



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHISHURAM DAS COLLEGE

VILL. - BHUSNA, P.O. - KAMARPOLE, P.S. - PARULIA COASTAL, DIST. -
SOUTH 24 PARGANAS
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shishuram Das College started its journey on 9th July 2010 as a Government Aided Co-Educational Degree College affiliated to The University of Calcutta. The college is surrounded by many reputed educational institutions like Diamond Harbour Women's University, The Neotia University, Sarisha Ramakrishna Mission and Sarisha Sarada Mandir (Primary Teachers Training Institute). Initially in 2010 the college was temporarily housed at Sarisha High School and after one year it was shifted to its own building at present location. The foundation stone of the building was laid on 16th August 2010 by Prof. Suranjan Das, the then Vice-Chancellor of the University of Calcutta and Dr. Subimal Sen, the then Chairman of West Bengal State Council of Higher Education and in the presence of Dr. Haraprasad Samaddar, the former President of WBBSE and the former Principal of Dinabandhu Andrews College, and Sri Rishi Kumar Halder, the President of the Organizing Committee of the College and former MLA. Since then the college has expanded structurally and academically, thus earning the reputation of having an excellent academic environment.

The college offers undergraduate degree programs in different subjects of Arts and serves the needs of the locality by providing facilities for quality education catering to a wide variety of students with different social, economic and religious backgrounds. The institution seeks to implement various innovative forms of teaching and activities to enable the students not only to thrive in academics and but also to motivate in character building and co-curricular activities including awareness for gender equality, conservation of environment. The institution is located beside NH-117 which is well connected with railways and waterways that enables the students, faculties and staffs to attend college with convenience as well as to reach other institutions.

Vision

- To provide holistic higher education with a multifaceted human development-centric approach to the local people irrespective of social and economic discrimination.
- To inculcate a sense of discipline, self respect, sacrifice, devotion and love for the nation among the students.
- To develop intellect, skill, knowledge and creativity so as to cope with the contemporary changes in the curriculum aspects.
- To educate and empower the students and acquaint them with practical training so that they can avail various opportunities in higher education and employment.

Mission

- To create an enlightened society by educating the younger section of the society and make them competent for the development of the nation.
- To provide quality education to the students of the area irrespective of any discrimination for integrated growth and personality development.
- To create a quality youth force through value education beyond their syllabus so that they bear the responsibility to fight against ignorance, illiteracy and other social evils.
- To explore the qualities and talents of the students and provide them with facilities for pursuance of

their talents at the state and national levels and also mould their talents into professional skills.

- To encourage extracurricular and outreach activities among all the stakeholders by following the principles of benevolence, honesty, sacrifice, sincerity and high moral or ethical standards of behavior.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- For the pursuit of higher education and catering to the needs of the society in a backward area, the institution has a dedicated and competent faculty.
- Ours is a co-educational institution where the student base is large and comes from different social background. The diversity among the students creates an open and free environment in the institution and also fosters the spirit of harmony and national integrity.
- The institution actively promotes extracurricular activities among the students through various cultural, sports, social and extension activities for the complete development of the students.
- To execute the vision and mission of our institution successfully, we provide various Government and Non-government scholarships as well as extend institutional concession in the form of revoking application fees or tuition fees to the needy students.
- The institution has a good collection of textbooks, reference books in the Library, to help the students and teachers to broaden their knowledge and improve their skills.
- The institution has an environment sensitive approach in its day to day functioning. This approach helps to create environmental awareness among all the stakeholders.
- The institution promotes gender neutrality and equal opportunities for the stakeholders thereby evolving into a congenial environment for the pursuance of its vision and mission.
- The institution has Memorandum of Understanding (MOU) with varied institutions to enrich the quality of education and open opportunities for students to explore areas beyond boundaries.
- Excellent Infrastructural Facilities with adoption of modern technology and ICT by all faculties Initiatives have been taken to develop a variety of skills development and value added courses catering to the requirement of Stake holders.
- Good percentage of student attendance in the classrooms.
- Continuous Internal Assessment with several class tests and regular feedback ensures academic excellence is maintained.
- Involvement of the stake holders in various social service and community work through the NSS unit of the college.
- Digitized library with integrated online databases and other learning resources, Smart Class room, Classrooms, seminar halls, and open ground for conduction of various programmes.
- Student centric learning activities such as Student Seminars, Debate, PowerPoint presentation, quizzes etc. to enhance the learning and knowledge base of the students Commitment and dedication among all the stake holders to inculcate progressive ideas with human values.
- Ample scope of sports and games.

Institutional Weakness

- The institution has not been receiving funds/ grants from UGC and other Government / Non Government organization for the last few academic years. This has resulted in a bottleneck for carrying out the mission and vision of the institution.

- The institution has acute infrastructural deficiency e.g., less number of classrooms, laboratories and smart rooms.
- Alumni participation needs to be ensured for the development of the institution.
- The Institution has taken several initiatives for promoting placement among students, still the percentage of placement may be improved.

Institutional Opportunity

- The institution has an immense opportunity to offer other new disciplines of Science and Commerce subjects.
- The institution being surrounded predominantly by rural areas, there is an immense opportunity for various social extension activities using its human capital, infrastructure and professional knowledge.
- The location of the institution is ideal for knowledge dissemination in areas like sustainable agricultural practices, hand craft production etc.

Institutional Challenge

- The most important challenge to the institution presently is to overcome the financial and infrastructural bottleneck for smooth delivery of service.
- Owing to the diverse socio-economic background of students that we cater, it becomes a challenge to elevate them to a level so that they can adapt with the ever-growing needs of modern curriculum under CBCS & NEP.
- In the last few years we have experienced a declining trend of student admission in various disciplines. This trend can mostly be attributed to the challenging job market scenario in recent times. It is becoming increasingly difficult to motivate students to study in General Degree Programme (both Honours and General) instead of job-oriented technical/ professional and vocational degree and diploma courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricular aspect, one of the key indicators, is considered pivotal in shaping the knowledge pool as we seek to achieve the goal of excellence in higher education. It is a well planned and documented process. From the academic session 2018-19, Choice Based Credit System has been introduced in all undergraduate programs which opened up a new vista to satisfy the quest of the knowledge. Presently, from the academic session 2023-24, NEP-2020 has been introduced in all the programs of undergraduate courses. The curriculum delivery in this system is planned taking into account at least 15 weeks of teaching, learning and evaluation. The syllabus of the program being furnished by the affiliating University, the department plans an effective curriculum delivery, with the help of an academic calendar and routine, by chalking out a lesson plan at the beginning of the semester for all the courses. The lesson plan of a course is a road map to show how the course would be progressed and delivered in the planned time frame, and mentions the course outcomes, the learning resources required and the probable evaluation schedule during the course. The lesson plan is disseminated to the students taking up the course.

All programs curriculum delivered by the institution integrates cross cutting issues of universal human values, professional ethics, gender and a knowledge of environment. Syllabus of many courses across programs addresses the issue of culture, heritage and the Indian knowledge system. The institution runs value-added courses for the students through its department.

Curriculum delivery integrates student centric methods of teaching for an effective teaching and learning process. Most courses require students to undertake project work, field work as part of their curriculum. The institution has an effective feedback system that is monitored by the administration of the institution to review its curriculum delivery and its implementation as well as governance and other issues. Feedback collected from all stakeholders in the institution is analysed by the administrative authorities and is incorporated in the strategic plan of the institution for implementation. The feedback system has become an effective tool for governance of the institution.

Teaching-learning and Evaluation

The process of teaching-learning and evaluation remains the principal objective of any academic institution. Shishuram Das College, in its SSR, has incorporated information regarding student enrollment following the reservation policy of the Government and other general rules and regulations. Complete transparency is maintained in the admission process. Emphasis is laid on maintaining a healthy teacher-student and mentor mentees ratio. The faculty members earnestly try to use new learning methods using available technology and resources. The performance of the students in the university examinations over the years has been summarized and presented in the report. At the same time, the institution has introduced continuous internal evaluation, assessment and periodical examinations as per the guidelines of Calcutta University. Faculty members of the college are involved in the examination process conducted by the affiliating university through setting of question papers, moderation, invigilation, evaluation and discharge of duties as external examiners for Practical examinations and as Head Examiners. The role of mentors in the holistic development of the students is given utmost importance. The teaching-learning process in the institution has evolved from conventional chalk and talk method to more sophisticated modern mode by incorporating the use of ICT based tools like smart rooms, virtual classrooms, learning management systems and interactive student centric teaching-learning techniques.

