubation Centre), Women's Empowerment Cell, Red Ribbon Club, Eco-Club, Health and Wellness Club, Electrol Literacy Club, and Road Safety Club.

Among the notable initiatives undertaken by the institution and students are Women's Health Care, Non-Farm Income Opportunities in Rural Settings, Government Scheme Awareness, Training for Crop Management Apps, COVID Vaccination Awareness and many more. These endeavours are conducted in collaboration with esteemed organizations such as the Lions Club, NGOs and the Kasturba Gandhi Hospital (Indian Railways), Chittaranjan railway township.

The esteemed West Bengal Police Department at Rupnarayanpur under Asansol Durgapur Police Commisionarate consistently support the students of Deshabandhu Mahavidyalaya to conduct awareness programs on road safety measures. Likewise, an array of governmental and non-governmental organizations intricately involves college students in an expansive spectrum of service-oriented endeavours, thereby illuminating their active engagement in community welfare works.

Below is a compilation of the letters of appreciation, awards, and recognitions bestowed upon the institution by various governmental and reputable organizations:

- Samdi Gram Panchayat (Local government)

- Alladi Gram Panchayat (Local government)

- Achra Gram Panchayat (Local government)

- Basudevpur –Jemari Panchayat (Local government)

- Rupnarayanpur Gram Panchayat(Local government)

- Ethora Gram Panchayat (Local government)

The institute to accomplish the vision of inclusive education and training with welfare Mission social relevance is reflected in the activities of the social outreach and community development cell and the mission of **reaching to the unreached** so far has thus taken place in realistic manner. The institute is looking forward to come up with new ideas to extend support to the rural people in general and women in particular for the total well-being of rural societies.

Additional information detailing awards and recognition received by Deshabandhu Mahavidyalaya from government-recognized bodies has been uploaded. This includes certificates of appreciation and awards

bestowed upon the college for its outstanding contributions.

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

3.4.3

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

Response: 21

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
4	5	1	1	10

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: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution has adequate number of class rooms, laboratories, computers, audio visual aids

1.To facilitate the students admitted in UG courses.

2. There are 908 students in UG Honours and Programme courses.

3. Total class room and laboratory room with 05 ICT enabled smart classrooms and one seminar halls equipped with modern technologies. Most of the departments have computers with internet facility. Students can access the central computer facility. Mathematics and Commerce Departments have their own computer labs.

4. There are science laboratories in the departments of Physics, Chemistry, Mathematics and Geography. A rich resource of chemicals, samples and instruments are available in the laboratory of the science Departments. All the laboratories are protected by fire extinguisher and sufficient water supply. New instruments have been purchased according to newly introduced CBCS syllabus.

5. We have a central library with more than 23170 text books available for students and teacher's including nearly 830 reference books. Facilities for searching e-database from National Digital Library of India (NDL), INFLIBNET (N-LIST) are available.

6. The college library is equipped with printer and reprographic facility.

7. There are separate common rooms for boys and girls equipped with carrom board, Table Tennis board, purified drinking water facilities and toilets. Girls' common room has a Vending Machine for sanitary napkins. Teaching and non-teaching staff have separate common rooms.

9. There is a big play ground along with firings range and volley ball and badminton court inside the campus. There are two cycle stands and one motorcycle stand in the campus and a gymnasium is enriched with modern equipment.

10. The Institution has disabled-friendly environment with ramp leading to the main building of the college and Wheel chair. Canteen is connected with concrete pedestrian friendly pathways.

11. The college has small automatic weather monitoring station. West Bengal Pollution Control Board has installed an air quality and noise level monitoring system.

12. Green Generator and LED lamps are used in Laboratories, classrooms and other places in the campus as a measure of power efficient equipment and a Rooftop Grid-Connected Solar P.V power plant (2 kW).

