



# **SELF STUDY REPORT**

**FOR**

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

**MAHESHTALA COLLEGE**

**MAHESHTALA COLLEGE, BUDGE BUDGE TRUNK ROAD, MAHESHTALA,  
KOLKATA - 700139**

**700139**

**[www.maheshtalacollege.ac.in](http://www.maheshtalacollege.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Situated on the *eastern banks of the Bhagirathi river*, the Maheshtala region is famous for its' tradition of communal harmony and small and large industrial units such as the Bata shoe factory. Located in the proximity of metropolitan Kolkata, Maheshtala is a municipality area, having a largely lower middle class population, where aspirations for higher education are intricately associated with imperatives for sustenance of family and Indian value-systems. With swanky flyovers and modern urban settlements built in the past decade, the region is witnessing a blend of tradition and modernity, rural and urban milieu.

**Maheshtala College** was established in **1971** with the mission of ensuring opportunities of higher education to students of Maheshtala-Batanagar area, who had to earlier travel painstakingly to the city or give up studies. The college had a very humble start with no building or financial support ; sustained efforts of local people and a committed group of staff have borne fruit, and today, the college has emerged as a prominent centre of higher education with consistent academic performance. Affiliated to the University of Calcutta, **the college has three streams – Arts, Commerce and Science**, with fifteen academic departments. Maheshtala College is co-educational, and most of the students hail from the neighbourhood; some students commute across the river from Howrah. Many students pursue part-time jobs, and students are supported in different ways to overcome adversities. The college has been accredited twice by NAAC , in 2005 and 2016, and student-discipline, proactive management and good faculty-student rapport had been lauded in last NAAC report.

Besides government scholarships, the college provides merit scholarships and freeships for meritorious, **economically challenged students and mentors students through traditional pedagogy and ICT –based academic programmes, add on courses, NSS, sports and cultural activities, and skill development programmes** so that every student can optimise her/his full potential equitably. Most teachers of the college have MPhil and PhD degrees and **actively pursue research and publication** work.

Surrounded by industrial units, the college is located amidst green surroundings to ensure dissemination of knowledge in salubrious ambient surroundings.

### Vision

**The vision of the college - *Education, Empowerment, Equity, Excellence – exemplifies the ethos of the foundation of the college and is evident in all its myriad activities.***

**Education** – The college believes education should be accessible to all and should be customised to meet the needs of every unique individual. Students are mentored not only for academic performance but also to ensure that they are physically and mentally fit. Teachers reach out to absentee students to bring them back into the fold and provide overall guidance. Co-curricular and skill development activities are arranged for holistic development of the students. Inter-department powerpoint presentation competitions are held to hone ICT skills as well as to stress multidisciplinary approach of education.

**Empowerment** – The college acknowledges that strategies of empowerment should recognise, respect and help realise the latent talent of each individual . Through different skill training programmes and add on courses on

digital literacy, TALLY, Communication Skills, Career Counselling sessions, art workshops organised by the Institution Innovation Council, Gender Cell and Asmavi-the Cultural cell, the students are empowered to chart their journey from Learning to Earning.

**Equity** – The college upholds equity by recognizing fairness, justice and equal opportunities to all. The college conducts mandatory classes on Value Education and Inclusivity Studies for all students and organises events like Sampurnaa-the Equity Fest every year in March, awareness programmes on gender sensitisation to ensure that students are respectful of people of all capabilities, communities and genders to evolve as responsible citizens.

**Excellence** – The college recognises that benchmarks of excellence are dynamic and subjective; in the Annual Day programme, Vidya Amritam scholarships are distributed to celebrate superlative academic and overall performance in different fields, sports, maximisation of library, punctual attendance and the zest to overcome adversities to continue pursuit of studies. Annual Kasturi Das Memorial Lecture is delivered by renowned academicians on diverse topics to foster critical thinking, promote academic rigour among students. The college prioritises mental wellness in students and motivates students to believe that excellence lies not in the marks scored but in the sincerity of efforts behind the score.

## Mission

**The Mission of the college** is a) Ensure education and opportunities for all b) Empower students to ideate, innovate and aspire to become global citizens. For fulfilment of the noble mission, the Principal and teachers plan effective academic curriculum delivery and co-curricular and extra-curricular activities that emphasizes individual development of each student as well as prepares her/him for a cogent community engagement.

There is large array of subject combinations for students to opt for according to their preference. Fee structure of the college is one of the minimal in the state; government and college scholarships and fee-concessions provide worry-free learning ambience. As per last NAAC recommendation, use of ICT based pedagogy along with LMS and traditional teaching-learning methods are in practice to enable students have digital empowerment.

The teaching-learning process in the college is inclusive, multidisciplinary in outlook and is undertaken in English and in vernacular modes, Through Continuous Internal Evaluation (CIE), teachers identify advanced and deficient learners, and reach out to their individual needs through mentoring system. The Central Library is fully automated and provides various learning resources to the students. Students and teachers display their literary creativity through departmental webzines and college publications, *Intellect.Us* and *Anweshan*.

*Dhimahi*, online multidisciplinary research forum of the college has over a hundred teacher-members.

Regular students' seminars, quizzes, excursions and study-tours and various co-curricular activities prepare the students academically. The Online Competitive Exam portal of the college along with the Benutosh Guha Corner for Competitive Exam and self-reliance in the Central Library help present students and alumni of the college. Praktani – the registered Alumni Association of the college arranges special lectures and career counselling sessions by notable alumni.

Students of the college participate in different extension activities for plantation programmes, traffic awareness, constitutional obligations and in diverse activities under NSS and Unnat Bharat Abhiyan. The enthusiastic

participation of students in activities has earned Raja Ram Mohan Roy Award for Community Engagement for the college. The college ground is used for physical training by autistic children from a local NGO, and epitomises the college's global humanistic outlook.

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

### Institutional Strength

1. A dedicated team of helpful and **highly qualified teacher-mentors** provides optimised teaching-learning experience.
2. As per recommendations of last NAAC, robust research ambience, with **more than 50 per cent teachers having PhD** and M Phil, one ICSSR Funded **Major Research Project**, as well as college's own Research publication and multidisciplinary online research forum.
3. Wide range of subject combinations offered to students in CBCS mode by parent university guarantees student-centric and self-paced learning
4. **Bouquet of Add On and Certificate courses** along with skill development allows holistic intellectual development and paves way from learning to earning.
5. Most **affordable fee- structure** that suits every student.
6. Besides government scholarships, college provides **Vidya Amritam scholarships** and fees-concession for students hailing from economically-disadvantaged backgrounds.
7. College has a reputation as for discipline, **academic rigour and supportive staff** – Families of girl-students, particularly from Minority communities, **feel safe and secure**, and admit their wards here, thereby outnumbering boys in student-population.
8. 24x7 surveillance by **70 CCTV cameras** and presence of security guards have bolstered trust upon the college.
9. College office is supportive, cordial and offers assistance on phone 24x7 for any college or university related issue.
10. College **library is fully automated with KOHA**: Librarian and library staff always extend assistance. Besides, there are NLIST facilities, well-stocked departmental library and book-bank for students who cannot afford to buy text-books.
11. Students are encouraged for literary, sports and cultural activities, and felicitated for excellence and talent.
12. Student-friendly website, designed, developed and operated by faculty-members offering seamless communication.
13. Learning Management System offers students ICT based learning experience as per last NAAC team's recommendation. Besides, all departmental teachers are connected to students through Whatsapp groups. College is **Local Chapter for SWAYAM NPTEL**.
14. Classrooms are airy and students can sit back and study after classes are over; some classrooms are fitted with projectors and television set for audio-visual academic supplements.
15. Career counselling sessions are organised regularly, with experts in industry and corporate world, many of whom are also alumni.
16. Good road and rail connectivity with Kolkata and neighbouring areas.

### Institutional Weakness

1. The college is located in an area with a perceived lack of awareness about prospects of higher

- education; as such, drop-out rate is high and students are not keen on progressing to post-graduate or professional courses.
2. A low level of education on the part of many parents often leads to ambiguity and adequate perception and understanding about the importance of higher education and subsequent progression. Many of the students are first-generation learners and therefore their parents are not directly catalytic to the educational attainment of their children
  3. In spite of motivation from the college, many academically brilliant students hailing from economically disadvantaged families settle for small jobs or family business and many girl-students are married off after graduation .
  4. A substantial portion of students hail from conservative and minority families who are not willing to venture beyond immediate vicinity of college for on-job training , internships and training programmes.
  5. Many students cannot attend college regularly due to economic hardships.
  6. Lack of teaching staff and appropriate infrastructure in Commerce and Science departments over years affect enrolment in the streams and the morale of existing teachers.
  7. Unfilled non teaching posts is a serious cause of concern. Posts of Head Clerk, Accountant and Cashier lying vacant for more than a decade. Hence, existing NTS have to multi-task and exert themselves beyond their scheduled duties.
  8. Inadequate funds for infrastructure augmentation and development of existing infrastructure. ICT based teaching initiatives get thwarted due to inadequate funds.
  9. Major parts of college buildings had been severely affected after successive cyclones. Two building-blocks are more than three or four decades old and extensive repairs are required which could not be done due to acute scarcity of funds.
10. College being a government aided institution, a perceived nonchalance is noted among many public sector units to initiate industry-academia convergence or any other support.