To make the teaching-learning process more effective, preparation of academic calendar, lesson plans, monitoring class attendance, efficient utilization of laboratories and libraries, use of blended mode of education and effective assessment methods have been introduced so that Program outcome, Program specific outcome and Course outcome can be achieved. Identification of advanced and slow learners and qualitative improvement in the teaching-learning process has been initiated by the institution. There is lot of emphasis on development of teaching and learning skill through knowledge in pedagogy and a structured annual academic plan. Besides, the students have been given good exposures to activities like debates, seminars, field tour and hands on training. The teaching learning process has been aided by an advanced library network based on latest technology and software.

Research, Innovations and Extension

The institution's teaching activities are further enhanced by the research activities of the teachers. The institution always encourages faculties for carrying out research work. A significant number of faculty members are pursuing their Ph.D. programme and registered under different universities as reflected in the Self Study Report. The institution encourages faculties to publish papers in UGC referred Journals, International Journals, and edited Book volumes. Shishuram Das College, in its Self-Study Report, has laid emphasis on various extension activities undertaken within or outside the campus through which awareness on various social issues and community needs have been focused upon. Participation of students in these activities is encouraged. This helps them to empathize with the problems of the society and accordingly expand the horizon of their learning through direct communication with the local community. The NSS wing of the institution organizes awareness camp about road safety, anti-tobacco awareness programme, dengue and malaria awareness programmes. The institution also encourages faculty and student exchange with other institutions, field studies/trip for broadening the horizon of the students. The college is signatory to functional MOUs with other institutions in order to cater to the needs of the students. The institution regularly organizes seminars and workshops to encourage the students.

Infrastructure and Learning Resources

Any academic institution depends on infrastructure and learning resources for dissemination of education and information. This in turn facilitates the all-round growth and development of the institution. The college is well aware of the need for infrastructural services and resources for betterment of teaching-learning, research, office management, upgradation of library and laboratories, financial services and for many other purposes relating to admission, registration, evaluation and student progression. The college has taken several initiatives for development of infrastructure and for providing better learning resources. Firstly, the college has purchased more desktops, laptops, printers, scanners for day to day official and academic work during the last five years. These devices are accessible to all the stakeholders as per their needs and requirements. Moreover, the college also uses these facilities for evaluation and assessment work.

The college has procured and installed software for financial accounting, student admission, registration, library work and provided fast internet connection. The college spends its financial resources for maintenance of infrastructures including hardware and software.

The college has provided some classrooms with modern facilities like Smart Board, Projectors, LMS and made arrangements for ICT based academic work.

The college has a large well equipped seminar hall for conducting seminars and workshops. Open air programmes are staged on the playground whenever required. Indoor games facilities have also been made available for the students.

Student Support and Progression

The institution provided all kinds of support to the students for their studies and progression. The support includes financial as well as technical assistance. A significant percentage of students have been benefitted by scholarships and free ships provided by the Government as stated in the Self Study Report. The State Government has introduced scholarship for the girl students under the Kanyasree Prakalpa and many girl

students of the institution have benefitted from this scheme. Apart from this Swami Vivekananda Merit Cum Means (SVMCM) scholarships and SVMCM scholarships for minority students are availed by the students.

Capacity building and skill enhancement initiatives have been undertaken by the institution for the benefit of the students. The initiatives include soft skills, language and communication skills, life skills like Yoga, meditation etc. Different programs for development of soft skills, public speaking, group discussion, job oriented training, interview skills, etc. are regularly conducted by the college. A few students of the college have qualified for UGC NET/ SET and other competitive examinations after passing out from the institution. Some of these students also conduct classes and share their experiences with the present students.

The institution has a transparent mechanism for timely redressal of student grievances. There are Grievance Cell, Anti Ragging Cell, Internal Complaint committee to look after these issues. The institution also regularly provides for placement opportunity of its students. The institution has also organized sports and cultural events on a regular basis over the years. The Alumni Association of the college has been formed recently. The Association may contribute in the development of the college in various ways.

Governance, Leadership and Management

The institution has a well-organized governance, leadership and management for academic and administrative purposes. The College has emphasized on administrative competence, accountability, collective responsibility, leadership and professional management of its affairs. The college has a Governing Body consisting of the President, the secretary/Principal, nominees of the Government and of the Universities and teaching and nonteaching and student representatives. The Governing Body meets on a regular basis and takes important policy decisions related to academic, administrative and financial management. Besides, the college has an Internal Quality Assurance Cell for the purpose of providing leadership and expertise in various academic matters. Apart from this, various academic committees also assist in the smooth functioning of the college. The Internal Quality Assurance Cell convenes meetings on a regular basis, formulates and implements quality initiatives and interacts with the Governing Body, different faculties and the office. The Internal Quality Assurance Cell has set the standards of quality enhancement and excellence over the years. The Finance Committee approves and reviews important financial policies and decisions and communicates these to the Governing Body for approval. The management of the institution works in a democratic manner and emphasis is laid on transparency and accountability of the stakeholders. Principal, as the Head of the institution, has always led from the front and provided able leadership in this respect.

Institutional Values and Best Practices

Institutional values and best practices are important benchmarks for quality enhancement. The College has given importance to the promotion of core values and ideals among its students like promotion of human values, women empowerment, gender equality, tolerance, harmony and peaceful coexistence. Several programs on gender issues and women empowerment have been organized.

The institution has also initiated several measures for energy and water conservation, environmental sustenance, tree plantation and maintenance of green campus. The National Service Scheme Unit is becoming active in organizing programs on institutional values, environment protection, social service, and best practices.

A large number of activities have been carried out in promoting these best practices as documented in the SSR.

Other facilities like financial assistance and support to the needy are provided as and when required. The institution is very active in celebrating and organizing different commemorative days, events and festivals like the Independence Day, World Environment Day, International Women' Day, Vivekananda's Birthday, Rabindra Jayanti, International Mother's Language Day etc. on a regular basis.

Education is one of the most powerful weapons to transform the world. Providing quality and holistic education to all is what the institution strives for. The institution aims to create better citizens, illuminate their minds and empower them for a bright future. These are the hallmarks of this institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHISHURAM DAS COLLEGE
Address	VILL. - BHUSNA, P.O. - KAMARPOLE, P.S. - PARULIA COASTAL, DIST. - SOUTH 24 PARGANAS
City	SARISHA
State	West Bengal
Pin	743368
Website	www.shishuramdacollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	NILESH RANJAN MAITI	03174-244077	9477514644	-	sdcollege2024@gmail.com
IQAC / CIQA coordinator	NUPUR DATTA	-	8010010503	-	nupurdatta1974@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VILL. - BHUSNA, P.O. - KAMARPOLE, P.S. - PARULIA COASTAL, DIST. - SOUTH 24 PARGANAS	Rural	5.08	6216

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, General	36	H.S	Bengali	75	62
UG	BA,Bengali, Honours	48	H.S	Bengali	87	10
UG	BA,History, Honours	48	H.S	Bengali	31	6
UG	BA,History, General	36	H.S	Bengali	200	120
UG	BA,Education, Honours	48	H.S	Bengali	60	7
UG	BA,Education, General	36	H.S	Bengali	200	109
UG	BA,Philosophy, General	36	H.S	Bengali	75	61
UG	BA,Philosophy, Honours	48	H.S	Bengali	45	5
UG	BA,English, General	36	H.S	English	10	4
UG	BA,English, Honours	48	H.S	English	31	16
UG	BA,Political Science, General	36	H.S	Bengali	150	90
UG	BA,Political Science, Honours	48	H.S	Bengali	31	22
UG	BA,Physical Education, General	36	H.S	Bengali	30	24
UG	BA,Geography, General	36	H.S	Bengali	10	5
UG	BA,Sanskrit, General	36	H.S	Bengali,Sanskrit	10	1

UG	BA,Arabic,General	36	H.S	Bengali	4	0
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Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				37			
Recruited	1	0	0	1	0	0	0	0	21	15	0	36
Yet to Recruit	0				0				1			
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				8
Recruited	7	1	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	1	0	4
M.Phil.	0	0	0	0	0	0	6	5	0	11
PG	0	0	0	0	0	0	13	9	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	162	0	0	0	162
	Female	380	0	0	0	380
	Others	0	0	0	0	0
Certificate / Awareness	Male	16	0	0	0	16
	Female	8	0	0	0	8
	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	39	45	53	42	
	Female	51	70	88	63	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	61	80	59	67	
	Female	96	190	122	155	
	Others	0	0	0	0	
General	Male	93	123	78	69	
	Female	177	241	169	169	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		517	749	569	565	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The multidisciplinary and interdisciplinary approach, as mentioned in National Education Policy 2020, is a very important step towards promoting the learning system. These approaches in academics are pivotal in the contemporary educational set up. By incorporating multi-disciplinary and interdisciplinary approach, students will learn individual disciplines and understand how that discipline contributes to their newly learned knowledge of the subject. The institution offers multi-disciplinary education as required by the National Education Policy 2020. The college offers undergraduate degree programs in Arts only. The college has academic collaboration, with other higher education institutions and private organisations with academic initiatives, so that faculty and student exchange programs can be undertaken that would be beneficial to both the institutions. The institution offers vocational, Add-on/value-added courses vocational courses to its students. These courses are run by the departments in the institution or private organisations that have specialisation in the respective fields. All though the students of the institution could not opt for core courses in disciplines offered by other higher education institutions, as the National educational policy was not in force until the last academic year, they were allowed to opt for value-added courses.</p>
2. Academic bank of credits (ABC):	NOT APPLICABLE IN OUR COLLEGE
3. Skill development:	<p>Skill development helps to build up a strong foundation of students. It helps to build up Self-esteem, confidence and leadership skills. It also promotes problem solving skills and collaborative learning. It helps students to become independent thinkers and encourages them to plan for their future. The college has taken various initiatives for development of various skills-both academic and extra-curricular amongst the students. The college has collaborated with George Telegraph Institution and Bharat Sevashram Sangha which to help in promoting skills among the interested students. These skills involved training in mobile repairing, basic electrical and electronics, tailoring, beautification courses. The initiatives taken by the College in this regard has been highly successful as the students have shown keen interest in learning these Soft Skills. The Physical education Department organized</p>