13. The medicinal plant garden is maintained by department of science and there is an institutional museum maintained by Department of History to preserve the rare elements of local art, folk culture.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 31.46

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
20.39	2.28	1.26	3.62	9.25

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The central library of Deshabandhu Mahavidyalaya is fully automated with the library management software (Koha). This software was installed in the year of 2021. Since then, the accession and Cataloguing of the library books, Issue and return have been done through this software. Besides this software, the library has the facility of Bar-coding machine. The students can check the availability of books online in the library. The library has institutional membership with NDL (National Digital Library) provide by IIT KGP and INFLIBNET (N-LIST). E-resources can be accessed through Library tab (e-resources page) from the Deshabandhu Mahavidyalaya website. Specialized services such as information deployment, notification, printing facility etc. are provided to the students Issue-return slip printing, Barcode Printer, system for internet browsing and online catalogue search are some of the major initiatives. Barcode issue-return system is in practice in the library

File Description	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:

With increasing need of ICT facilities among the students, faculty and office staff college authority gives top priority for the development of IT facility in the campus. After getting requisition from different departments, office and library the items are purchased through Purchase Committee and Finance Committee. Few of the instruments are given for annual maintenance. There are wi-fi facilities in library, Students' Union room, IQAC and some departments. The college website is monitored and updated from time to time by the Website Committee. The institute has software installed in Computer Lab, some departments, Library (OPAC) and office.

We have five smart classrooms for better teaching learning process. Faculty members create Power Point presentations and utilize online text and audio to provide new perspectives on topics to students. Some of the departments have computers with Internet facility for preparation of power point presentation and other teaching learning materials and some departments have printers and photocopiers for the use of teachers and students for academic purposes. The Central library is well-equipped with IT infrastructure. College Campus Networking was upgraded with Fiber Optics Network for providing the internet facility and software connectivity to academic departments, office, IQAC, library, Seminar Hall and Students' Union office. Students can access computer in central computer lab. Mathematics, Physics and Commerce Departments use central computer lab. Photocopy and scanning facility are available for

preparation and dissemination of study materials etc. Facilities for searching e-database from National Digital Library of India (NDL), INFLIBNET (N-LIST) are available. The college website contains e-resources. There is one browsing centre in the Central Library Reading Room, Teachers' Lounge. Some departments have been provided Desktops with printers. All of the permanent faculty members have been provided with individual laptops.

The maintenance of computer, Internet Wi-Fi networking, and installation of software and maintenance

and up gradation of hardware is done by contract basis. During Covid-19 pandemic situation online classes have been conducted by faculty members through digital platforms. The college website provides one such platform for online teaching-learning activity. The college website contains e-resources, model question papers, open access links. G Suite has been subscribed for connecting teachers and students, creating documents, spreadsheets, and for real-time presentations, conducting classes, etc. Our college has organized many webinars through Webex meet. Important academic and administrative meetings are also conducted on this digital platform.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 31.29

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

Response: 28

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 12.16

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
6.69	1.76	0.36	2.53	2.88

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: 41.75

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
432	344	306	379	361

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

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: 17.58

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
367	250	0	86	64

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: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 28.34

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
59	40	27	56	47

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
122	171	188	182	145

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

5.2.2

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

Response: 0.52

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
03	00	00	00	00

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: 6

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
3	1	1	1	0

File Description	Document
Upload supporting document	[View 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: 32

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
55	11	7	35	52

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:

Deshabandhu Mahavidyalaya as an institute of higher education has a vibrant Alumni Association which is functioning since 2013 to contribute in the developmental process of the college with a mission to make the college an Institute of excellence to provide education and training to the students of the college and youths in the neighbourhood with sincerity. The Alumni Association of Deshabandhu Mahavidyalaya is structured by involving alumni and alumna. It is constituted for the proper functioning of the association in collaboration with the management of the college to reach the goal of excellence through continuous contribution and improvement of the academic and administrative affairs and functioning of the college. The association is headed by the president/ chairperson of the alumni, the general secretary and the deputy secretary who in turn, continuously helps the chairperson to work out the strategies of developmental works reflection of which shall be obvious and amenable to perception in the academic, administrative areas comprising various functional entities for the purpose of developmental activities in the campus and beyond. The institute is situated in the extreme northwest border of West Bengal and beyond that no part of Bengalis located but the state of Jharkhand (erstwhile state of Bihar).

The Alumni Association of the college used to develop various academic support programmes to contribute in social outreach and community development initiatives to reach the unreached so far in the villages in the neighbourhood, to provide health care support, health care education, female health awareness programmes, child health and hygiene programmes (as preventive measures) to avoid health hazards in all possible manners besides motivating and encouraging rural women to come forward to form self-help groups for financial independence. The Women's Study Centre and the NSS unit of the college work with the Alumni Association of the college to literate rural youths to become micro-entrepreneurs in non-firm income generation initiatives. The vision of the Alumni Association is to cater to the needs of the people of the neighbourhood villages, to make itself socially relevant for the total development of the society through education for education & training and to bring aspirational youths in this institute of higher education who in turn make themselves knowledgeable to contribute in the economic development in this area. The Alumni Association aims to build an ecosystem of symbiosis where the institute shall continuously attract the youth of the area as an aspirational citizen.