### **Institutional Opportunity**

1. Students are obedient, respectful and mostly away from the urban distractions ; with proper guidance and support, they can prosper and get established, as has been proved by many alumni.
2. With the introduction of Choice Based Credit System, students have an opportunity for ability enhancement, skill enhancement, and discipline-specific knowledge enhancement along with core understanding and expertise of the subject of their choice, which is beneficial to them for future course of action.
3. Teachers can also plan, strategise teaching-learning and evaluation patterns in shorter spans as the semester system of the CBCS which comes with built-in internal assessment and tutorials model.
4. The college campus is completely guarded and free from any trespassing or outside intrusion ; this peaceful teaching-learning ambience can assure students and their families of better academic assimilation and performance in safe surroundings.
5. More than half of teachers have M Phil and PhD degrees and more research projects may be initiated.
6. Existing space in the college may be used for horizontal expansion with proper fund-support.
7. Vocational and professional subjects with necessary affiliation may be introduced in synergy with existing ones for preparing students for a better future
8. Presence of large, medium and small-scale units in the neighbourhood can be tapped for potential internships and employment opportunities
9. COVID pandemic has initiated a paradigm shift to online education and adaptation to new normal; hence, both teachers and students have opportunity to learn new skills and hone their expertise in virtual

modes as well.

10. The opportunity to interact with teachers, experts and also students from other institutions through the webinars has broadened the outlook of students and teachers alike at no cost.

11. The immense possibilities initiated by Google suite, LMS, OPAC in library and the college best practice of *Web Swatantra* have opened up newer vistas of knowledge-assimilation and empowerment to faculty members.

### **Institutional Challenge**

1. Resistance to change, be it academic or other like the pandemic imposed new normal or new official regulations and discipline, create silent invisible barriers. Being located in a mofussil area, widespread complacency about existing state of affairs and apathy to change often pose a challenge to implement well-intentioned policies.
2. Minimal enrolment in some subjects is a nagging concern as feeder schools in neighbourhood do not have the subjects. Drastic drop in science-enrolment in schools impacting the college-enrolment.
3. Establishment of professional and other degree colleges in the vicinity of the college is weaning away students.
4. Improved transport system and construction of flyover have encouraged many bright students to opt for city-based colleges.
5. Many students cannot afford to come to college daily due to spiralling cost of transport and their engagement in jobs and family-business.
6. Adaptation to new technology is a stumbling block – Development of e-content for LMS, teaching-learning through blended mode, digital evaluation and assessment within a very short span of time is challenging to a section of teachers.
7. Non-filling of NTS posts and newly imposed university regulations regarding examinations posing severe challenge for deployment of existing staff.
8. Teaching days are lost and teaching-learning compromised due to lengthy evaluation process of the university; very little time left for co-curricular and extra-curricular activities for students and research and publication activities of teachers.
9. Severe space crunch in the college in the form of classrooms and students facilities is a cause of concern.

10. Existing infrastructure of the college is old and outdated, and in absence of upgradation and refurbishment due to acute scarcity of funds, is posing serious challenge.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Maheshtala College follows the curriculum provided by the parent university, University of Calcutta, through a strategically designed lesson plan, academic calendar and continuous internal assessments. Students are intimated well in advance through the college website as well as through Induction & Orientation programmes. Beside regular curricula, the college has been offering many Add on courses, designed and developed by faculty members, for supplementary enrichment of knowledge. A total of twenty-two (22) Add On courses have been offered by the college in last five years. A Certificate Course on Basic Digital Literacy has been offered

annually in last five years (2018-23). The Add On and Certificate Courses show academic flexibility and are employment-oriented. The college is also a SWAYAM NPTEL Local Chapter and students opt for many MOOCs through the portal. For holistic development of students, the College engages with various cross-cutting issues such as on professional ethics, gender, human values, environment and sustainability within the curricular framework by organising interdisciplinary seminars, special lectures or publishing webzine/wall magazines and classroom discussions. Value Education and Inclusivity Studies are compulsory subjects for students. Project work has also been undertaken by the College in selected topics. Punctuality, academic proficiency, maximising library use and extra-curricular achievements are rewarded in Vidya Amritam scholarships. Traditional teaching methods are supplemented by use of ICT and customised LMS portal of the college to ensure smooth delivery of curriculum. During the Covid pandemic, virtual classes, exams, special lectures, webinars were held on Google Classroom, Google Meet, Jamboard, Zoom and blended mode of teaching-learning is followed now. Lab-based subjects have adequate instruments for practical classes. Departments such as Geography conduct field work while History, Bengali, Philosophy, Sanskrit conduct educational excursions. The Central Library organises Library Orientation programme. Every department has a departmental library and book-bank facility. The college collects annual feedback regarding academic performance and ambience from different stakeholders viz students, teachers, employers and alumni etc. This is followed by careful analysis of the reports and taking appropriate action, and uploaded in college website. Regular Parents-Teachers' Meetings are held.

### Teaching-learning and Evaluation

At Maheshtala College, a committed group of 52 highly qualified teachers are engaged in dissemination of knowledge, using a wide plethora of teaching-learning techniques. Beside traditional pedagogy, teachers use ICT tools, practical classes, quizzes, peer teaching, experiential learning techniques such as study tours, mock parliament sessions, community engagement. The college has a customised Learning Management System that promotes studying beyond classrooms. College E-portal on Competitive Exams that has over 40,000 questions on numerical abilities, vocabulary, analysis which helps students with problem-solving as well as for competitive exams. Different Add On courses, Certificate Courses and programmes at the college's Institution Innovation Council help students develop employability skills. The Mentor-Mentee programme involves tailoring instruction and learning activities catering to each student's individual needs and interests. Participative learning is ensured through Micro-teaching by students, Intra and Inter-Classroom competitions using PPT, film shows, Students Seminars, Extension and Outreach activities by NSS, UBA in neighbourhood and adopted village, 'Haatberia'. The college aims to foster student development and adaptability to global changes and intimates students about Programme, Course and Programme specific Outcomes through website and Induction Programme, held at the beginning of the session. PO-CO attainment is measured efficiently through both direct and indirect means and students are notified about the same. Students are assessed through continuous evaluations, and 'Vidya Amritam' scholarships are awarded to good performers in studies and extra-curricular activities. Student feedback contributes to assessments, aiding in transitions to higher studies or employment. Regular alumni interaction provide the student a real-time employment experience. The student-teacher ratio of the college is 18:1, and teachers provide personalised guidance, along with remedial coaching to academically deficient students and advanced classes for those who are ahead in studies. Academic performance of the students in Honours courses is excellent. Many students pursuing General courses also work for family sustenance and the college tries to support them. The college conducts annual Students Satisfaction Survey to refine teaching and services. Overall, the college is dedicated to academic excellence and holistic student development, preparing students for higher studies and employment.

## Research, Innovations and Extension

Maheshtala College excels in research, innovative teaching practices, and community engagement, significantly contributing to academic excellence and societal development.

The college is undertaking a major research project titled "Changing Landuse Pattern and its impact on Socio-Economic Environment of Alakananda River Basin, Uttarakhand, India." The research project led by Dr Deepa Bhattacharya, Assistant Professor & Head, Department of Geography, was awarded in 2022 with INR **7.75 Lakhs**, the project received INR **3,10,000 (2022-2023)** in funding from **ICSSR, under the Ministry of Education, Government of India**.

Maheshtala College fosters an environment that nurtures knowledge sharing, collaboration, and innovation. As part of the institution's initiative for creation of an ecosystem for Indian Knowledge System (IKS), the Sanskrit department of the institution collaborated with another college and successfully conducted an Add On Course in Communicative Sanskrit. There are **23 functional MoUs & linkages** with various colleges, institutions, and NGOs to facilitate knowledge exchange, library access, and collaboration on research and field activities.

**14 research papers (UGC Care)** have been published by the Faculty members of Maheshtala College. **48 books and book chapters with ISBN** have been published during the last five years.

**63 workshops and seminars/webinars**, etc. including on **Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship** were conducted for the enrichment of the students and teachers during the last five years.

All departments regularly publish webzines and wall-magazines. **Dhimahi – the online multidisciplinary Research Forum** of the college is popular among academicians. **Intellect.Us** is the ISBN Research Publication of the college, along with **Anweshan** – the College journal.

The college has **conducted 40 extension activities** such as community service projects, awareness campaigns, and collaborative programs with local organizations, showcasing its commitment to social responsibility and community engagement.

The college has won awards for active involvement in community service, including Raja Rammohan Roy Memorial Award for Community engagement. The college conducted many NSS activities, including health camps, cleanliness drives, and skill development workshops, over the last 5 years. A customized LMS interface has been introduced to streamline academic activities, including maintaining attendance records and providing easy access to teaching plans, study materials, and assignment details for classes.