	<p>value added courses on Stress Management and Immunity development, Yoga benefits for health, Bratachari Training-1, The Bengali Department had organized ‘proof reading: as a profession’ for the students. The English Department also organized ‘Public speaking in English’ and ‘Communication skills in English’ for the students. A career counselling programme are organized by the college. The participants were immensely benefitted.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Appropriate integration of Indian knowledge system (teaching in Indian language, culture, using online course): The syllabus of various courses integrates the issue of the Indian knowledge system and are based on Indian heritage and culture. In most courses the medium of instruction is either Bengali or in a bilingual mode that is English and Bengali together. Courses in humanities address issues of universal human values and Indian culture and ethics, Indian philosophy, laws and logic as well as the cultural and historical heritage of India. Courses in Indian languages like Bengali and Sanskrit address issues of human values and Indian culture through its various narratives. Indian Mythology, folklore and manuscripts of old texts which is part of the syllabus of courses in Indian languages imparts knowledge to students about Indian ethics, values and Indian culture. Courses of Physical Education integrate into its curriculum both practical and theoretical knowledge of yoga that helps students understand the basic utility of this eternal Indian practice. Yoga training programs are held in the college. Special programs on yoga are organised every year for students of the institution on the International Yoga Day. India's rich history is part of the syllabus of courses in History and Political science. Value added courses offered by the departments to students addresses issues of Indian ethics and values as well. Most of these value added courses are helping students acquire knowledge about Indian philosophy, culture and ethics. International Language Day (‘Bhasha Diwas’) on 21st February is celebrated in the college with great enthusiasm by students and teachers. Apart from promotion of language, local festivals and events are also celebrated in the college with great enthusiasm. Bengali festivals that are annually celebrated in the college include Rabindra Jyanti, Najrul Jayanti, Basonto Utsav, Saraswati Puja,</p>

	<p>Nababorsho, Sarod Utsav etc. We observe various important days viz. Vivekananda's Birthday, Netaji's Birthday, Voters' Day, Republic Day, Teachers Day etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college is trying to implement an outcome based education framework based on the guidelines of University Grants Commission. All departments prepare learning outcomes for the program it offers. It also prepared course outcomes for all the courses offered during the semester. The program outcomes and course outcomes prepared by the department are published in the website and in the departmental web page. The course instructor of a course mentions the course outcomes in the lesson plan that is shared among the students. The students get to know about the outcomes and skills that they may acquire after the completion of the course and the program. The learning outcome attainment of the students is continuously monitored by the teacher using the system of continuous internal evaluation that helps to segregate and identify weak and advanced learners in the course. The student profile mapping data generated in the beginning of the first semester along with the system of continuous internal evaluation in a course help teachers in the analysis of learning outcome attainment of the students and thereby adopt student centric teaching methods in order to increase the attainment level of learning outcome by the end of the course. This unique practice of learning outcome attainment analysis by teachers during the course in Choice Based Credit System has prepared the institution in providing outcome based education in the 4 year undergraduate program of the National Education Policy of 2020.</p>
<p>6. Distance education/online education:</p>	<p>Distance and online education has been a part of curriculum delivery for quite some time in the institution. Much before the pandemic, when teachers had to resort to online education for curriculum delivery, the practice of using an online platform for curriculum delivery was quite rampant in the institution in many departments. Teachers used 'Google Meet' in teaching learning process. A Hybrid classroom was initiated way back in 2019-20 in order to implement a blended mode of teaching for collaborative institutions. The institution is well equipped with ICT tools based teaching learning infrastructure that would help to provide quality</p>

education in both the formats, online and offline. Teachers use a learning management system software that helps in the management of all the issues during curriculum delivery of a course, from e-learning to e-learning resources and evaluation. All teachers of the institution are proficient in the technological tools used in teaching learning and are capable of providing online education to students as may be required under the National Education Policy of 2020. Value Added courses and add-on courses offered by departments to the students of the institution are mostly in offline/online mode.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral literacy club was set up in the college on the 14th January 2023 to educate the targeted population in and outside the institution about the electoral process of our country. The ELC coordinators and members are selected by the Principal from various stakeholders of the college. The ELC is functional with the following office bearers: 1. Mrs Prativa Pan, Assistant Professor of Department of Philosophy as Teacher Coordinator 2. Mr Soumen Mondal Assistant Professor Member 3. Mr Shyam Sundar Sardar, Assistant Professor Member 4. Mr Soumen Mondal, Student Coordinator.</p>
<p>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?</p>	<p>The Electoral Literacy Club at Shishuram Das College, since its inception in January 2023, has engaged in activities to sensitize the stakeholders of the institution about electoral rights and processes of voting.</p>
<p>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.</p>	<p>The Electoral Literacy Club has organised programs 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 using electronic voting machines.</p>

<p>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.</p>	<p>A voters awareness program was organised before the Parliament Election – 2024. The named ‘SVEEP programme’ was organized on 25.04.2024 in collaboration with Block Development Office, Diamond Harbour – II Block in order to educate the students about the electoral process in the ensuing elections.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A significant proportion of the newly enrolled students of the institution are yet to register their names in the voters list. The electoral literacy club had organised an election awareness class on 12th October 2023 for the new voters of the country.</p>

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
517	749	569	565	618

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: 37

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
30	31	31	31	5

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
19.30	4.99	10.88	17.47	21.94

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:

Shishuram Das college is affiliated to the University of Calcutta and follows the curriculum designed by the University. All programmes in the curriculum follow Choice Based Credit System (CBCS). A semester comprises at least 15 weeks of teaching learning, continuous internal evaluation and one University Level semester examination. It ensures effective curriculum delivery among the students through a systematic and transparent method. The college takes several steps for effective implementation of the curriculum like preparation of the timetable before the commencement of the classes, maintains academic calendar, lesson plan, arrangements for teaching methods to supplement classroom teaching, library facilities, periodic review, and evaluation.

Academic Calendar, Departmental Meeting, Lesson Plan, Routine, Curriculum Delivery and Continuous Internal Assessment

- The college prepares a Prospectus and Academic Calendar at the beginning of the session under the supervision of the Teachers' Council and Academic Committee. The Calendar has been uploaded to the college website.
- The Teachers' Council then prepares the timetable and then all the departmental routines are prepared. Finally, all departmental timetables are approved by the principal.
- The teachers of every department prepare unit/module wise lesson plan as per prescribed syllabus of the University and upload the same in Learning Management system or LMS (*Shikshangan*). It helps the Head of the

Departments to monitor the progression of the syllabus. The Heads of all the department report about the progression of the syllabus to the principal, on a regular basis.

- The periodic assessment of the curriculum delivery is conducted by the Academic committee. Continuous Internal Assessment (CIA) is an integral part of CBCS classroom teaching.

Teaching Aids:

- The conventional classroom teaching with chalk and duster is in place but along with it, ICT based teaching-learning methods are extensively used. During the pandemic, regular online classes were taken by all the departments. The teachers also used Google classrooms, what's app groups, Google forms, YouTube, college developed LMS portal etc. as and when they felt necessary for the benefit of the students.
- The college encourages and arranges field trips, educational tours, for hands-on learning and

experimental learning.

- Webinars and seminars by academic experts are arranged in various departments on regular basis.
- Class notes, PPTs and previous examination question papers are made available under digital umbrellas, through the Learning Management system (*Shikshangan*) and are being delivered to students in a very well-coordinated and planned manner.

-

- The college has a digitized library, which helps the teachers and the students immensely in getting necessary books and journals. The Central library is equipped with KOHA Library Management System.
- In addition to that most of the departments have departmental libraries. The departmental libraries help the needy students with more access to the books. The study materials, which are not easily available, the teachers distribute the photocopies of those learning materials to the students.