The Alumni Association provides funds for micro research projects conducting professional development programmes for both teaching and non-teaching staff of the college. The Alumni Association of Deshabandhu Mahavidyalaya is also helps the internship and apprenticeship cells of the college to get the students enrolled in business commerce and industries as inter and apprentices to acquire the skills for employment in a specific area of economic activities.

The Alumni Association of Deshabandhu Mahavidyalaya is a continuously growing organ of the college, which as an integral part of the college stands with the college to make it a distinctive institute of Higher Education.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Deshabandhu Mahavidyalaya as an Institute of Higher Education is governed by the Governing Body of the college. The Governing Body of the college frames policies, rules, and regulations in accordance with the vision and mission of the college. The vision and mission of the college are envisaged upon the philosophy of inclusive capacity building for all-encompassing growth and prosperity of society where the college is situated on the one hand and contributing to the national growth trajectory on the other hand through the implementation of institutionalising the "New Education Policy (NEP), 2020".

As an Institute of Higher Education, Deshabandhu Mahavidyalaya involves all stakeholders to participate in the governance and development process of the college which strives to reach at the goal of excellence through continuous improvement in teaching and training practices in accordance with the NEP 2020.

NEP 2020 is focussed on capacity building through skill acquisition, upskilling and integrating education with socially relevant practices in the process of institution building in the one hand and employability enhancing training for the creation of job opportunities both in commerce and industry and as an entrepreneur to initiate start-up formation involving like-minded students and youths of the college and the locality.

The college has been practising for the mission of continuous improvement in academic and administrative functioning to reach the goal of excellence. The college has decentralized all the functional areas in a structured manner so that each and every area can function independently involving all the stakeholders in the functioning of the college.

The college has structured the function of administrative areas in the following manner -

A. At the top of the hierarchy, the Governing Body (G.B) is there to work out the plan for institutional functioning both in short-term and long-term perspectives.

B. G.B. of the college to decentralize the functioning form the "Academic Audit Committee" for working out the strengths and weakness of the college, as far as the academic affairs are concerned. Like-wise "Administrative Audit Committee" is headed by senior teachers and administrative staff of the college.

C. Quality Audit Committee is there for the planning and implementation of quality policies.

D. The Purchase Committee is there to work out purchase policies and modalities.

E. The Finance Committee is there to make financial decisions.

F. Internal Compliance Committee is there.

G. Internal Quality Assurance Cell is there which has 10 structured functional areas which are functioning independently to contribute to the growth of the college.

H. Above all, the "Teachers' Council (T.C.)" is there which is a statutory body to integrate quality practices in teaching-learning processes. The academic functioning of the college is structured to deliver the best possible practices in the best possible way, monitored by the T.C.

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:

Deshabandhu Mahavidyalaya as an institute of higher education has visioned to transform the college to become an educational institute of Multi-Discipline Academic Centre by integrating the course of studies in B.A, B..Sc., B.Com, B.B.A and BCA with skill acquiring training with national and internationally recognised certification for the creation of better employment opportunities for the students in the one hand and integrating NEP with the Education and training to the students of the college, which in turn will create an ecosystem of self-reliance for themselves and opening up economy for the well-being of the society as envisaged with the NEP 2020.

To make the institute NEP compliant, the college has planned its perspective plan for the well-being of the students as a whole which is obvious in the deployment of policies, plans and functioning of the institutional bodies which have already received Grants for establishing Industrial Training Centre from the Department of Skill and Entrpeanuaship, Government of India. The institute has also received a letter of intent from the District Magistrate who happens to be the head of the district administration, Govt of West Bengal, for training and placement of perspectives "trainee professionals" in the MSME sector. The institutional policies are framed to support accomplishing the vision of the college in the long run to become a distinctive institute of higher education.