## Infrastructure and Learning Resources

The college has a green campus of 3188 square meters or 0.787 acres, with four buildings dedicated to teaching-learning process. There are 32 classrooms, some of which are equipped with projectors, televisions and desktop computers for students. As part of college initiative to offer ICT facilities, College now has 42 computers for use by students, 15 laptops for teachers, 4 desktops for office in addition to 6 projectors, 7 printers. There are 7 routers and LAN connectivity for ensuring steady Wi-Fi connectivity. The college has 5 Broadband connection of Alliance Broadband of speed 175 Mbps to 250 Mbps. The college office has TALLY Version ERP 9,



purchased in 2018 and is updated periodically. LMS facility for all teachers and students are available. Beside the classrooms, there are 2 ICT enabled seminar halls and 5 laboratories. A Computer Training & Browsing centre, four Teachers' lounges, office, Accounts room, Principal's chamber, students' union room, common room for girls and boys, and divyangjan-friendly toilets are present. For regular maintenance of Computers, printers, photocopiers, CCTV, Annual Maintenance Contract is in place. Hardware firewall and Antivirus mechanism have been installed to manage threats. The college has one well equipped Central Library with 17781 books available for students and teachers, along with departmental libraries & Bookbank. The Central Library is automated with KOHA Version 22.11.03.000Rosalie. The NLIST and INFLIBNET subscription allows access to more than 99000 books and periodicals. A small gymnasium, equipped with Exercycle, Jogging machine and Stepper is available for the students. . There is a Canteen which runs on subsidy for students, teachers and non-teaching staff. There is a Cycle and twowheeler Stand for students. Ramps and hands rails for differently abled students and staff have been set up.

Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years amounts to 16.671 L (INR in lakhs). Total expenditure for infrastructure development and augmentation excluding salary during the last five years amounts to 15.73971L (INR in lakhs). Total expenditure excluding salary during the last five years (INR in lakhs): 76.33452

### Student Support and Progression

Students of Maheshtala College are benefited by government scholarships namely Aikyasree, Kanyasree, Oasis, and Swami Vivekananda Merit Cum Means Scholarship. Fees concession and Faculty-Sponsored Vidya Amritam scholarships are provided by the institution on the basis of academic performance , extra-curricular activities, library usage, regularity, and for the indomitable zeal to overcome different hurdles and continue education. The college regularly organizes Capacity Building and Skill Enhancement activities like soft skills, language and communication skills, life skills, ICT/ computing skills to improve students' capability on art, content writing, yoga and health camp, computer awareness etc. The college has a dedicated Grievance Redressal Cell that responds to the offline/ online grievances of stakeholders and ensures their resolution. The Anti-ragging Cell of the college monitors and prevents ragging in college campus by conducting workshops and orientation programs. A composite Gender cell-POSH -ICC organizes various programmes to make students aware of gender equality, diversity and provide protection against sexual harassment at work place. **"Praktoni" -the alumni association** established in 2002 was registered in 21/09/2022 with registration number **S0030766 of 2022-23** and has **164** registered members. The alumni organise, support and actively participate in college programmes and cultural activities; Alumni Association has donated solar street-lamps to the college, besides financial help to needy meritorious students. Many alumni proceed for Masters degree, B Ed , Nursing, LLB in various universities. Our alumni are working in Government and Private sectors such as School, Colleges, Indian Railways, Banks, tech giants such as Wipro, Cognizant, in electronic and print media and also set up own business units . Many of our ex-students are well placed and currently associated with the college as SACT and support staff. Students guided by the college for competitive examination and career counselling , through Competitive Service Portal of the college, and different Career Counselling sessions. Students have qualified in state/national level examinations like CSIR-UGC NET, JAM, SET, State Government Services etc. Students of the college participate enthusiastically in the different cultural and sports events organised by the college, as well as by other colleges and organisations.

### Governance, Leadership and Management

Maheshtala College was established in 1971 with the motto: **Knowledge is power**. The vision and mission of the college resonate with the National Education Policy to extend equal opportunities to all and to empower students to be global citizens.

The College has identified the broad aim of perspective plan a) To initiate a sustained quality system embedded with a conscious, consistent and programmed action; b) To create an enabling academic environment for students replete with progressive thought, discipline and commitment;

Maheshtala College actively participates in e-governance in all its aspects. The implication of e-governance is accepted and promoted in i) Administration ii ) Finance and Accounts iii) Student Admission and Support iv) Examinations

This is reflected in the portals such as PFMS, HRMS, IFMS, E-PENSION, and the students' admission, registration, examination portals.

There are different welfare measures for staff. Beside those approved by the government such as different kinds of leave, college provides salary advance to newly appointed teachers and staff till pay fixation , felicitation on completion of 25 years of service, subsidised canteen, free health check-up, vipassana meditation for stress relief, staff picnic.

The teaching and non-teaching staff of Maheshtala College regularly participate in Faculty development programmes (FDP), professional development/ administrative training programmes.

The College seeks grants and donations from both government and non-government organisations to provide better infrastructure to the students. The college has an Internal audit system to conduct regular checks and balance of all these funds and resources.

IQAC has organised Orientation workshops for CBCS and ICT based Teaching-learning, facilitated the use of LMS , introduced Mentor - Mentee system . Moreover, Add On and Certificate Courses including Spoken Sanskrit, Value Education, Inclusivity Studies, Communication Skills, Digital Accounting etc were introduced as was the SWAYAM NPTEL local chapter . Shodh - Saksham by starting Multi - disciplinary Research Forum, Dhimahi was introduced by IQAC. Adoption of Haatberia village as part of college's social responsibility and village surveys through NSS and Unnat Bharat Abhiyaan, respectively were done. Multiple Workshops on NEP, Research Methodology, IPR were also conducted.

### **Institutional Values and Best Practices**

The college conducts Gender Audit and adopts various measures for the promotion of gender equity. Girl-students of the college have both outnumbered in strength and outshined boys in the final examinations. 'Sampurna', a weeklong celebration of gender equity is conducted every year on occasion of International Women's Day.

Events like 'Alpona, 'Asmavi , Poster making competitions on awareness of sexual discrimination have been conducted over the years. Beside Government scholarships such as Kanyashree & Aikyashree, Vidya Amritam scholarship and fees concessions are provided for girl students . Grievance Redressal Cell keeps tab on and addresses grievances from students, particularly girls.

The Institution has facilities for alternate energy sources and their conservation, waste management, water conservation, solar garden lamps and rain water harvesting unit: college has a green and clean campus. Ramps and barrier free toilets for Divyangjan students have been set up.

Green Audit, Environment Audit, Energy Audit are carried out, including E Waste management. Promotion of environmental and sustainable development activities have been regularly organised.

The college strongly believes in Unity in Diversity and celebrates all kinds of religious festivals, national holidays, days of special importance with enthusiasm and vigour. Electoral Literacy Club regularly conducts awareness campaigns, and prepares students for Youth Parliament Competitions and YPC Quiz. Programmes for sensitization on Constitutional Rights, Environmental duties, Anti- Ragging, Anti- Sexual Harassment, Autism and other learning & intellectual disabilities are conducted regularly.

Two best practices of our institution include 'Web Swatantra' and 'Vidya Amritam Scholarships'.

Web-swatantra refers to the indigenous college website maintenance by the Computer Science faculty instead of outsourcing to third party. It is a cost effective, secure and student friendly.

Vidya Amritam Scholarships recognize and honour talent, appreciate efforts and motivate students further. It also extends support to poor and meritorious students who overcome exemplary struggles to continue studies.

Empowerment and enlightenment of girl-students is the institution's distinctiveness. The college mentors and provides support to girl-students for a safe and secure environment, in the college and beyond.

To provide better facilities to students in future , more student- centric and skill based activities have been planned.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHESHTALA COLLEGE
Address	Maheshtala College, Budge Budge Trunk Road, Maheshtala, Kolkata - 700139
City	Kolkata
State	West Bengal
Pin	700139
Website	<a href="http://www.maheshtalacollege.ac.in">www.maheshtalacollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rumpa Das	033-24905010	9748858763	-	principal.maheshtalacollege@gmail.com
IQAC / CIQA coordinator	Deepa Bhattacharyya	033-9674030676	9433363793	-	deepa.bhattacharyya@maheshtalacollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details
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State	University name	Document
West Bengal	University of Calcutta	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-03-1988	<a href="#">View Document</a>
12B of UGC	24-03-1988	<a href="#">View Document</a>

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	Maheshtala College, Budge Budge Trunk Road, Maheshtala, Kolkata - 700139	Semi-urban	0.787772	2649.326

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Honours	36	Higher Secondary	Bengali	100	22
UG	BA,English, Honours	36	Higher Secondary	English	64	22
UG	BA,Sanskrit, Honours	36	Higher Secondary	Sanskrit	26	2
UG	BA,History, Honours	36	Higher Secondary	English + Bengali	64	11
UG	BA,Philosophy, Honours	36	Higher Secondary	English + Bengali	20	2
UG	BA,Political Science, Honours	36	Higher Secondary	English + Bengali	26	12
UG	BA,Education, Honours	36	Higher Secondary	English + Bengali	23	14
UG	BA,Geography B A, Honours	36	Higher Secondary	English + Bengali	32	18
UG	BSc,Geography B Sc, Honours	36	Higher Secondary	English + Bengali	32	8
UG	BSc,Economics, Honours	36	Higher Secondary	English	15	0
UG	BSc,Computer Science, Honours	36	Higher Secondary	English	20	6
UG	BSc,Mathematics, Honours	36	Higher Secondary	English	20	2
UG	BCom,Commerce, Honours	36	Higher Secondary	English + Bengali	126	26
UG	BA,B A General, General	36	Higher Secondary	English + Bengali	426	226

UG	BSc,B Sc General,General	36	Higher Secondary	English + Bengali	102	5
UG	BCom,B Com General,General	36	Higher Secondary	English + Bengali	152	7