Laboratory:

- There is a well-equipped laboratory for curriculum delivery of practical classes in Geography.

File Description	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: 28

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 6.46

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
59	39	0	52	45

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The University of Calcutta has incorporated Environmental Studies as one of the AECC (Ability Enhancement Compulsory Courses) for all undergraduate courses. So, all the students enrolled under this course study crosscutting issues relevant to environment and sustainability. In addition to those important issues of Value education, Gender, Professional Ethics have been integrated in the syllabus of various subjects like Education, English, History, Political Science etc. These are taught as either Core Course (CC), or Discipline Specific Elective Course (DSE) or Generic Elective course (GE) or Skill Enhancement Course (SEC).

List and description of courses which address Professional Ethics, Gender, Human values, Environment, and sustainability into the curriculum.

- **Professional Ethics**

1. The college is affiliated to the University of Calcutta and hence must follow the syllabus as laid down by the parent University. However, in each subject, wherever possible, classroom teaching integrates major social issues like gender, professional ethics, human values, environmental issues etc. in various ways within the parameters of the syllabus. Through student participation in seminars, poster competitions, documentary film shows, these issues are addressed.

- **Gender:**

1. Gender issues are included in UG syllabi of Political Science, English, Education, Bengali, History, and Philosophy. The courses shed light on women's education and inequality and women empowerment. It focuses on their role in literature and social reforms.
2. The Women's cell of the college celebrates International Women's Day on 8th March, every year by conducting students' seminar, sessions with doctors on "Adolescent Health and Hygiene".
3. The cultural sub-committee also organized a drama in collaboration with women's cell, on the birth anniversary of "Pandit Ishwarchandra Vidyasagar", on featuring the importance of female education.
4. The women's cell also collaborates with 'Anganwadi', of the region and organizes awareness programmes on health, hygiene and nutrition of mothers and children. Some food and products related to health and hygiene were also distributed on that occasion.
5. A handicraft exhibition was also organized as a part of the women's empowerment programme.

- **Human value**

1. Human values are included in the UG course of Education and Philosophy as part of ethics, education, and value education.
2. Human values are fostered through the activities of the social welfare sub-committee by donation of exercise books, stationeries, fruits, and chocolates to the less fortunate children of the neighbourhood primary school, on occasion of Children's Day

- **Environment and sustainability**

1. This issue is addressed in the CBCS syllabus of Geography and mandatory Environmental Studies course is included in Ability Enhancement Compulsory Course in semester II of the curriculum. The syllabi focus upon different dimensions of environment ranging from ecology, biodiversity, sustainable development, renewable energy etc.
2. A curriculum of Geography studies inculcates among the students awareness about Environmental Pollution, Environmental Hazards, Environmental issues – Global warming, Ozone Depletion, Acid Rain, Conservation of Natural Resources.
3. Photography club has organized a photography competition on "Nature", which helps in the development of one's love for mother earth.
4. "Recycle and reuse workshop" has been organized for the students, under the able guidance of our Eco club.

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: 54.93

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

Response: 284

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
Provide Links for any other relevant document to support the claim (if any)	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: 70.43

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
517	749	569	565	618

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
857	857	857	857	857

File Description

Document

Institutional data in the prescribed format

[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: 65.03

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
191	342	246	219	257

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
386	386	386	386	386

File Description	Document
Institutional data in the prescribed format	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: 17.23

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:

Experiential Learning, participatory learning and problem solving are intermingled in the student centric learning process in our College. This successfully caters to the need of a diversified learners group.

Teaching faculty of the College promotes and exhibits experimental learning method. The main objective of this method is to indulge and develop experimental learning approach amongst the students.

Innovative teaching methodologies are employed. Almost all faculty members make extensive use of

ICT in the class room.

Experiential learning is embedded in the teaching learning process. Students of Physical Education and Geography have to conduct regular field survey. Project writing is included in curricula of many subjects like Political Science, Education and others. Real life examples related to the courses of study are discussed in class.

Educational trips (apart from compulsory field survey) and institutional visits are organised to give the students first hand experiences on some topics taught in class. The students of departments like Education, English, History and Physical Education undertook various educational trips that are related to their syllabus.

Participatory learning is an important pillar of student centric teaching learning process. Teachers conduct interactive sessions with students, who are motivated to raise questions and express their doubts. Advanced students are often asked to help their fellow students in the subsequent doubt clearing process. Students' seminars and lecture demonstrations by the students, organised regularly, enhance students' participation in the teaching learning process.

Development of problem-solving skill and mind application is absolutely necessary for success in academic and competitive examinations. Students of all departments have to participate in problem solving and brain storming exercises. These exercises are part of Continuous Internal Evaluation. The teachers regularly organise special classes for the development of problem-solving skills of the students.

Problem-Solving Methodologies: Students are encouraged to find multiple solutions to a given problem within a stipulated time. The College thus adopts student centric learning method. Besides classroom teaching students are also involved in various innovative projects. The projects in turn, help towards enhancing the real-life problem-solving abilities of the students.

ICT tools are being increasingly adopted in the teaching learning process. The College has a partially Wi-Fi enabled campus to help better dissemination of information. ICT tools and platforms (WhatsApp, G-meet, Zoom etc.) were widely used for successfully running the classes during the pandemic period. In offline classes also, there is now a growing use of e-resources and ICT tools.

Student centric learning process discussed above are often assisted by ICT. For instance, the English department utilizes its ICT resources by screening syllabus-oriented movies for its students, PPT presentations are made by the teachers and the students. There is a Learning Management System (LMS) in the College Website where resources are uploaded. Learning resources for competitive examinations (in interactive mode) are also available in the website.

Finally, a reasonably good teacher-student ratio helps to run an efficient teaching learning process in this college. Effective mentoring can also be done formally and informally.

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

2.4 Teacher Profile and Quality

<p>2.4.1</p> <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 100</p>											
<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>31</td> <td>31</td> <td>31</td> <td>5</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	30	31	31	31	5
2022-23	2021-22	2020-21	2019-20	2018-19							
30	31	31	31	5							
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										

<p>2.4.2</p> <p><i>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)</i></p> <p>Response: 6.25</p>											
<p>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</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>01</td> <td>03</td> <td>04</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	00	00	01	03	04
2022-23	2021-22	2020-21	2019-20	2018-19							
00	00	01	03	04							

File Description	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:

Response:

1.The College follows all guidelines and norms set by the affiliating University (University of Calcutta) regarding the assessment of the students. The present Choice Based Credit System (CBCS) evaluation process involves both internal and external assessment. The entire procedure of external assessment (fixing examination centres and schedules, setting question papers, checking of answer scripts, re-examination etc.) is decided by the University.

1.Internal assessment of a student is based on his/her attendance and his/her performance in internal examinations. Tutorial evaluation is done internally for non-lab based subjects. Internal examinations are conducted according to routine provided by the College Examination Committee which follows academic calendar of the University of Calcutta. Question pattern is set at par with the University norms provided by the respective Board of Studies. Evaluation system is transparent and each answer-script is duly checked. Marks are uploaded in University portal within stipulated time.

1.Apart from these mandatory assessments, regular and Continuous Internal Evaluation (Assessment) is an ongoing process. Different innovative modes are adopted along with regular home/class assignments. Students are also given development inducing feedback.

1.In the previous 1+1+1 system, there was provision for preparatory tests and mid-term tests. Result

meetings were regularly conducted to analyze students' performances and to take decisions regarding sending students for University Examinations. Measures were adopted for the students with poor performance.

1. University of Calcutta has a system of grievance redressal which is time bound and efficient. After the publication of University examinations results, the College issues notices regarding review and self-examination of answer scripts for which the students have to apply through College within a stipulated date. Results of re-examinations are published by the University and corrected marksheets are issued. College puts adequate effort for smooth running of this grievance redressal process. All complaints by the students related to errors and omissions regarding registration, subject choice etc., are duly reported to and are corrected from the University.

1. During the recent pandemic, all University examinations were held online and answer-scripts were checked internally. All errors committed inadvertently in this online process of examination were corrected with sincere initiative by the teachers and the authority. There was regular correspondence with the University even during this difficult period.

1. The internal mechanism for grievance redressal also works efficiently and in a time bound way whenever it is needed.

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 website displays Programme Outcomes (POs) and Course Outcomes (COs) of all Programmes offered by the institution. This helps students to understand the overall scope of each programme and the knowledge and skills they are expected to gain after the completion of each course. In addition to that, students can get an overview of career prospect of each programme. There may be

varied outcomes of a Programme. As for examples, we can mention critical thinking, communication skill, ethical values, logical reasoning, skill of social interaction, awareness of environment sustainability and so on. Programme of any discipline can have these general outcomes which enhance long term life skills and attitude of a student.