In so far as the appointment of teachers and non-teaching staff, service rules of teachers and non-teaching staff and procedural rules and regulations are concerned, the institute is governed by the policies, rules,

and acts as stipulated by the Government of West Bengal with whom the college is attached as an aided college of Government of West Bengal, thus the college is mentored by Government of West Bengal. Thus the administration, policy matters, appointments, service rules and procedural practices are followed, as guided by the Department of Higher Education, Government of West Bengal.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-

teaching staff and avenues for career development/progression

Response:

Deshabandhu Mahavidyalaya as an institute of higher education has a continuous performance appraisal system. To appraise the contribution of the teaching and non-teaching staff of the college in the teaching-learning and research activities besides, delivering services in academic administration and innovative practices to add value to the institutional structure which shall be ascertained objectively.

The performance of teachers is measured through curriculum planning, effective Contribution to the teaching-learning process, research collaboration and social outreach and community development activities, student support activities and student progression, besides motivating and involving students in cocurricular, extra-curricular activities, games and sports. Teachers are also used to function as mentors. As a mentor, each and every teacher takes care of the student mentee.

The non-teaching staff of the college are also apprised of their performance. Development activities of the college are measured through the contribution of teaching, non-teaching staff and members of the Alumni Association. Non-teaching staff of the college are used to appraise themselves by considering their contribution to the developmental activities in and through innovative methods and getting training and professional development as organised by IQAC through professional and administrative initiatives. Non-teaching staff of the college are used to participate in the FDP, MDP and PDP.

The appraisal system of the college is mechanized in such a way that the teaching and non-teaching staff are motivated to come forward to make themselves self-appraised.

The mechanism of the self-appraisal system is structured in the following ways.

?) Self-appraisal by the teaching staff stating the innovative method employed by a teacher in delivering teaching-learning programs.

ii) Innovation is goal-directed and the goal of the innovation has to be categorically stated and measured.

iii) The teacher-student-centric methods have to be adopted by the teachers to involve students in the teaching-learning process in two ways interactive platform.

Teachers are required to be research-driven in their academic performance. Research and publications are necessary for upward growth and progression. Teachers are required to contribute to academic administration. Teachers are used to practice all these practices in a professional capacity. Teachers are required to attend seminars, conferences and workshops in the process of self-development and continuous improvement of themselves.

Teachers are required to remain as members in various functional committees and sub-committees of the Governing Body, Teachers' Council and Internal Quality Assurance Cell.

Deshabandhu Mahavidyalaya as an institute of higher education offers various welfare programmes such as Student aid fund, Student book bank, Student mentoring, providing training for self-reliance of the students to become independent entrepreneur. This contributes to the development of the college and society as well.

The college also has a cooperative society from where teaching and non-teaching staff of the college are used to have loan for their personal exigency at a very low rate of interest.

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

6.3.2

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

Response: 12.71

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
8	8	3	6	5

File Description	Document
Policy document on providing financial support to teachers	[View 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: 67.24

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
48	48	49	46	45

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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
23	23	23	23	23

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](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Deshabandhu Mahavidyalaya as an Institute of Higher Education, is used to receive funds from Stage Government, U.G.C., NAAC, for its regular activities such as Payment of Salary, Development activities, Repair and maintenance besides different entities. The college also receives support from Chittaranjan Locomotive Workshop (CLW) of Indian Railways in various development activities involving fund of CSR but not in cash. The Institute also receives funds and financial support from Philanthropic Organizations and Individuals having interest and support for good causes of Educational outreach and academic programmes benefiting the unreached in rural areas. The Institute receives active support from MSME entities in the neighbourhood under Salanpur Development Block of Paschim Bardhamaan district. The institute also generates funds from Fixed Deposits in Bank and the fund is used for payment to contructual workers besides regular developmental activities. The fund which the institute receives is narrated hereunder in a structured manner-

    1.Government of West Bengal

2. UGC

3. NAAC

4. RUSA

5. Philanthropic Organization

6. Business and Commercial Enterprises

7. MSME Enterprises

8. PSU and Private Industrial Bodies

9. Banks

10. Philanthropic Bodies

The mechanism of utilization of fund

The Governing Body of the college works out the Budget for an academic year in consultation with the various functional committees of the College, constituted by the Governing body. Techears' Council, Internal Quality Assurance Cell, Alumni Association and Students' Council participate in the process of preparation of the budget each year. The Purchase Committee and the Finance Committee meet to prepare purchase and procurement policy, repair and maintenance of the movable and immovable assets every quarter on a routine basis besides need base urgent procurements during the Academic year/Financial year and allocate funds accordingly.