**Position Details of Faculty & Staff in the College**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				8				19			
Recruited	0	1	0	1	1	7	0	8	12	5	0	17
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22
Recruited	8	1	0	9
Yet to Recruit				13
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	4	0	1	2	0	9
M.Phil.	0	0	0	0	2	0	4	1	0	7
PG	0	0	0	0	1	0	7	2	0	10
UG	0	0	0	0	0	0	0	0	0	0



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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	146	0	0	0	146
	Female	237	0	0	0	237
	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	26	27	27	30
	Female	40	31	37	38
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	24	25	25	19
	Female	22	22	26	33
	Others	0	0	0	0
General	Male	358	440	542	316
	Female	622	732	837	481
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1092	1277	1494	918

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college has a vibrant multidisciplinary ambience that promotes inter-department linkages, multi-department academic activities and ensures holistic educational approach, promulgated by ancient Indian
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knowledge systems. The ethos behind the college 's multidisciplinary vision is from Gurudev Rabindranath Tagore – Nana bhasha, nana mot, nana poridhan, Bibidher majhey dekho milan mohan (Multiple languages, multiple perspectives, multiple dress choices; yet, behold the great unity amidst all the multiplicity). The College has an online fortnightly Multidisciplinary Research Forum – DHIMAH (wisdom) with scholars and teachers from different colleges and universities in the country and abroad. There are two multi-disciplinary publications, one is INTELLECT.US which is a Peer reviewed ISBN annual research publication, and the other is ANWESHAN, consisting of essays, memoirs, poems, reviews, paintings by students, alumni and teachers. Inter-departmental quizzes, poster competitions, seminars, webinars, PPT competitions are held. Inclusivity Studies designed by the college is a mandatory subject for all students of First Semester of the college. Value Education is a compulsory subject for all students of First Semester of the college, which motivates students to learn about ancient moral systems. As an affiliated institution following the syllabus of Calcutta University which has no autonomy of course design, the integration of humanities and science with STEM has been made possible through introduction of college-designed a bunch of Certificate courses, Add On courses such as on Basic Digital Literacy, Indian Medicinal Plants, Geoinformatics etc Offering credit-based courses is outside the purview of the college, but sufficient orientation and impetus is provided to students for community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education through NSS, curriculum based projects ,awareness programmes on environmental sustainability, plantation drives etc. The college has to adhere to the parent university's directives regarding multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education. Maintenance of academic rigour is and will be ensured through personalised care and individual attention to every student. The college plans to bring out online versions of the two existing publications, namely Intellect.U.s – the multidisciplinary publication of the college and Anweshan , the literary journal. More

	<p>topics on social-issues to be included through Dhimahi – the multidisciplinary fortnightly online research forum and in seminars on contemporary relevance for altruistic development of society, and to include more students in the activities. Dhimahi – the multidisciplinary Online Research Forum has over 100 members worldwide including teachers, research scholars and students from all over the country and abroad. The forum organizes fortnightly sessions on Saturday evenings for about two hours where topics of multifarious issues are discussed from nationalism to post-colonialism, temple architecture of Bengal to comics, from African literature to Indian dance forms.</p>
2. Academic bank of credits (ABC):	<p>Under the National Education Policy, the Academic Bank of Credit (ABC) has introduced a system that offers students multiple entry and exit options in their undergraduate (UG) and postgraduate (PG) programs. This means that students can leave a course at a certain stage and re-enter it within a specific period. This flexibility in academic programs aims to provide students with opportunities to seek employment after completing a certain level of education, upgrade their qualifications, and reduce the dropout rate. The implementation of the ABC regulation will also promote a blended learning approach. This means that students will be able to earn credits from various Higher Education Institutions (HEIs) registered under the ABC scheme through platforms like SWAYAM. Maheshtala College is a LOCAL CHAPTER of SWAYAM and our institution has already started encouraging both faculty and students to enroll in national schemes such as MOOCS, SWAYAM, NPTEL, which facilitate online learning and the acquisition of credits. The ABC system introduced by the National Education Policy offers students the flexibility to enter and exit academic programs at different stages. This helps them seek employment, upgrade their qualifications, and reduces the dropout rate. Additionally, the policy promotes blended learning through platforms like SWAYAM, and our institution is actively encouraging participation in these initiatives. Being an affiliated college under University of Calcutta, the college has to abide by the rules and regulations regarding ABC as postulated by the parent university. The college shall initiate adequate measures for seamless collaboration,</p>

	<p>internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer upon receipt of necessary guidelines and format from the parent university. The faculty members of the college have autonomy towards dissemination of the syllabus designed and framed by the parent university. The mentoring system practiced by all teachers allows customized and personalized curricular arrangement, depending on whether the individual student is a normal or advanced or deficit learner. Moreover, use of different pedagogical practices and tools within the approved framework, including guidance for textbook and reference book selection, reading material selections from library and online resources, assignments and assessments through Continuous Internal Evaluation (CIE) are practiced by the teachers. The college is always alert to the needs of the students, and is guided by the rules and regulations of the parent university and the Government of West Bengal. NEP has been implemented by the parent university from academic session 2023-24, and the institution upon receipt of guidelines and directives regarding ABC, is ready to implement the same.</p>
3. Skill development:	<p>The college is alert to the paradigm shift from knowledge-based to skill-based curriculum in the wake of New Education Policy (NEP 2020). A number of programmes on Skill Development have been organized. The College has Institution Innovation Council, affiliated to Ministry to Education, Govt of India and organises different skill development programmes such as Soft Skills, Folk Art, Employability skills. Skill Enhancement Course (SEC) is compulsory for all students of the College. Majority of the Departments of the College conduct Add-on Courses for their students to cater to the contemporary societal and corporate needs. The College has to provide Digital taxation skills, including Tally lessons for all students of Commerce department. The Department of Computer Sc. provides free certificate computer course for all students of the college to enhance their computer skills. Asmavi Cultural group of the college organises events and encourages participation of all students to enhance their cultural skills. The college is affiliated to the University of Calcutta to provide undergraduate programmes in Arts, Science and</p>

	<p>Commerce, and also designs and provides Certificate and Add On courses on a variety of subjects and topics. Vocational education courses are not within the ambit of the college yet workshops on pottery painting, folk art, alpona (traditional Bengali floor designs) have been specially curated by the teachers of the college. Maheshtala College has always dedicated itself to the cause of holistic welfare of students and acknowledges the core ethos of the National Education Policy which seeks to create good human beings who are capable of rational thought and action and who possess compassion and empathy, courage and resilience, logical and scientific temper, and creative imagination with ethical values. The core values of the institution are resonant with the values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper. In addition, Inclusivity Studies along with Value Education are both compulsory subjects for all students of First Semester of the college, which motivates students to learn about ancient moral systems, teachings of our great sages and social reformers and move ahead with the vision of Tagore. The institution follows the syllabus of Calcutta University and does not have autonomy to design any credit structure for opting for vocational subject. As part of the Institutional Innovation Council activities, the college invites industry experts and start-up founders to share their experience and expertise with students. The college is not yet affiliated to provide vocational education to learners but there are some vocational courses under SWAYAM NPTEL Upon instruction from appropriate authority, the college shall take such steps. The college has Institution Innovation Council which carries out diverse activities pertaining to Skill development. Successful start-up and business leaders are invited to share their experience and success-stories to encourage students to follow their examples and become self-reliant through their own enterprise and endeavour.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>As part of the institution's initiative for creation of an ecosystem for Indian Knowledge System (IKS), the Sanskrit department successfully conducted an Add On Course in Communicative Sanskrit. 'Shrauti', the Sanskrit webzine published articles on Sanskrit fictional literature and Ayurveda. Students</p>

presented papers in a webinar on 'Shaastra charcha - Vedic literature'. All students and staff participate in the different cultural festivals like Bhasha Divas (International Language Martyrs Day), Raksha Bandhan (Rakhi), Saraswati Puja, Milad , Vasant Utsav and Sharodiya to celebrate the ancient Indian dictum of 'vividhata madhye ekta' (Unity in diversity). Most lectures are delivered in Bangla and English. All teachers are adept in teaching in Bangla and English, as well as in Sanskrit (for Sanskrit Hons) and some in Hindi and Urdu as per students' demand. At Maheshtala College, we respect diversity and inclusivity , apparent in our multilingual curriculum delivery. Most subjects are taught bilingually in English and Bengali and sometimes in Hindi and Urdu. Sanskrit is taught in both Honours and General levels, and Add On Courses on Spoken Sanskrit is organized. Though all teachers of the college are fluent in Bengali as well as in Hindi and English, mother tongue of some teachers are Nepali, Santhali, Rajbanshi, Urdu. The multilingual diversity of the college is celebrated on Bhasha Divas, on 21st February every year. The college organises Vipassana meditation for staff and students for distressing. Sanskrit department of the college published an issue on Ayurveda, the ancient Indian medical system. The legacy of Indian art is celebrated through lectures in Dhimahi – the online fortnightly multicultural research forum, seminars, webzines and cultural events. Indian cultural heritage is celebrated on different occasions such as Vasanta Utsav, Sharodiya (Welcoming of Goddess Durga), Bhasha Divas, Teachers' Day, Annual Day Programme of the college by 'Asmavi', the cultural group of the college , through elocution, dance songs of different states. Alpana or floor art painting , wall painting, pottery painting competitions are organised every year by the college NSS. Every year in winter, Sampreeti - a programme to uphold communal harmony is held in the college with all students and staff who profess different religious faiths like Hinduism, Buddhism, Islam and speak different mother-tongues such as Bangla, Hindi, Nepali, Rajbanshi, Santhali, Urdu.