1. The Programme Outcomes (PO) and Course Outcomes (CO) are also available in the institutional LMS.
2. The Outcomes are communicated to the faculty-members by the IQAC and the departmental heads. The faculties actively participate in formulation and review of the outcomes.
3. The framework of the Programme Outcomes (PO) and Course Outcomes (CO) designed by the faculty are discussed in the departmental meetings and new faculty members are also acquainted. After discussion, validation and approval it is submitted to the Academic Committee and finally uploaded on the Institutional website.
4. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are reviewed from time to time and accordingly modified.
5. Programme Outcomes and Course Outcomes are discussed with the parents and their wards at the time of admission. Besides, students are briefed about POs and COs in the introductory classes
6. Besides, the institution has a separate PO-CO Mapping and Attainment portal. Further, the syllabi of all of the programmes are made available online (college website), offline (departments) and students' WhatsApp group in the beginning of the academic session.

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:

The Institution has a well-defined mechanism to track and monitor the attainment levels for Programme Outcome, Course Outcome and Programme Specific Outcome.

The direct method operates in the following way:

1. The set Programme Outcomes, Course Outcomes, and Programme Specific Outcomes are collected for different courses and targets are set.

1. Calculations are done for the attainment of the course outcomes to programme outcomes.

1. Each CO is mapped to PO to make a (CO-PO) matrix.

1. The result and performance data of every student is uploaded on the college website.

1. Attainment of Programme Outcomes and Course Outcomes are evaluated by the institution. The Programme Outcomes of different subjects are measured upon their successful completion of the scheduled courses. Performance of the students is measured in terms of marks secured in University Examinations and from Continuous Internal Evaluation conducted by respective departments. Course outcome (calculated on the basis of average score of all students) is an indicator of successful completion of the course. In the process, each student's performance can be judged. All the departments of our college do this CO evaluation. The outcome in the preceding semesters helps to identify slow learners and relatively advanced learners. Accordingly, steps are taken for their improvement.

1. Another indirect but efficient way to measure attainment of course and programme outcomes is to keep an eye on students' progression to higher studies and their placement. For success in competitive examinations and entering the job market requires considerable knowledge of the subject as well as power of critical thinking and logical analysis. Quite a few of our students graduating with Honours, pursue Post-graduation programmes and beyond. Our students got placement in Banking sector, Government sector and Corporate Sector and in various fields of teaching and research. The College feels proud of a rich pool of alumni, many of whom have qualified NET/ SLET. Many students are occupying teaching positions in various teaching institutions.

1. Sample survey is done on outgoing students to get feedback on course completion along with evaluation. This type of exit survey reflects students' perception on attainment of course outcome.

The IQAC regularly monitors the attainment level for every course. In case, the attainment level of any course is below the threshold level, additional measures such as remedial classes, tutorial classes etc., are conducted. The evaluation of attainment is primarily made on the basis of the performances of the students in summative and formative assessments. Learning outcomes of the students are regularly

monitored by the departments and appropriate remedial measures are taken for desired course outcomes.

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

2.6.3

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

Response: 58.35

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
56	134	195	113	61

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
233	251	218	122	134

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Shishuram Das College has created a conducive ecosystem for innovation and knowledge creation, through Indian knowledge system, by emphasizing collaborative academic activities and encouraging research facilities.

Research activities and knowledge Ecosystem:

Being an institution of higher education, Shishuram Das College encourages research activities among the stakeholders. The college inspires its stakeholders for publication of research papers in reputed journals and presentations of research papers at different seminars and webinars. The college regularly organizes seminars in different subjects and topics. The college also places a strong emphasis on maintaining a code of academic and research ethics, actively discouraging plagiarism among its students and staffs. Additionally, the availability of a Learning Management System (LMS) enhances the learning experience for students, fostering a technologically enriched educational environment.

The Indian Knowledge System significantly emphasises digital literacy, equipping students with essential skills for the digital era. This focus ensures that students gain technological proficiency, allowing them to navigate and contribute effectively to a digitally driven world. The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce.

The institution is well-equipped in its mission to transfer of knowledge and has created infrastructure in ICT enabled classrooms and laboratories and a central library with digital facility.

Through these initiatives, Shishuram Das College fosters an environment that encourages intellectual exchange, innovation, and the pursuit of knowledge.

College Journal:

The College encourages creative and innovative endeavours. The College has published multidisciplinary magazine “Sanjiban” since 2013, which is funded by the college.

Conclusion:

In conclusion, the college has created a conducive ecosystem for innovation, awareness about Research Methodology and by emphasising academic activities. The college has produced research outputs in the form of research papers, and presentations at seminars. The initiatives taken by Shishuram Das College for the creation and transfer of knowledge have the potential to drive innovation and contribute to the development of the society.

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: 11

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
02	01	07	00	01

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: 0.27

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	04	03

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	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: 0.19

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
00	01	00	04	02

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 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:

The institution has regularly and successfully carried out various extension activities in the neighbourhood community by sensitizing students to different social and environmental problems. The college has identified itself with the community and motivating the stakeholders to get involved in social work. This helps in fostering their holistic development and at the same time benefits the community. The stakeholders of the institution are actively involved in getting the students motivated to do some community development work for the resolution of different social and environmental issues.

The Social Welfare Sub-committee of the college with active participation of teachers and student volunteers are regularly engaged in various community development programmes at neighbourhood localities. The Social Welfare Sub-committee has done a lot of work including conduction of Adolescent Health and Hygiene Awareness Programme, Awareness programme on prevention of Malaria & Dengue, vaccination camps for Covid-19, Awareness camps in local Anganwaris on the care of expecting mothers and the lactating mothers, etc.

Under the Swachh Bharat Abhiyan, the college has also been carried out the activities of environmental awareness. The Social Welfare Sub-Committee volunteers are also engaged in maintaining the greenery and cleanliness of the campus and surrounding areas. The students have also actively participated in rallies on socially relevant issues like 'Promotion of 'Bicycle' as means of transport', etc. A campaign was carried out by the social welfare sub-committee to conduct cleaning of plastic and polythene wastes from college campus and adjacent areas. Celebration of Raksha Bandhan Utsav in the local communities and Sarisha high school tried to spread the message of communal harmony among the localities. The college has taken the initiative for celebration of forest week by rally, planting saplings, distribution of saplings, awareness programmes on the importance of the plantation of trees etc.

Besides, the students visited the local villages periodically and conducted various community development activities. Stationary items, copies, pencils, erasers, sharpeners, and some food items were

also distributed among the primary school children, on occasion of the Childrens' day. Soil tests and water tests were also conducted by the students of the department of Geography in the villages and knowledge was shared with the local villagers for their benefit with the help of village panchayats. The community service and social work has immensely benefitted the target group and contributed towards environmental sustainability.

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:

Shishuram Das College has been dedicated to fostering social responsibility, community engagement and inculcating values and commitment to society through a range of extension activities and outreach programmes. The college has been actively involved in various activities throughout the year. Social Welfare Sub-committee, Women's Development Cell and Eco club of the College have played crucial roles in organizing such activities.

The institution is actively involved in various extension activities for which it has been duly recognised by different Government and non-government bodies.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	02	00	00	00

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
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: 26

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
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:

- **Teaching- learning** – The institution provides adequate classrooms for all courses. It also has a well-equipped Geography laboratory and computer facilities for both staff and students.
- **ICT** – The college also provides facilities like smart class, LMS etc.

The students can participate in cultural and sports activities, indoor and outdoor games, gymnasium and yoga centre and a seminar room in the institution.

Response:

Shishuram Das College sprawls over an area of 5.08 acres. It is in Sarisha, a gram panchayat within the jurisdiction of Diamond Harbour police station in the Diamond Harbour II CD block in the Diamond Harbour subdivision of the South 24 Parganas district in West Bengal. The college is not very far from the banks of the Hooghly River.

The institution has adequate infrastructure and physical facilities for teaching-learning and curriculum delivery process. The faculties plan their curriculum through the Learning Management System (LMS). The institution caters to the needs of about 542 students (2023-24). The institution has one room, one Geography laboratory, one seminar hall with ICT facilities, one

digitized central library room with e-catalogues systems. The library houses 2825 Barcoded books. The college also has one girls' common room, one boys' common room, one night guard's room, one canteen, one store room, CCTV cameras, 5 Acs, six printer machines, nine computers for the students and all stakeholders and a laptop for additional use. The college has one playground and some indoor sports facilities. The college organizes annual sports every year.