The Governing Body of the college keeps the funds received from State Government in a separate Bank Account for spending in specific purpose for which grant has been received.

Tuition fees collected from students are maintained in a separate Bank Account for utilization of the collected money in good cause.

Fees collected from students are used for developmental activities besides game and sports, students' welfare etc.

Tuition fees collected from Self-Finance courses are utilized for improving continually physical and academic infrastructure of the college in general and specifically for Self-finance courses.

Funds received from Business, Commercial and Individual organizations are utilized for development purpose.

Workshop, Seminar, Training Programmes, Educational Extension Activities, Guest Lecture, Industrial Visit, Field Trips are organized from the fund collected by the college.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Deshabandhu Mahavidyalaya is functioning seamlessly in accordance with the quality practices as planned and structured by the Internal Quality Assurance Cell (IQAC). IQAC plans the functioning of the college following the policies of Total Quality Management to maximize the outcome in positive direction for utilizing the available resources. The institute arranges training and workshops to inculcate the philosophy of continuous improvement practice in each individual teaching and non-teaching members of the college to contribute in the growth process through the continuing improvement in making the institute a distinctive one.

The institute to mitigate the challenges in local level and the state and national level develops strategies to include developmental programs in a continuous manner.

The IQAC of the college has been successful to develop the Quality Assurance Strategies involving all stakeholders to move on the path of growth and perfection. The strategies which has been adapted by the institute to institutionalized the quality improvement programs in the following way-

1. Involves all teaching and non-teaching staff of the college in the process of dialogue to work out the frame work of contribution in a creative manner for the development of the college.

2. Invites professionals from commerce and industry to have their opinion to develop strategies for growth and functioning of the college.

3. Chittaranjan Locomotive Works (CLW) of Indian Railways are involved in strategy sessions to work out the strategies.

4. Students relationship management is the key area to develop strategy which would be student-centric.

5. Strategy for teaching-learning and research for employability enhancement of the students is prioritize.

6. Learning eco-system for total development of the college is in place for learning and evaluating the practices employed to benefit the students.

In so far two practices which has been institutionalized by IQAC are as under

(i) Crtical thinking for institution building

(ii) Respect for inter-personal relationship in institution building.

File Description	Document
Upload 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: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institute is used to promote and practice gender sensitization, gender equity, gender equality and gender justice as core institutional value. The philosophy of the institute is "respect for a person as a person irrespective of gender, caste, class and race".

The institute to ensure safety and security of the lady staff and girls students of the college continuously explores and improves the measures for safety and security in the campus.

The institute in last five years organized seminars, debates, discussions, workshops, psychological counselling to educate and trained students, teachers, non-teaching staff of the college besides other stake holders.

The vision of respect for all in institutional setup is reflected in the mission of ensuring safety of students, teachers and other stake holders irrespective of gender. To ensure safety and security the institute has taken following measures in last five years-

• Gender sensitization programs including debates, discussions, discourse analysis, seminars, workshops, outreach programs.
• Motivational taking for students were organized in last five years to think critically to promote gender respect and gender sensitization going beyond the class rooms and campus.
• The women's study and welfare organization of the college continuously takes care of improvement in interpersonal relationship for creating gender inclusive awareness among students and teachers.
• The institute has an internal compliance committee to ensure registering complains of harassment and to undertake formal proceeding to resolve them.
• The institute has safety and security survey and auditing measures.
• The institute has observing golden jubilee celebration in the year 2023 and in this occasion the institute has organised a webinar on "Respect for a women as a person irrespective of gender".
• The institute has electronic surveillance system to ensure safety and security for women at workplace and girls student in the campus.
• The institute has separate common rooms with toilet facilities for women at work place and girls students in the campus.

File Description	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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

The institutional philosophy and vision is focused in the language of Tagore on "Bibidher Majhe Dekho Milon o Mahan".

The institute is located in the culturally, socially, multi-religious, multilingual socio ecosystem where people from all over India resides for their professional and business necessity in the town of Chittaranjan- A Railway Town of Indian Railways.

The institute continuously promotes through education and training the value of tolerance, harmony among the various linguistic, cultural and ethnic, class and castes to inculcate the spirit of inclusive ecosystem where all shall be respected as a member of an extended family.