5. Focus on Outcome based education (OBE):

Maheshtala College follows CBCS syllabus of University of Calcutta in all the three streams BA, BSc and BCom (Hons and General). As part of our

	<p>constant endeavor to cater to student-centric pedagogic practices, and update and upgrade our curricular delivery, we have adopted the ethos of OBE or Outcome Based Education in various subjects. At the beginning of the semester, during the Orientation Programme, students are made aware of the Programme Outcomes and Course Outcomes in detail. Respective teachers handling a particular course discuss and disseminate the importance of the course. Students are also apprised about the job opportunities available to the students on completion of the course. Career opportunities are displayed in all subject Classrooms. In Parents-Teachers' Meetings, parents are also made aware of the learning outcomes, as most of our students hail from economically-depressed families where awareness level about the programmes, courses and job opportunities is very low. After the initial Orientation Programme, the students also gradually familiarise themselves about the Programme Outcomes and Course Outcomes ; if any student requires any clarification, the departmental teachers or mentors clarify their doubts and guide them properly.</p>
6. Distance education/online education:	<p>Maheshtala College was among the first colleges in West Bengal to move from classroom to online mode at the onset of Covid pandemic and the online measures taken during the pandemic have been sustained. College now has LMS which is used extensively by teachers and students. Measures such as online Add-On courses, digital repositories, student support services through NLIST, online examination through LMS are already in practice. a) Students are encouraged to pursue courses on the SWAYAM NPTEL of which the college is a Local Chapter. Possibilities of opting for different types of courses, including some vocational courses are available. b) To enable students get the digital advantage, the college had initiated E shiksha, in 2018 which was a system of teaching-learning using ICT based techniques. All students , teaching and non teaching staff of the college are encouraged and provided workshop-based/ capacity building training , Certificate and Add On courses in Digital Learning. Inter-departmental students' competitions on Powerpoint presentation are organised. Learning Management System E Shikshak has been introduced in the college just after Covid pandemic as all</p>



	<p>teachers and students have been meticulously doing Online classes through Zoom, Google Suite including Classroom, Jamboard etc. Most of the Add On courses of the college are run on blended mode which allows blend of traditional and modern pedagogical interfaces. c) The college has initiated a free Online Competitive Services preparation portal for students which has a repository of over 40,000 questions and which is updated periodically. Each student of the college can access this portal with her/his unique student ID and prepare for competitive examinations. The portal allows self-assessment and has different levels which allows students ease of access, empowers students for self-paced study and helps the students to overcome their own lacunae so that they can emerge successful.</p>
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>T N Seshan Memorial Electoral Literacy Club (TNSMELC) was set up in the college on 26th November, 2019 (Constitution Day ) to develop a culture of electoral participation and constitutional awareness, and maximize informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'. The club comprises students as its members, with teachers of the Political Science department as Advisors. The objectives of setting up of the TNSELC are as follows: -To promote awareness of right to vote among all stakeholders -To enable critical thinking on issues related to election, rights, democracy and its various processes. -To educate future voters about enrollment, correction, and electoral gadgets such as EVM &amp; VVPAT - To develop and promote a culture of electoral participation and maximize ethical voting and follow the principle 'Every vote counts' and 'No Voters to be left behind' The vision of the club is 'to aim at the strengthening the culture of electoral participation among the youth and future voters.</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>2. The Principal in association with the Academic sub Committee of the college appoints the Nodal Officer of the T N Seshan Memorial Electoral Literacy Club (TNSMELC). The Annual Report of the TNSELC is presented by the Nodal Officer. The TNSMELC is</p>

	also one of the driving forces of preparing and training students for Inter-College District Level Youth Parliament competition and quiz contests. The TNSELC of the college has members from students of Political Science Honours as well as students from other departments who opt for Political Science as their elective subject.
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.	3. Student-members of T N Seshan Memorial Electoral Literacy Club (TNSMELC) carry on a unique peer-enrichment programme every year. In the week when Constitution Day (26th Novemebr) is celebrated, a contingent from TNSMELC visits every department and class to carry on an Electoral awareness camp and familiarize students with the EVM and VVPAT . In addition, the TNSMELC also invite the Inspector in Charge of the local Police Station as Resource Person to talk about constitutional rights and obligations, infringement of such rights, and the available legal recourses .
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.	4. The T N Seshan Memorial Electoral Literacy Club (TNSMELC) , established in 2019 organises many programmes to spread awareness about constitution of India, constitutional rights and obligations. Every year, the Club organises educational trips to the Vidhan Sabha or West Bengal Legislative Assembly , The members of the TNSMELC visit local municipality and BDO offices and Duare Sarkar camps for imbibing knowledge about electoral process. The webzines of the Political Science department named Ayudh (Weapon) and Journalism and Mass Communication department named Mediamag publish articles on different topics on electoral related issues and constitutional matters.
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.	Those students who are not enrolled as voters are motivated by the events and awareness camps organised by TNSMELC . Additionally, electoral roll correction centres are set up in the college by the local municipality where students extend all cooperation : it also serves as a learning experience for them.

## 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
918	1494	1277	1092	903

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 53

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
52	53	53	28	26

### 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
14.65	11.20	4.95	14.14	17.03

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

The Institution ensures effective curriculum planning and delivery. As an affiliated college, Maheshtala College follows the curriculum designed by Calcutta University. Sincere and consistent efforts are undertaken by the college for systematic implementation of the prescribed syllabus. Curricular and co-curricular activities are planned for the effective realisation of the learning outcomes embedded in the curriculum.

Since 2018, Choice Based Credit System has been implemented in the college. The college with its effective curriculum planning and adherence to the Academic Calendar render support to the students to ensure holistic education.

- The Principal in consultation with Academic Sub Committee and IQAC discusses, designs and plans strategies to incorporate the Academic Calendar of the parent university to the Academic Calendar of the institution, draws out the prospectus, routine, plan for Continuous Internal Evaluation, requisition for books, evaluation strategies, requirements for practical and lab-based subjects etc.
- At present, there are six programmes - BA Hons, BA General, BSc Honour, BSc General, B.Com Honours and B.Com General. There are 16 subjects (including Environmental Studies), out of which 12 subjects offer Honours degrees as well.
- At the beginning of each session, an Induction Programme is held for students to familiarise them about their chosen programmes and courses.
- E-prospectus, academic calendar and routine are published on the college website
- Teachers constantly upgrade themselves and keep students informed about syllabus and learning outcomes.
- Regular and punctual attendance of students are stressed by regular counselling of students with teachers and Principal: punctuality, academic proficiency, maximising library use and extra-curricular achievements are rewarded.
- Traditional teaching methods are supplemented by use of ICT and LMS to ensure smooth delivery of curriculum
- Lab-based subjects have adequate instruments for practical classes.
- Departments such as Geography conduct field work while History, Bengali, Philosophy, Sanskrit conduct educational excursions.
- Lectures and talks by eminent academicians and resource persons are held regularly to acquaint students with the latest academic trends.
- Students' seminars, inter-departmental PPT competitions are held to make students more confident and hone their research abilities.

- MCQ tests, quizzes, projects, tutorials, viva voce exams, practical exams (for lab-based subjects) are held for continuous internal evaluation.
- The college has its LMS platform which is used extensively, particularly during and after the COVID pandemic, when virtual classes, exams, special lectures, webinars were held on Google Classroom, Google Meet, Jamboard and Zoom.
- Care is taken to minimise loss of teaching days and optimise use of limited number of classrooms.
- Teachers regularly keep note of classes, CIE, evaluation plans, their academic accomplishments in the Academic Diary and Mentor-Mentee Register.
- CIE is centralised with all departments adhering to a fixed time span, though Departments have autonomy to conduct CIE according to their preferred modes.
- Results of CIE are announced after evaluation, and identification of Advanced and Deficient Learners are made on that basis.
- Parents are informed about the academic progress of their wards through Parents-Teachers Meetings.
- The Central Library organises Library Orientation programme. Every department has a departmental library and book-bank facility. Alumni are also provided reading room facilities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 18

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

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 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:** 20.78

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
276	283	259	170	193

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

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

Affiliated to the University of Calcutta, the institution follows the curriculum to create and nurture socially, culturally, ethically and environmentally conscious students. The integration is achieved through three ways: A) teaching-learning process, B) observance of special days/ events / festivals, C) Add On Courses.

A. Some departments offer CC, DSE and GE courses that address these issues directly as part of the CBCS curriculum.

- English: Women's Writing and Women's Empowerment, Waves of Feminism, Human Values.
- Philosophy: Human values, Environmental Philosophy, Feminist Philosophy, Eco Feminism, Indian and Western Ethics.
- Political Science: Gender, Human Values and Rights and Politics.
- Economics: Environmental Economics, Sustainability & Gender Issues.
- Sanskrit: Human Values & Ethics, Gender, Environment sustainability & Professional Ethics.
- Bengali: Gender Awareness, Human Values.
- History: Gender, marriage and property relations; Environment; Culture, Tradition & Practices
- Chemistry: Green Chemistry
- Geography: Development–environment conflict; Research Methodology; Human Values- Concept and classification of Race and Ethnicity
- Mathematics: Bio-Mathematics
- Education: Gender Dynamics
- Compulsory course on Environmental Studies for all Semester II students.