Shishuram Das College has wholeheartedly attempted to comply with all the imperative standards expected of the affiliating college as far as infrastructural framework, provision of learning materials, ICT devices etc. are concerned. Everyone in the departments is furnished with sufficient attendance register, blackboards, white boards, chalks, white board writing pen, duster and so on. College faculties are permitted to utilize advanced meeting rooms, computers, and internet facilities as and when required. Besides the students, the teachers also benefitted from the use of the gymnasium. Aside from the central library, some departments maintain their own departmental libraries. The college campus is secured with

Wi-Fi Internet facilities to be utilized by the students and the stakeholders for scholastic and regulatory purposes.

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

4.1.2

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

Response: 10.71

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
.94	1.53	1.42	.92	3.18

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central library of Shishuram Das College is located on the ground floor of the college. The college has started to cater to the academic needs of the faculty, students, and staff. The library is well connected with LAN and internet. The KOHA software has been installed in the college library for automation. The library is partly automated and tries to implement different modules of KOHA. After the books procurement by the library the “Cataloguing” module of KOHA is used to process them and generate the searchable biographic record for proper utilization of the resource. Barcodes have been generated for books after entering them in KOHA library management system. Each book entered the system has barcode. The “Reports” module of KOHA is being used to gain general and specific data regarding library services.

With this membership all stakeholders of the library can easily access a huge number of e-books and e-journals. Our Library arranges orientation programs on a regular basis to get acquainted with the library and how to use the library resources by using OPAC (Online Public Access Catalogue), internet and open sources.

A register is maintained in the library to keep a record of per day use of the library by students and teachers.

The central library uses the software ILMs-KOHA, which is customized for the use of the library members by the Bengal Library Association, P-134, C.I.T Scheme-52, Kolkata-700 014, West Bengal, India.

Facilities:

- Lending of books to the students for home by issuing cards
- Reading facility for students and teachers
- Journal Section
- Reference Service
- Career guidance section
- Newspaper section
- Question Paper services.
- OPAC services

In our library there is a librarian and a support staff for the smooth running of the library work.

.2 The institution has subscription for the following e-resources.

- E-journals
- E-sodhsindhu
- Sodhganga
- E-books
- Data base

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

I. The college regularly updates the network facilities on the campus for the benefit of the stakeholders.

The college campus uses BSNL & AILANCE broadband internet lines each of which has 100 Mbps. It is divided with 14 segments in whole college campus area.

- Principal's office
- College office section
- Library
- Seminar room

II. Institutional funding is being made available for renewing the Wi-Fi monthly.

III. The LAN facilities in the Central library are provided through a dedicated line of the KOHA software.

IV. The internet Kiosk under the Central Library has a dedicated cable line with a static IP and upload-download speed in 100 Mbps.

V. All the computers of the college are highly secured with Quick-Heal Total Security for Cyber Safety.

VI. The entire college is under the CCTV surveillance system, and it is monitored from Principal's room.

VII. The college website is maintained and upgraded at frequent intervals by a service provider.

VIII. In our seminar room, we have an interactive flat panel (IFP), sound system, 2 PCs and a podium.

Teaching Learning Portals:

- College Website: <http://www.shishuramdacollege.com/index.aspx>
- Library Management System: <https://sdcl.blacal.in/>
- Learning Management System: <http://lms.shishuramdacollege.com/>

Administrative Portals:

- Online admission portal: <https://wbcap.in/>
- Online office management system:
- WBIFMS: <https://www.wbifms.gov.in/ifms/login.html>
- AISHE: <https://dcf.aishe.nic.in/aishenew/#/aishe/home>
- WBHS: <https://wbhealthscheme.gov.in/>
- E-pension: <https://epension.wbhed.gov.in/>

Feedback system

Online feedback system is attached to college website: <http://www.shishuramdacollege.com/index.aspx>

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

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

Response: 73.86

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

Response: 07

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: 46.43

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
11.37	2.35	3.08	6.93	10.9

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 78.3

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
416	556	498	411	482

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: E. None of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.1.3

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

Response: 0.07

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
02	00	00	00	00

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
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: 3.04

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
10	00	02	04	01

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
56	134	195	113	61

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

5.2.2

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

Response: 0.18

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	01

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 17.4

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
27	12	01	21	26

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement**5.4.1**

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

Response:

Alumni Association is the mirror of the college, reflecting the personal and professional achievement of students. The college continues its interaction with students even after they have formally left the college for higher education or job opportunities through an active Alumni consisting of former students of the college. We have applied for the registration of Shishuram Das College Alumni Association. It is committed to cause of academic development of the college and lends wholehearted support to activities augmenting this development.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The College aims at the upliftment of the people of the locality, particularly the poor and middle classes, through spreading higher education which will lead to enlightenment and employment. Since its establishment the college has aimed at propagating quality education among the students. Being located in the rural area of South 24 Parganas the college has evolved as a seat of academic excellence in the region and has significantly contributed in the fields of sports, physical education, socio-cultural activities and public awareness. Since its inception the college is committed to impart higher education to the aspiring youth.

Our Mission is:

1. To offer suitable undergraduate courses and to make the young students fit for educational and administrative services.
2. To help every student in realizing his/her abilities and also to inspire him/her to know each and every scope of self-employment and entrepreneurship that can bring success in his/her future life.
3. To offer value-based and value-added education to groom the students as capable, sensible and responsible citizens of the country.
4. To provide quality education to the students irrespective of caste, creed, religion and diverse socio-economic status.
5. To motivate the students to achieve academic distinction and excellence in every sphere of culture and administration.
6. To inculcate values in the students and harbour a strong personality in each of them so that they can become the responsible citizens of modern India in the near future.

The mission of the college is also to ensure gender development by emphasizing on women education and thereby empowering them. The College aims to foster an atmosphere of all-round development amongst the students keeping in view the changes in the teaching and learning procedure. With the introduction of newer subjects in academics and co-curricular activities, the college aims to provide a vibrant campus. The aim of the college is to promote gender equality.

The Principal functions in coordination with committees, departments, administrative units, Teachers' Council, Governing Body, students' representatives and IQAC to ensure coherent decision making and implementation processes. The different committees look after academic, administrative and co-curricular aspects and report to the Principal about their activities. The Secretary of the Teachers' Council acts as a representative of the teaching staff to ensure smooth communication between the Principal and teaching staff. He also assigns, distributes and coordinates the administrative duties

amongst the non-teaching staff The Governing Body maintains an overarching overview while serving as the major decision-making body. Online communication channels, through emails and group chats, are maintained so as to ensure speedy dispersal of information between the different arms. The IQAC serves as a quality control monitory body overseeing different functions and their processes.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan is conceived keeping the vision mission of the college in mind. The Governing Body is the apex body of governance in the college. The Governing Body consists of the President, the Principal, government nominees, university nominees, nominee from Higher Education Council, teachers' representatives, and non-teaching staff representative. The Principal functions in consultation with the Governing Body. The Principal is assisted by Internal Quality Assurance Cell, the office staff, the academic sub-committee, teachers' council, finance sub-committee, and various other committees with the approval of the Governing Body. The financial decision of the colleges is deliberated in the Finance Sub Committee and the resolution of the meeting is finally approved by the Governing Body. The Principal is also assisted by the office staff for the smooth functioning of the administration. The Teachers' Council ensures smooth flow of communication between the administration and the teaching staff. The Principal acts as the Chairperson of the Teachers' Council which also selects one secretary and one assistant secretary from amongst the teachers.

The different administrative and academic arms of the college, like the committees, departments, work in tandem to achieve goals of the perspective plan and ensure a decentralized administrative process. The proposals arising from the feedback system (student, faculty, alumni, parents) and various arms like the IQAC, Teachers' Council, the committees are considered for execution in the Governing Body and the Finance Committee, where required. The IQAC prepares Action Taken Reports at the end of each session to take stock of the state of execution of the actions proposed by itself. The appointments of the teaching staff are done following government rules and regulations. The West Bengal College Service conducts a centralized selection process for appointing teachers to government aided colleges. The body, then, sends letters of recommendation to the college against vacant posts requisitioned by the college. The Governing Body, on receiving the appointment letters, adopts a resolution to issue an appointment letter to the candidate, who is required to join within a stipulated period as set out by WBCSC. The institution has well-formulated policies on Quality Assurance including e-governance, Research and Publications,

Student Support and Welfare Measures, IT, Infrastructure etc. and well-defined Code of Conduct, published on the college website. The feedback analysis reports are employed for the review and revision of policies and strategies. The well-structured policies ensure systematic functioning and uplift the quality of the institution.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

Attendance register of all staff is maintained which is regularly examined by the Principal. Performance Based Appraisal System for teaching staff is followed. The teachers attend training and workshop for learning the new academic systems introduced from time to time. Teachers can adapt to changes that occur in the courses of study after attending such training. The office staff also attend training and workshop conducted by the government for the smooth functioning of the administration. Apart from this the college strictly adheres to the directions given by the Higher Education Department from time to time.