The institute works with Odia Samaj Organization, Telegu Brotherhood Society, Christian Missionary Society, Ahamia Cultural Organization besides deeply involving Hindi speaking people of the area and our centre for Language Literature Cultural Studies involves itself to promote value of cultural diversity through wall magazine, discussions and other cultural programmes.

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:

1.1. Title of the Practice : Integrated Education & Skill Oriented Training Program

1.2.Goal: Employability Enhancement and Entrepreneurship Development.

1.3. The Context: Deshabandhu Mahavidyalaya has integrated training for skill acquisition as mandatory practice for each student in addition to regular university courses of study beginning from their first year courses (one has taken in his/her 1st degree level study in this college). Deshabandhu Mahavidyalaya has arranged on-job training in Small and Medium Sized Enterprises (SME) sector for internship besides establishing linkage for exposure to real life experience as an entrepreneur so that one can become '*Atmanirbhar*' for self and employer for others in neighbourhood.

1.4. The Practice: In post induction programme a special session for students (1st Semester) is organised to assess the interest and aptitude of each and every newly admitted students of the college to determine their interest in skill acquisition linked training programs which are aimed at

2.1 Title of the practice: Check dam for micro irrigation and watershed development.

2.2 Goal: Rain water holding and micro irrigation.

2.3 The context: The college is situated in the Chottonagpur plateau; on the bank of the two rivers Damodar and Ajay both are originated from, where rainfall is considerably good during the time of rain. Monsoon water coming from the upstream can be stored and utilized for planting, gardening and also for drinking. The planning process of the project of the check dam of the institution aimed at-
(i)   Reutilization of the nearest lands to protect the ecosystem of nearby area.
(ii)   The proper and sustained utilization of the water in micro irrigation for plantation and cropping.
(iii)   The enhancement of the quality of the water and utilization of the water for drinking.

2.4 The practice: The objective of the project which is to start as a micro watershed by using the stored rain water for small irrigation, plantation and growing vegetables gardens which shall be under 'eco care' and 'climate care' project for environment management and greenery development. The water stored under the project 'check dam' is also used in the purpose of drinking water for cattle and other animals at that area besides utilization the same for cleaning purpose.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

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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:

Deshabandhu Mahavidyalaya, an institute of higher education, is located on the border of West Bengal and Jharkhand in an agrarian and tribal social background with considerable industrial installation. The population of the area is primarily dependent on industrial organizations where both production and services directly and indirectly generate revenue to contribute to the economy in the area. In addition to farming and fisheries,

The college aims to reach unreached villages to improve health, hygiene, sanitation, income generation, and education for societal development to contribute to the nation's growth and inclusive prosperity.

The college is located in the railway town where the first Indian Railways Loco Factory was established, where people from all over India live and the tribal people who are the originals live. The town is a multi-cultural, multi-linguistic, and socio-cultural eco-system.

The institute provides assistance to indigenous communities residing in peaceful coexistence on the Chotonagpur plateau. The indigenous inhabitants of the region were dispossessed of their land and residences in order to construct this railway settlement. The institution provides assistance to indigenous individuals in the local community and promotes education and training to foster socio-economic progress, ultimately benefiting the entire nation. Therefore, the college aims to establish a system that consistently enhances the provision of welfare in individuals' socioeconomic progress. Therefore, the college places a high importance on fostering a diverse and inclusive environment that supports multiple languages and cultures, with the aim of promoting both economic prosperity and cultural harmony.

The college has been actively engaged in the villages of eleven gram panchayet under Salanpur developmental block in Paschim Bardhhaman District involving men and women of the villages to implement various social development initiatives like *Mahila Kalyan, Siksha Bikas, Swarojgar Swayambhar Yojana, Gram Swastho Sachetonata, and Rural Technology Mission, Jal Dharo Jal Bharo Prakalpa*, *Mahila Siksha,* Adult Education, Food for Health Hygiene, Water, preservation etc. The policy of the college is to improve the living condition of the people in living in villages.

To serve Salanpur's developing bank residents, the college has opened several centers in strategic areas. The institutional priority is to enhance health, sanitation, hygiene, cottage industry, employment income creation, and village living for women using college-taught skills and knowledge.