B. Departments organize seminars/webinars, lectures and other co-curricular activities on these topics. The Institution also celebrates International Women's Day SAMPURNAA as a Gender Equity Festival to acknowledge the progress made towards achieving gender equity and women's empowerment but also to critically reflect on those accomplishments and strive for a greater momentum towards gender equality worldwide.

C. Political Science and Geography Departments conduct Addon Courses on Social Issues & Justice, Understanding Human Rights & Himalayan Studies respectively.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:** 32.68

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

Response: 300

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** C. Feedback collected and analysed

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 37.97

##### 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
383	591	423	480	425

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

2022-23	2021-22	2020-21	2019-20	2018-19
1248	1248	1189	1189	1189

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 10.15

##### 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
40	59	68	42	55

### 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
532	532	512	512	512

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 17.65

## 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:**

Student-centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

At Maheshtala College, teachers believe that each student is unique, and that education should address distinct learning needs, capabilities, interests and aspirations. Hence, students are engaged in a wide variety of methods devising student-centric and student-friendly ways and means, allowing them ease and comfort of mother-language. The methods adopted have evolved according to the scope of the syllabus and in accordance to UGC regulations:

**Learning through experience:**

- Practical Classes - Students of the departments of Geography, Physics, Chemistry, Computer Science, Journalism and Mass Communication are engaged in experiential learning where teachers facilitate their learning as well as imbibing skills through experiments, using diverse instruments and gadgets.
- Study-Tour/Field work- Students of Geography and Economics get first-hand idea of the location of a place, its geographical, topological, demographic and economic aspects. The Department of Political Science take students to visit Vidhan Sabha, local Municipality office, Panchayat office to experience first-hand the democratic functionings of the government both at macro and micro-levels. Students of History department are taken to State Archaeological Museum, Alipore Museum (formerly Central Jail) and along with Bengali department students, they visit Rabindranath Tagore's ancestral house at Jorasanko to have exposure to the historical significance of source materials and places of interest.
- Projects and Tutorials - The cognitive acumen of students are honed and tested in the tutorial assignments of all students of the Language and Social Studies subjects. All students of the college have to complete project work and tutorial assignments on Environmental Studies.
- Mock Parliament - Students from Political Science, Journalism, English, Bengali and History departments enthusiastically participate in Mock Parliament sessions and engage in different extension activities of the T N Seshan Memorial Electoral Literacy Club.
- Alumni engaged in different professions often come and share their real-life experiences with present students

**Problem - solving:**

Assignments: Students of Arts, Science and Commerce faculties are given assignments on different topics and to address diverse range of problems on topics that are taught in class.

College E-portal on Competitive Exams that has over 40, 000 questions on numerical abilities, vocabulary, analysis which helps students with problem-solving as well as for competitive exams.

Skill development & enrichment: Different Add On courses, Certificate Courses and programmes at the college's Institution Innovation Council help students develop employability skills.

**Personalized learning:** The Mentor-Mentee programme involves tailoring instruction and learning activities catering to each student's individual needs and interests.

**Participative Learning:**

- Micro-teaching by students, Intra and Inter-Classroom competitions using PPT ,
- Quizzes where students frame their own questions
- Movie/ Documentary shows - Dept. of English, Bengali , History and Sanskrit
- Students Seminars - Organized by almost all Departments
- Extension and Outreach activities by NSS , UBA in neighbourhood and adopted village, Haatberia . The NSS motto, 'Not me, but you' teaches students to prioritise others over self.

Cultural competitions, such as music, essay, slogan, poster-painting, Best from Waste, alpana competitions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1**

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

**Response:** 97.7

**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	53	29	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

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

**Response:** 58.49**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	24

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

**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:**

Academic calendar of the college published on institutional website and also intimated through departmental teachers with details of commencement of classes, probable dates of CIE and University Examinations and hence students are made aware of the tentative assessment schedules beforehand.

The college arranges for evaluation and assessment of the learning levels of students primarily through two methods:

- Summative assessments: Tests – subjective and MCQ, quizzes, and other graded course activities such as project work, practical exams (for some subjects) are used to measure student performance.
- Formative assessment: Teachers' interaction with students within classrooms, mentoring activities, and different co-curricular activities in which students participate constitute the guiding feedback on their relative performance. Teachers provide face-to-face assistance beyond college hours through Mentor-Mentee system.

This system ensures transparency as well as accountability for internal exams.

Grievances related to external exams conducted by parent university are taken up by Principal and the office and personally taken up with the concerned departments of Calcutta University.

Students and parents are informed about their academic progress and teachers regularly provide them with inputs for their academic welfare, both for theory and practical classes.

Mechanism for grievance redressal: Grievance Redressal Cell of the college discusses the different grievances of the students, teachers and other stakeholders, and initiates action for academic, administrative (College / Parent-university related), Financial (Fees/ Concession/ Online Fees related), Scholarship, Discipline-related, Others. The grievances are taken up by Principal, office and concerned departments/committees and efforts are made for their redressal.

In many instances, Principal and departmental teachers and staff accompany students to the parent university for swift redressal. Local authorities such as Block Development Office, Police Station, Municipality are also approached.

College helpline phone and email are displayed on website and students can meet Principal, teachers and staff with their grievances, besides writing about them through Grievance Redressal Cell. Principal, Grievance Redressal Cell, mentors of the college and the college office all collaborate to give students a hassle-free experience in the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

1. Maheshtala College offers several courses at the undergraduate level, affiliated to University of Calcutta. From 2018, CBCS was introduced and teachers of every department worked on the programme outcomes, course outcomes and programme specific outcomes which are displayed on the institutional website.

2. At the beginning of the semester, during the Orientation Programme, students are made aware of the Programme Outcomes and Course Outcomes in detail. Respective teachers handling a particular course discuss and disseminate the importance of the course. Students are also apprised about the job



opportunities available to the students on completion of the course

3. In Parents-Teachers' Meetings, parents are also made aware of the learning outcomes, as most of our students hail from economically-depressed families where awareness levels about the programmes and courses is very low.

4. After the initial Orientation Programme, the students also gradually familiarise themselves about the Programme Outcomes and Course Outcomes ; if any student requires any clarification, the departmental teachers or mentors clarify their doubts and guide them properly.

5. In case, a student after getting informed wishes to change her/his course of study, there is a time-frame within which s/he has to re-apply fulfilling all preconditions for admission, and her/his application is then reviewed by the Admission Sub-Committee and required action is undertaken. However, once a student is registered, s/he cannot change the programme or course undertaken, as mandated by the parent university.

Usually, the students develop an aptitude of individual planning, engage in peer discussions and develop problem-solving methodologies on their own which helps them achieve their desired learning outcome.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

Maheshtala College emphasizes the comprehensive development of its students, emphasizing the transformative power of knowledge, as encapsulated in its motto. The college's approach integrates a rigorous framework for assessing and enhancing student learning outcomes through a structured CO-PO Attainment Methodology.

Course Outcomes (COs) are pivotal in defining what students should achieve by the end of each course, guided by Bloom's Taxonomy. This taxonomy delineates cognitive levels from knowledge acquisition (CO1) to evaluation (CO6), ensuring that each CO is observable and measurable. Correspondingly, Programme Outcomes (POs), mandated by the UGC and applicable across all undergraduate programs, outline broader capabilities students attain by the end of their academic journey.

CO-PO Mapping serves as a critical tool, correlating specific COs with POs on a 5-point scale to gauge alignment. This method ensures that educational objectives are consistently met across disciplines,

fostering a cohesive learning environment. Assessment of COs is conducted through both direct and indirect methods: direct methods encompass external and internal evaluations, while indirect methods rely on student feedback. These evaluations culminate in a 10-point score, which is subsequently translated into CO attainment scores.

Furthermore, Maheshtala College employs a proactive approach to support student learning diversity. Identification of slow and advanced learners using Bloom's Taxonomy prompts tailored interventions: remedial classes for slow learners and specialized sessions for advanced learners. This personalized attention ensures equitable learning outcomes for all students.

The institution's commitment extends beyond academic metrics to holistic development. Vidya Amritam scholarships recognize and reward students excelling in their respective programs, reinforcing a culture of academic excellence and achievement.

The culmination of these efforts is seen in the PO Attainment calculations. By integrating CO scores into the PO matrix, the college determines the overall attainment levels for each PO. This systematic evaluation not only validates the effectiveness of teaching methodologies but also informs continuous improvement strategies.

In conclusion, Maheshtala College's CO-PO Attainment Methodology exemplifies a robust framework for student development and program effectiveness. By adhering to Bloom's Taxonomy, leveraging diverse assessment methods, and fostering a supportive learning environment, the college ensures that graduates are well-prepared for dynamic challenges in the global landscape. Through these structured practices, Maheshtala College reaffirms its commitment to empowering students with knowledge, skills, and adaptable competencies essential for success in today's interconnected world.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 57.94

##### 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
68	81	135	95	77

**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
173	204	155	111	144

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.87

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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: 1**

#### 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
01	00	00	00	00

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The institution is located in an area where small scale and traditional cottage industries co-exist with larger ones, and as such can be hailed as a skill-rich hinterland. Students coming from these households have exposure to skill-sets such as tailoring, embroidery, garment manufacturing, leather industries (Bata shoe factory is within 3 km radius), jute industries (on the banks of the Ganga, about 2.5 kms away), automobiles, chemical goods and rubber products, and an entire gamut of ancillary industries. Hence, the college strives at inculcating an amalgamation of new-age skills such as positive communication and traditional and time-tested value-systems and ethical codes. This is achieved through the Communication Skills and Value Education classes for all students of the First Semester.