Enrolment of interested teachers in West Bengal Health Scheme for Grant-in-aid College and University Teachers, 2017 is facilitated. Provident Fund Loan Facility is provided to employees in substantive posts, according to Govt. regulations.

Teachers are given duty and study leaves for academic and faculty development purposes. Employees in substantive posts are entitled to Earned Leave with the prior permission of college authority and subject to GB approval where applicable. GB may also approve Extra-Ordinary Leave on special grounds. As per government regulations, female employees are entitled to Maternity and Child Care Leaves while male employees can avail Paternity Leave, with prior permission of college authority, subject to approval from GB. Leave encashment benefit is available for staff in substantive posts as per Govt. rules.

6.3.2**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**6.3.3**

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

Response: 0.78

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
00	00	01	00	00

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
00	00	00	00	00

File Description

Document

Institutional data in the prescribed format

[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college seeks to mobilize government and non-government grants for the improvement of college infrastructure and knowledge resources. It welcomes donations, memorial prizes and endowments from staff members, alumnae and guardians for the prize and endowment funds. Various organizations have been approached for collaboration in jointly sponsored academic seminars and conferences.

It utilizes the interest accrued on fixed deposits to fund the salary to the temporary contractual staff and for developmental work. A major part of the college fund is utilized for the development of infrastructure and facilities of the students.

The college conducts regular financial audits, external, as per the directives set down by the Finance

Department and the Department of Higher Education of the Government of West Bengal. The external audits are carried out by audit firms assigned by the Department of Higher Education. The audit report then received is placed before the Governing Body for approval and for adopting any necessary action suggested by the auditors.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Academic Years 2018-2019 to 2022-2023:

1. The IQAC successfully coordinates the CAS promotional process for the teachers.
2. The IQAC has provided support and assistance to the various academic departments for the organisation of departmental seminars.
3. The IQAC has been instrumental in the signing of MOUs with 26 colleges all uploaded on the college website.
4. The IQAC has continued to promote and train faculty members from various departments to conduct virtual classes during the COVID-19 pandemic.
5. The IQAC has taken measures to conduct Value-Added courses by various departments. IQAC confirms that the students from remote areas can certainly avail for online platforms like Google Classroom and Google Meet and the students get posted Study Materials and Learning Resources.
6. The IQAC has provided enough assistance to all the subcommittees.

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Shishuram Das College has initiated the Gender Audit and has taken proper initiatives for sensitisation towards gender equality through a few activities during the last five years.

Response:

Our institution is committed to promote the ideals of gender equity. The college makes a continuous effort to provide equal opportunities to both genders. The institution has conducted the Gender Audit with the initiative of Women Development Cell, IQAC, Internal complaint committee and took necessary steps towards the gender balance within the institution.

Measures taken for the promotion of gender equity:

- The institution has a well-defined Gender policy published on the official website of the institution.
- The institution pays special attention and support to the girl students from rural, social, and economic backward areas. The college also makes effort to provide a comfortable and homely atmosphere to the girl students from the backward class and minority section. Our aim is to inspire these girl students to pursue higher education after graduation. We also provide various opportunities to the students, who want to be self-sufficient by pursuing vocational training.
- The institution is aware of the local scenario, where most of the women neglect themselves during pregnancy and post pregnancy periods. The faculty members and the students have organised an awareness camp at the local “Anganwari” centre with the expecting mothers and the women under maternity stage. The speakers have highlighted the importance of consumption of iron and calcium tablets during pregnancy and post pregnancy stages. Importance of nutritional foods for the benefit of the babies were also highlighted by the speakers. Some fruits and health drinks were also distributed among the women present in the camp. It was a small effort by the institution to spread awareness among the local less fortunate women.
- The institution has Grievance and Redressal Cell, Internal Complaint Cell, and Anti-Ragging Cell to solve various issues related to all stakeholders. The girl students can lodge their complaint about harassment and abuse in the Complaint drop box of the Grievance and Redressal cell. They can lodge their complaint regarding ragging, to the convener of the anti-ragging cell through mail or letters. The college is equipped to address grievances related to sexual harassment through its Internal Complaint Cells. Complaint regarding sexual harassment may be lodged to the convener through emails and letters. However, no such grievances have been reported till date.

- Mental and emotional well-being of the girl students have also received due attention. The faculty members engage students in several sessions to minimise their mental stress through open discussions. Women development cell, in association with Department of Education have arranged seminars on mental stress, anxiety and depression. Scope has been created where students could interact with their teachers and express their emotional crisis freely and confidentially.
- The college has a separate girls' common room with amenities for indoor and outdoor games.
- CCTV cameras are installed to monitor the security of the girl students. Identity cards are issued for every stakeholder to restrict the entry of trespassers.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Shishuram Das College has always played a pivotal role in sensitising students about the cultural, regional, linguistic, religious, and socio-economic heritage of our country.

Cultural and Religious inclusiveness:

1. The college celebrates various cultural festivals with great enthusiasm. Each year, different cultural and regional festivals like Vasant Utsav, Raksha Bandhan, Saraswati Puja, Sarodotsav are celebrated. Rabindra Jayanti, Death anniversary of Rabindranath Tagore (Baishe shraavan), birth anniversary of Pandit Ishwar chandra Vidyasagar, birth anniversary of Swami Vivekananda (National Youth Day), are celebrated every year. Various cultural events are organised on these occasions in remembrance of these great visionaries. All these programmes and initiatives are aimed at creating an inclusive environment wherein students from diverse backgrounds learn to respect each other and live in harmony. They gain knowledge about the rich and diverse cultural heritage of our country which in turn helps them to contribute towards promoting national integration.

Linguistic inclusiveness:

1. Bilingual mode of teaching has been adopted by the teachers wherever required for the students to overcome linguistic challenges. Bilingual study materials are provided to the students.

2. The institution celebrates International Mother Language Day to instill the importance of mother tongue among the students. Teachers and students from different departments commemorate the day through various cultural programmes.
3. The Department of English celebrates the birth anniversary of William Shakespeare on 23rd of April every year.
4. The Department of English offers a certificate course on “spoken English” to help the students to learn communication.
5. The Department of Sanskrit also offers a certificate course to improve the Sanskrit Communication skills of the students.

Communal and Socio-economical inclusiveness:

1. The college provides scholarships and free ship to students from economically backward communities that help them to continue their study and fulfil their dreams.
2. The institution has a social welfare subcommittee and NSS unit to arrange outreach programmes in villages around the college to instill the spirit of unity among the students and to make them socially responsible.
3. The Social welfare sub-committee of our college has organised an awareness campaign in the neighbourhood area against dengue and malaria and the prevention of these diseases through posters.
4. The college also celebrated Raksha Bandhan Utsav at the local Sarisha High School and the teachers and the students also tied rakhi to the traffic police and local vendors of the locality. In this way the college tries to teach communal harmony among the students.

Sensatisation of students and employees to the constitutional obligations:

1. The institution pays homage to the freedom fighters by celebrating various programmes like Independence Day, Republic Day, and Netaji’s Birthday with great grandeur. Students and the staff members participate in the cultural programmes, and flag hoisting ceremony.
2. The institution has a Code of Conduct that helps all stakeholders to acquire human values.

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

7.2 Best Practices

7.2.1

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

Response:

1. Title of the practice: Upliftment of the backward class and minority students towards higher education

Upliftment of the backward class and minority students is one of the best practices in Shishuram Das College. We have thoroughly studied the socio-economic and cultural background of the backward class and minority students.

Students from the Backward classes and minority section face a variety of limitations, disgrace, and disadvantages in society, including social and economic issues, poverty, illiteracy, poor status, and so on, which they are forced to inherit because of being born into inferior tribes or castes. Poverty, broken homes and divorce between father and mother, the presence of stepfather or mother in the house, or bad company are some social and environmental causes.

1. Knowing our students comprehensively with special reference to their family background enables the institution to identify the specific needs and challenges of the students from the backward class and minority groups. Since most students pertain to socio-economically vulnerable groups, parental educational status is taken in mapping and the first-generation learners receive special priority.

2. Our aim is to help these students to continue their studies and encourage them to pursue higher education. We have also introduced a few professional courses, which can help them to become self-sufficient, after completion of their graduation.

1. We have distinguished the specific problems of the students according to their genders and taken necessary actions to solve their problems.

2. The members of the Women's development Cell, in collaboration with the IQAC of the institution organise awareness campaign in the neighbourhood villages, on . Our record shows that we have been successful in inspiring more and more poor girls to join college after completion of their school education.

3. The male students also face difficulties in continuing their studies. As most of them come from a poor economic background, they are under pressure to become an earning member of their families as soon as possible. Many of them come from an agricultural background, they are unable to attend classes during the time of harvest. The teachers are always ready to help them with study materials and conduct extra classes during zero periods.