The college focuses on Skill Acquiring Training, Industrial Training, and Vocational Education for students and local youngsters to prepare them for employment in Paschim Bardhhaman Industrial District's fast-growing MSME sector.

MSME (Micro, Small, and Medium Enterprises) have become a major sector of industrial growth and export in West Bengal, with a purpose of socio-economic upliftment instead of various barriers earlier

facing its expansion. MSME supports intuitional, technological, financial, entrepreneurial, cluster/mega cluster development, rural hand craft development, and marketing development by developing hubs and haats.

MSME startup ventures drew on its developmental framework to focus on inclusive employability techniques for SCs, STs, OBCs, Women, and other marginalized groups. Major efforts were made to develop handloom, power loom, handcrafted, and handmade products using unskilled rural women and labor.

From its inception, the institution has sought to increase the job chances of Chittaranjan's students and tribal populations by skilling and upskilling them to become skilled workers.

To add value to the socio-economic growth of the area, Deshabandhu Mahavidyalaya has taken initiatives to impart education and training to the youths and students of the area to facilitate them to have training to work in industry and commerce besides providing skill acquiring programme in association with skill training provider like

- Tata Power Steel Development Center, Maithan Jharkhand
- Government Industrial Training Institute, Rupnarayanpur
- Government Industrial Training Institute, Durgapur
- Institute of Science and Education, Pvt., I.T.I Tata Road, Purulia
- Tagore Institute of Art and Education, Private ITI, Birbhum

The institute has also obtained N.O.C from Ministry of Skill Development and Entrepreneurship to establish industrial training institute to affect employment oriented Industrial Training Programme to the student of the college primarily besides providing skills acquiring training to the youth of the locality. We have also embarked upon the project of PMKVY and Utkarsha Bengal for aspiring youth of the locality.

The institute has also initiated and delivered programme for empowering rural women through social outreach and community development cell of IQAC under the title of 'Nari Shakti'.

The institute used to organize training for rural women on self-help group, training for homemade food processing and preservation like pulse dumping *(bori),* vegetable drying, moringa flower, bee keeping , honey collection etc and establish linkage of marketing of such product.

The institute for empowering women in a holistic manner has also developed programme for creating an ecosystem where gender biasedness shall be eliminated and gender equality, gender equity and gender justice shall be prevailing.

The institute has also developed a health care initiative for women's and children of the rural area in association with Salanpur Block Health Care Unit of Government of West Bengal to create health awareness in general and more precisely preventive care and health checkup camp for women's ailment besides awareness programme for hand hygiene, water hygiene and foot hygiene awareness in association with Life boy and Dettol initiative. Thus the priorities and thrust area of the college as are under:-

- Socio economic development of the area

- Inclusive growth & prosperity
- Women empowerment through training and knowledge sharing
- Encouraging the rural people to become rural entrepreneur
- Establishing linkage with KVIC for marketing of products of rural entrepreneur
- Intellectual development, physical development of total wellbeing.

Thrust Area

- Vocational Education
- Skill acquiring training
- Industrial training
- On job training
- Entrepreneurship development
- Creation of Self Employing ecosystem
- Training for social entrepreneurship
- Virtual education and training
- Online education and training
- Health care initiative

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

1973 was a landmark year in the railway town of Chittaranjan in the district of Paschim Bardhhaman (previously in the district of Burdwan) in the state of west Bengal.1973 was landmark in the sense that the institutional degree college being patronized by the Indian railway was established by the govt of west Bengal to foster higher education in the tribal dominated newly developed industrial town bordering to Jharkhand state erst while state of Bihar to cater the need of education and training to the people living to the tribal and nontribal villages in the state of west Bengal and Jharkhand.

Deshabandhu Mahavidyalaya as an institute of higher education was affiliated to the university of Burdwan and started its journey with the introduction of undergraduate's programmes in arts, and science. The college had introduced the course of studies in physics, chemistry, mathematics, Bengali, English, Sanskrit, Hindi, Philosophy, Political Science, History, Commerce, Geography and Education in phased manner.

The college is functioning as a study center for Netaji subhas open university, Jain Viswa Bharati institute (deemed university) in past education in post graduate level.

The institute has Social Outreach Community Development Cell, Management and Professional Development Cell, Center for Continuous and Lifelong Learning, Innovation and Incubation Center, Indian Knowledge System Cell, Intellectual Property Right and Legal Study Cell, Eco Club, Science Club and Sky Watch Center.