The Institution Innovation Council (IIC) of the Ministry of Education's Innovation Cell, established in the college also arranges for skill based workshops, knowledge-transfer interfaces where entrepreneurs and start-up pioneers share real-life experiences with students as part of a One Day Seminar on

Innovation, Creativity and Entrepreneurship. A workshop on folk art was organised by three teachers of the college, which culminated later in a competition on 'Best from Waste' where students displayed their innovative ideas into turning waste materials to art-forms that were aesthetic as well as useful. Students of the college also participated enthusiastically in a series of programmes on Career Guidance organised by the Board of Practical Training (Eastern Region). An alpina -drawing competitions are held in college with great interest among girls where traditional Indian motifs are displayed.

As part of the institution's initiative for creation of an ecosystem for Indian Knowledge System (IKS), the Sanskrit department of the institution collaborated with another college and successfully conducted an Add On Course in Communicative Sanskrit. The webzine of the Sanskrit department of the college named, 'Shrauti' published interesting collection of articles on Sanskrit fictional literature and Ayurveda. Students presented papers in a webinar on 'Shaastra charcha - Vedic literature'. No cultural programme in the college starts without chanting of Vedic hymns and nowadays, students are volunteering to recite the hymns. Intra-departmental programmes between Sanskrit, Bengali and English department are also held. One of the most remarkable feature of the college is the enthusiastic participation of all students in the different cultural festivals like Raksha Bandhan (Rakhi) Saraswati Puja, Milad, Vasant Utsav and Sharodiya where students and staff from diverse backgrounds converge to celebrate the ancient Indian dictum of 'vividhata madhye ekta' (Unity in diversity).

Programmes on Intellectual Property Rights are held in the college to familiarise all about the relevance of the matter and its implications for students and teachers alike. There is a proposal for formation of an IPR Cell in the college, and preliminary discussion on this matter has already been done with the Library Science department, Calcutta University.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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: 4**

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 0.09

**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
4	0	1	0	0

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

#### 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:** 0.51

**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
1	10	0	15	1

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

**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 aim of education is to train individuals for holistic development and that cannot be attained within the confines of the classroom. Extension activities are conducted by the institution through NSS and UBA leading to community development, service to society and awareness about different social evils and malpractices, as well as dissemination of a rational outlook. The students of the college, along with teachers regularly participate, in activities which inculcate in students a sense of responsibility towards society. Students who are NSS volunteers are made to realise the hidden ethos of the NSS motto – “Not me, but you”, when they devote themselves to social service. The NSS unit of the college has adopted a remote village ‘Haatberia’ about 15 kms away from the college, where the volunteers undertake different activities. A bond of love and trust has been created between the inhabitants of the village and our students due to this activity and the panchayat pradhan has appreciated the contribution of the students. 40 extension activities have been conducted between 2018-19 to 2022-23.

In order to create awareness about Gender equity, SAMPURNAA - a weeklong programme is organised every year on the theme of Empowerment, Equity and Excellence, which is attended enthusiastically by students of the college. Parents have reported that students have transmitted their lessons from these programmes and have initiated sapling plantation, literacy initiatives, cleanliness and hygiene in their own homes.

Natural disasters such as cyclone Aila and Amphan and the deluge in Chennai in 2018 have shown how teachers and students of the college have rushed with aid to the people of Sundarbans with medicines, dry food, candles, match boxes, clean dry clothes : likewise, similar items have been packed and sent to the flood-struck people of Chennai through the Ramakrishna Mission.

During Covid, NSS volunteers have distributed masks and sanitisers to residents of the neighbouring areas . In collaboration with Alumni Association 'Praktani', 20 theatre-workers and stage technicians were helped by providing them a month's supply of rice, pulses, tea, sugar, soap at the Academy of Fine Arts.

A local NGO, Transcendent Knowledge Society, that works with children afflicted with autism and intellectual disabilities, have awarded the college for sustained contribution to social responsibility.

Local Police Station also has commended the efforts of the NSS volunteers who have assisted them in Road safety awareness programmes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Maheshtala College and its students have received a number of recognitions for Extension activities.

Transcendent Knowledge Society , a local NGO, presented Raja Ram Mohan Roy Award to the college for exemplary contribution to community service.

The NSS of the college has adopted Haatberia village in Bishnupur II block of South 24 Parganas and conducts various extension activities there. It is a remote village with the nearest motorable road about 1.5 kms away. Panchayat pradhan has appreciated the contribution of NSS of Maheshtala College for their contribution.

Cadets of NSS participated in Rally on Safe Drive, Save Life Rally organised by Maheshtala Police Station on 20.4.2022. Students of the college participated in Saksham 2023, in Wall Graffiti and painting and were appreciated for their efforts. The theme of the programme was Energy Conservation Towards 'Net Zero'. The programme was held on 8.4.2023. Students and teachers of the college participated in a Rally on the Trafficking of Women , organised by Rabindranagar Balika Bidyalaya.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:** 36

**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
12	7	1	7	9

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

**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:** 18

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

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

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

#### **Response:**

The college has a green campus of 3188 square meters or 0.787 acres, with four buildings dedicated to teaching-learning process. There are 32 classrooms, some of which are equipped with projectors, televisions and desktop computers for students. As part of college initiative to offer ICT facilities, there are 42 Desktop computers and 15 laptops available for students and teachers. LMS facility for all teachers and students are available. Beside the classrooms, there are 2 ICT enabled seminar halls and 5 laboratories. There is a Computer Training & Browsing Centre. The IQAC room is also used for meeting and conference. Due to shortage of space, many rooms have been converted to multi-use facilities. Four Teachers' lounges, Examination control room, Office, Accounts room, Principal's chamber, students' union room, separate Boys and Girls Common Room, divyangjan friendly toilets are there.

The college has one well equipped Central Library, and departmental libraries, departmental book banks are placed inside departmental classrooms. There is a Canteen which runs on subsidy and run by a local woman, serving nutritious food to students and staff.

The college has a playground and a garden with landscaping and a small kitchen garden in front of the canteen. As part of a collaborative extension activity, the smaller playground is used by a local NGO for autistic children. The ground is also used for organising cultural events, Scholarship Fairs, Students' Week activities, and by students and staff for playing badminton and Kho-Kho etc. There is also an open-air stage in the playground. The larger space is used for hosting cultural events such as College Social, Freshers' Welcome, World Yoga day and Vasant Utsav etc.

The college has a small gymnasium having Exercycle, Jogging machine, Stepper, Multigym. The boys' common room has two large carrom boards, chess boards. A Cheap Store and Convenience Centre is present in the campus, as part of Alumni Association initiative. There is a Cycle Stand for students. Ramps and hand rails for differently abled students and staff have been set up, and barrier-free entrance and exits have also been constructed for staff and students with loco-motor difficulties.

College building and premises are used by local administration as Voting Centre, Electoral Roll revision centre, accommodation for armed forces during elections, natural disasters. Two of the college buildings were used as Quarantine Centres for migrant workers during the first two phases of the Covid pandemic. For medical emergency, girls' common room is used as medical unit, with arrangement of a local physician. The college hosted South 24 Parganas District Inter-College Sports and Games Competition,

2022-23, under the aegis of the Dept. of Higher Education, Govt. of West Bengal.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 25.4

**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
2.72425	2.8892	0.254	3.27059	6.60167

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Maheshtala College 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 the students.

Maheshtala College has Central Library, departmental libraries, book bank and a special corner in the library, constructed in memory of our beloved Founder -Principal named Benutosh Guha Corner for Self-Reliance & Competitive Exams.

Central Library is open access. Total number of books – 17781. The total area of the library is 1247.43 sq. fts. Total seating capacity - 40

1. Library is fully automated using Integrated Library Management System (ILMS). The name of the software is KOHA. The version of KOHA used in Maheshtala College Library automation is 22.11.03.000Rosalie. The software is installed and is running on cloud server. The cloud system, has many facilities. Students and other users can access Library Website, online public access catalogue from their home.
2. Remote access is possible.
3. Process of searching the entire database and circulation process is simple and student-friendly.
4. Reading room is spacious with adequate seating-arrangement.
5. Benutosh Guha Corner for Competitive Exam and Self-reliance has a good collection of competitive examination books.
6. There is a separate Reference section for teachers and advanced learners.
7. There is biographical section where biographies of most great persons are maintained.
8. Library is well-ventilated
9. Specialized College publication section has books published by the college as well by teachers of the college.
10. **Students' computer zone** has two desktop computers for internet browsing.
11. Two Special Prizes for Students-User: Scholarship for best student user (current student and ex-student) awarded personally by our Librarian: Bookworm Award instituted by teacher of Journalism and Mass communication department. Well-equipped departmental libraries from where students can borrow specialised subject-related books
12. Book Bank section both in Departmental and Central Library where teachers and outgoing students donate books for needy students who cannot afford to buy text books.
13. Online 24×7 service provided to student for their project submission, for making of bibliography.
14. NLIST and Vidwan portal registered: all teachers have VIDWAN IDs
15. Annual Library Orientation Programme is conducted and a library tour is arranged to familiarise new First year students about the resources of Library and to guide them how they can use their college library.
16. Every year, a Library Technology Awareness programme is conducted to sensitise students about the new technology advancement and how they use this new technology for their learning

purposes.