Problems encountered and resources required:

1. Initially the students did not take interest in the initiative taken by the college. The villagers were also reluctant about the campaign of "*Beti Banchao beti padhao*". Gradually they have understood the

necessity of the requirement of education for the girl children.

2. Students living in remote areas are unwilling to attend college on a regular basis. They need concessions for the transport which they use to go to the college.

3. Poor knowledge in English, inadequate digital knowledge, instable internet facility, inadequate time impose serious challenge in front of the students of the marginalised communities.

BEST PRACTICE-2

1. Title of the practice: Empowerment of the students through skill development

The curriculum that incorporates skill-based learning enhances creativity among the students. Creativity is a characteristic of someone that forms something novel and valuable. Creativity enables the students to solve problems in new or innovative ways. Thus, empowerment of the students through skill development is one of the best practices of our institution.

Objectives of the practice:

Every student is born with a Beautiful Mind which is to be unearthed and cultured. The teachers as mentors of their student mentees, can play a catalytic role in this regard.

1. The college organises a cultural competition every year and its objective are to carry out programmes and events beyond the narrow domain of regular teaching-learning evaluation and to provide a platform to the students so that they can discover their pent-up skills and latent potential for excellence.

2. The region is full of potentialities in terms of human resources. Shishuram Das College since its establishment in 2010, transmitting smiles in the region by way of spreading the lights of higher education among the thousands of socially deprived students, to reflect their potential and be inclusive in the national mainstream.

3. The college is thus committed to bring out excellence from among those who during their childhood had very little opportunity to be excellent, as three-quarters of the children come from the SC, ST & OBC communities and BPL (Below poverty line) families living in the disadvantaged locations.

4. During

2018-19 altogether 78 participants participated in 6 intra-college events.

2019-20 a total of 123 students took part in 9 intra-college events.

2021-22 a total of 145 students took part in 11 intra-college events.

2022-23 a total of 173 students took part in 12 intra-college events and 18 students had participated in the inter-college competition of Youth Parliament.

Evidence of Success:

1. This cultural competition helps in building healthy teacher-student relations and makes the students feel “home in campus.”
2. As the students come from a very poor economic background, they feel motivated after getting the recognition in the form of a certificate and a token gift.
3. The objective was to encourage the students to participate and perform. Our college has also participated in the youth parliament and the extempore competition in 2017. The college won the first prize for the extempore competition and made us proud.

Problems encountered and resources required:

1. Most of the female students come from the orthodox, backward families. So, the girls feel uncomfortable and hesitated in participating in any event. Although we have come across the fact that when they feel ‘at home’ with their mentors, their hidden talents are exposed. In this way, we have made an oath to help this backward section of the society with our love, affection, and assistance.
2. Lack of college fund restricts us to organise cultural competitions more than once.
3. The practice does encounter problems in the areas of time resources. With the introduction of the CBCS, CCF and the semester system, time is becoming the limiting factor – for both the teachers and the students in actualizing the practice.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Promotion of Extension activities

The institution endeavours to promote an inclusive educational system which will prioritise the needs and interests of the stakeholders specially those belonging to the weaker sections of the society and make them better citizens. At the same time the college is committed to fulfil its duties towards the society at

large. The institution wishes the stakeholders to be socially responsible, participatory, and committed in providing service to the people as education is not an end, but a means to accomplish certain noble objectives and transmit fundamental values. Since its inception, the institution has come a long way in providing quality education to a diverse variety of students, many of them being first generation learners and a significant portion belonging to minority community and other weaker sections.

The college has a tradition of promoting institution-neighbourhood community network and students' engagement. The practice is not confined to seminars and awareness campaigns alone, several fields work, and practical applications are also undertaken by different departments. To promote holistic development of its students, the institution has taken several initiatives for various extension activities including community development programmes. This can be identified as one of the most distinctive features of our institution. The extension activities are aimed at fostering empathy among the students, and make them aware of their duties towards the society as responsible citizens.

Under the able guidance of the college authority and with active participation of social-welfare sub-committee, a host of community development activities are being carried out in the neighbourhood area. The teaching and non-teaching staff of the college along with the students enthusiastically participate in these initiatives. The institution periodically arranges for distribution of stationaries, copies, and other food items among the neighbourhood primary school children to encourage and help them. Besides awareness campaign against 'Dengue and Malaria' is carried out in villages. The students of the social-welfare sub-committee, come forward with the project of cleanliness in the neighbourhood areas. Frequent field visit to the locality by the students of department of Geography, accompanied by their teachers have also been conducted in the neighbourhood areas to assess the water quality. The test reports have been shared with the panchayat authorities so that appropriate steps can be taken for the betterment of the farmers.

The college conducts regular campaigns and social outreach programmes in surrounding areas to increase awareness among the parents about the negative consequences of early marriage, motherhood on the health and socio-economic well-being of a girl child. The members of the Women's development Cell, in collaboration with the IQAC of the institution organise awareness campaign in the neighbourhood villages, on "*Beti Bachao beti padhao*" and a survey shows that we have been successful to minimise the dropouts after completion of the school education.

Awareness programmes about the nutrition and health care of pregnant ladies and the ladies under maternity phase, at the local *Anganwari* centre, has been conducted by the members of the Women's development Cell, in collaboration with the IQAC. The Women Cell has also organised an awareness camp for the lactating children and the nutrition of the children between 1-10 years.

The local women police officer from Kapatth, has attended a workshop, organised by the Women's cell and IQAC of our college regarding the law, related to safety and security of the girls. This programme was organised on the International Women's Day.

The students at the college have organised the 'recycle and reuse' workshop and invited the students of class XI and XII of a local school. The students have also attended a summer internship programme on 'First Aid', in collaboration with local health centre. They have also demonstrated and taught the acquired training to the school students of the locality.

Awareness campaigns and rallies are regularly carried out in the neighbourhood on socially and

environmentally relevant issues. The students have actively participated in Vaccination camp for Covid-19, distribution of foods and stationaries to the less fortunate children of the local primary school on Children's Day, celebrating the *Raksha Bandhan* festival in the neighbourhood school and surrounding areas to spread the message of communal harmony, rallies for awareness regarding dengue and malaria prevention, and anti-plastic campaign, Anti-tobacco awareness programme, 'Save Drive Save Live', 'Promotion of Bicycle as means of transport' etc.

The students from the social welfare sub-committee are also engaged in maintaining the cleanliness of the campus and surrounding areas for a more sustainable environment. Rallies regarding the awareness of tree-plantation on World Environment Day, is organised by the social welfare sub-committee. Tree plantation programme in the campus and distribution of saplings among the students have also been carried out as a part of the environmental awareness. The students are required to send pictures of the saplings and the stages of their development at regular intervals. The aim of this small initiative is to make the locality greener.

The institution has achieved various laurels in recognition to our distinctiveness in carrying out various community development as a part of extension activities. Despite financial constraints, the college wishes to carry out these distinct activities in the future as well with the overwhelming participation of its stakeholders. The institution has been highly successful in sensitising its students regarding the crucial role they can play in dealing with different social and environmental problems. The community service and social work has not only benefitted the target group immensely, but also contributed towards environmental sustainability.

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

5. CONCLUSION

Additional Information :

The college has 5.08 acres of land. We have planned to construct second college building to have enough space for all the departments and other facilities. We have planned for the construction of boundary wall as well as extension of playground. We have applied for financial assistance from the Higher Education Department, Govt. of West Bengal as well as from the M.P. Fund.

Concluding Remarks :

Amidst various adversities, the college is committed to stride ahead in its endeavor to achieve academic excellence. The management is providing all round support towards developing the institution into a centre for advanced teaching and learning. The primary focus is on modernizing the Teaching-learning process with thrust on adoption of ICT and other modern mechanisms to empower the students and make them better prepared to face the challenges of the contemporary world. The institution aims to introduce new skill oriented subjects. The institution is aware of its responsibilities towards the stakeholders especially those who are lagging behind along with those belonging to the economically backward and weaker sections. Special attention is given for the up gradation of these sections. The College is committed to various extension activities including social and other community development works for the benefit of larger community through NSS and other units. The college also carries out a host of community development work in the neighbourhood as part of its social responsibility. The college regularly organizes job-orientation programmes for opening new vistas in job market for the students. Students are encouraged to participate in various cultural and sports activities as part of extra-curricular activities. Regular counselling sessions and add-on/ Value added courses are organized for the students. The institution is trying various avenues to mobilize additional financial resources for carrying out future plans. The institution has installed solar lights as part of promotion of non-conventional energy. New disciplines of different science subjects and skill based subjects are needed to be introduced. All these concerted efforts from the institution will hopefully lead to the integrated and holistic human development of the students and will also accelerate the process of sustainable, inclusive socio-economic development of the adjoining area.