The institute has an effective Care, Counselling & Guidance Cell. Apprenticeship and Internship Cell, Student Welfare and Placement Cell. The student has also Staff Welfare -Cell to support the teaching and non-teaching staff at the college.

The institute to impart education and training for wellbeing of students promotes games and sports. The institute has a society for organizing culture and programmes in the country and beyond. The institute has also an extraordinary and co-curricular cell for creative work and besides development of socially useful product development.

The institute to promote research and innovation provides financial support to the teachers to undertake micro research project. The college an Alumni Association. The college practices e governances in the functioning of the academic and administrative affairs.

Concluding Remarks :

Deshabandhu Mahavidyalaya has touched the milestone of fifty years in September 2023. The experience of this long journey has made the institution mature with time. The institution is committed to serving the needs of the local community as it emerged as a community initiative fifty years back. Following that tradition, the institution operates in close association with the local people and institutions to serve the locality effectively. The institution is proud to have a dedicated, young, energetic, and innovative squad of faculty members and support staff who are ready to face any challenges with confidence as the higher education scenario has been changing drastically to cope with the fast-changing universe, the new technologies and the new priorities set for the higher education institutions like us.

Thus, the institution is focused on

- implementing the basic ideas of the New Education Policy 2020
- creating and maintaining a sustainable and environment-friendly ecosystem
- promoting the social ethos free from gender, caste, and communal biases
- a student-centric teaching-learning environment and outcome-based education
- facilitating the social and educational upliftment of the students coming from the underprivileged sections of society through dedicated student support service
- facilitating the education of differently-abled students and female students
- promoting research on the Indian Knowledge System
- promoting and raising a culture of skill education and entrepreneurial activities alongside general education to make the students confident and self-reliant
- promoting innovations of new technologies
- creating a culture of research and preservation of cultural heritage
- collaborating with the local/district administration and industries for the development of the local community as well as the improvement of the infrastructure of the institution through MPLADS grants and CSR projects

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 338 Answer after DVV Verification: 318 Remark : As per clarification received from HEI, thus DVV input is recommended.
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : As per clarification received from HEI, thus DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
234	399	243	270	305

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
234	399	243	270	305

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1268	1253	1253	1648	1648

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1248	1233	1233	1648	1648

Remark : As per clarification received from HEI, thus DVV input is recommended.

| 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* |

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85	139	73	91	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85	139	73	91	97

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
571	564	564	742	742

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
564	558	558	749	749

Remark : As per clarification received from HEI, thus DVV input is recommended.

| 3.1.1 | *Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	21.24	0	0	1.1

Answer After DVV Verification :

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

	Remark : As per clarification received from HEI, grants received for the research projects and endowments in the institution, during the assessment period only to be considered, thus DVV input is recommended.

3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*
	
	    3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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15	14	8	3	4 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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01	01	01	01	02	 Remark : As per clarification received from HEI, and number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship only to be consiered, thus DVV input is recommended.

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	
	    3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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17	9	13	12	1 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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06	11	13	12	01	 Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.
3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	5	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	12	5	3	3

Remark : As per clarification received from HEI, thus DVV input is recommended.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :23
	Remark : As per clarification received from HEI, thus DVV input is recommended.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
.56594	2.03611	2.53937	3.59662	3.53942

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20.39	2.28	1.26	3.62	9.25

Remark : As per clarification received from HEI, and excluding books expenditure, electical equipment expenses etc. thus DVV input is recommended.

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**
	Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: B. 3 of the above
	Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	1	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	1	0

Remark : As per clarification received from HEI, and excluding participation and college level awards, district level awards, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	11	7	38	52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
55	11	7	35	52

Remark : As per clarification received from HEI, and All activities conducted under an event will be counted as one event, thus DVV input is recommended.

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**
	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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	2	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	3	6	5

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	54	67	50	52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	49	46	45

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, thus DVV input is recommended.

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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per clarification received from HEI, thus DVV input is recommended.

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**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : As per clarification received from HEI, Option (1, 4) to be considerred, thus DVV input is recommeded.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 48 Answer after DVV Verification : 51
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	48	45	42

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	49	46	45

2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.28029	5.35725	2.89873	7.49232	7.61290

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53.64	13.08	6.48	19.08	24.70