17. College has institutional membership in British Council Library.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

The college provides good quality IT facilities for teachers and students. Departments are provided with laptops, desktops and projectors. College now has 42 computers for use by students, 15 laptops for teachers, 4 desktops for office in addition to 6 projectors, 7 printers.

The college is Wi-Fi enabled and has a dedicated committee to look after IT facilities. This allows for ease of access. There are 7 routers and LAN connectivity for ensuring steady Wi-Fi connectivity.

The college website is entirely conceptualised, designed and handled by the Department of Computer Science. The domain is rented from wix.com at a nominal price and the entire website including daily updating of different notices, departmental data, webzines, photo gallery etc. is performed by faculty members of Computer Science Departments.

Open-source software is archived for use by teachers and students. Audio books for visually impaired students are available in library.

The college has 5 Broadband connection of Alliance Broadband of speed 175 Mbps to 250 Mbps.

The college office has TALLY Version ERP 9, purchased in 2018 and updated periodically.

Beside Online admission facility, the college has a customised ERP solution, which facilitates accounts, administrative and academic support. The modules used are Student MIS (Admission, fees payment), Learning Management System. Fees are collected through Bill desk.

College has Online Competitive Exam Portal which has about 40,000 Questions and answers and are updated periodically.

QGIS Software is used by Department of Geography to prepare mapping with satellite images procured by Department of Space Govt. of India.

Syllabus- based e-contents developed by teachers are uploaded on LMS and used extensively.

For regular maintenance of Computers, printers, photocopiers, CCTV, local vendor has been entrusted with Annual Maintenance Contract. Hardware firewall and Antivirus mechanism have been installed to manage threats.

During pandemic situation, all teachers and students have been given online training for ease in taking classes through Google Classroom using G-Suit, Jam-board and G-board and zoom, and guided on evaluative methods.

Feedback of students is also collected online through dedicated portal.

The Central Library is automated with KOHA Version 22.11.03.000Rosalie. The NLIST and INFLIBNET subscription allows access to more than 99000 books and periodicals which can be used by all teachers and students (with access permission from teachers.). Library database is maintained in Cloud-based software.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 21.86

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

**Response:** 42

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

#### 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:** 23.35

**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
3.91711	1.99701	1.58437	3.12448	3.84545

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 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:** 39.57

**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
477	709	359	595	109

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** B. 3 of the above

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

**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:** 34.54

**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
900	609	311	121	22

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 15.79

**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
24	23	20	03	02

**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
68	81	135	95	77

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 2.22

**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
01	02	02	01	02

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

**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: 2**

**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	01	00	01	00

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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: 9.8**

**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
12	10	03	09	15

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

#### Response:

The Alumni Association of the college named 'Praktoni' is registered and contributes to the development of the institution in significant ways. It was formally established in 2002 and registered in 21.09.2022 under the Registration of Societies Act , XXVI, 1961 of the Government of West Bengal with Registration No. S0030766 of 2022-23 and has 164 registered members. Alumni Association is also represented in the IQAC of the college.

The Alumni Association is alert to the needs of the present students and contributes not only with money but also in kind. Though the financial contribution of the Alumni Association is not significant but they are a strong support for the college. They organize Career Counselling Programmes, Motivation Workshops, Personality Development Programmes for present students. Alumni also contribute to the college magazine with their writings, and participate in cultural programmes. Many of the Add on Courses of the college had alumni as Resource Persons. Some of the alumni members also come forward to participate in the extension activities of the programme, organised in the neighbourhood of the college. A Cheap Store and Convenience Centre is present in the campus, as part of Alumni Association initiative which acts both as a confluence of 'past meets present' as well as helps students with their photocopying facilities, online applications, stationery purchase etc. Alumni are also entitled for Life membership in Central Library of the college for Reading facilities. As part of green initiatives Alumni Association has installed solar garden lights in the college garden. There is a WhatsApp group of the alumni association where alumni regularly post job and appointment -related opportunities for other alumni and present students. The group is vibrant and includes - on request from the alumni - the Principal, teachers and teaching-support staff. The Maheshtala College Alumni Association 'Praktoni' also has a Facebook page.

As many as three alumni are at present working as State Aided College Teacher in the college, and another three are serving the college as teaching - support staff. Their association of the college spans three or four decades as students and as employees now, and they bear testimony to the growth-story of the college.

Every year, the Alumni Association organises an Annual Reunion that usually coincides with the Annual Day of the college. Many alumni are now parents of present students and they have transmitted their affection towards the college through their sons and daughters. The college is located in an area where many alumni have migrated to the nearest metropolis, Kolkata or elsewhere for their livelihood and those who graduate from the institution get engaged in pursuing their jobs and lives, as most of them hail from

economically disadvantaged backgrounds; hence, their connection with the institution gets frayed after a time. However, during Teachers' Day or during Saraswati Puja or College Annual Social Function, many alumni come to their alma mater and pay respects through their modest but earnest means.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

Maheshtala College was established with the motto, Knowledge is power. The ethos of the statement is exemplified in the vision of the college :

- 1) Education that removes the darkness and fear of the unknown
- 2) Empowerment that strengthens the will to succeed
- 3) Equity that ensures justice and impartiality
- 4) Excellence that motivates each individual to better his /her best

The vision of the college is in tandem with the mission which is stated simply -

1. Ensure education and opportunities for all
2. Empower students to ideate, innovate and aspire to become global citizens

The vision and mission of the college resonates with the National Education Policy to extend equal opportunities to all and to empower students to be global citizens.

The institutional governance is three-tiered -

1. Apex level - The Governing Body is the policy-making authority and meets at periodic intervals to formulate policies that encompass the vision of the 4 Es - Education, Empowerment, Equity and Excellence, and acts as the sentinel of the college.
2. Executive level - The Principal as the Head of the Institution is responsible for the day to day administration and implements the policies promulgated by the Governing Body and other statutory bodies such as UGC, the parent university, the state government to uphold the vision and mission in all actions.
3. Functional level - The statutory subcommittees, namely the Finance Sub Committee and the Academic Sub Committee, the IQAC, other subcommittees and cells and the Teachers' Council assist the Principal to execute the academic, financial and auxiliary functions of the college to ensure that the vision and mission are realized and resonated to all intents and purposes.



The perspective plan of the college is designed by the apex authority, keeping in mind the ethos of the vision and mission statement, as well as the guiding principles defined in documents such as the NEP 2020 as well as the rapidly evolving employment scenario that privileges knowledge as well as skill. Hence, the short term objectives in the perspective plan are reflective of national concerns as well as regional factors and the real life experiences and expectations of the students.

The Principal leads from the front according to the policies of the statutory bodies and the Governing Body, involving all teachers and non teaching staff by securing decentralisation by designating different functions to the subcommittees and cells and entrusting implementation of such functions to each of them with her overall supervision .

During the last five years, the college has fought acute financial scarcity and yet has been able to renovate and regenerate existing assets, initiate the Vidya Amritam Scholarships to recognize talent and perseverance, introduce a number of certificate and add on courses, introduce new curriculum and system (CBCS and Semester), complete digitisation of library, host District Sports and Games Championship 2022-23, start Institution Innovation Council , revamp and bolster ICT facilities /LMS, encourage research culture, promote skill and personality development for students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 following points were kept in mind while preparing the Perspective Plan for Maheshtala College (2019-2024):

- 1) NAAC- Sentinel for Quality benchmarking in higher education institutions
- 2) Vision and Mission Statement of Our College.
- 3) Rapidly evolving employment and education scenario

## Objectives of Perspective Plan

Considering the background of our college as an institution imparting quality education for students hailing from a hinterland of economically-disadvantaged , marginalised and socially backward population , the College has identified the broad aim of perspective plan as follows:

- To initiate a sustained quality system embedded with a conscious, consistent and programmed action;
- To create an enabling academic environment for students replete with progressive thought, discipline and commitment;
- To mentor humane citizens of the nation;
- To empower students with ICT and future-ready academic technology
- To emerge as a model college for quality education.

The aim identified has been to bring three 'Hs' together in an integrated manner viz

– **Hand (to develop skills)**

– **Head (to gain advanced knowledge)**

– **Heart (to inculcate human values)**

To achieve these broad aims, a set of following objectives are identified to be achieved through this perspective plan over the next 5 years:

- To uphold continuously good academic performance;
- To inculcate learner-centric and effective teaching learning process;
- To ensure transparency and credibility in the process of students' evaluation;
- To create a research culture in faculty and students.
- To launch value added and skill development programmes improving the employability of students;
- To motivate students for self-employment and to enable them to emerge as entrepreneurs;
- To involve a friendly, efficient and flawless administrative set up ensuring a smooth day to day functioning;
- To empower faculty about emerging trend in their profession for academic advancement.

The Governing Body of the college in its periodic meetings assesses the functions of the different committees, cells and makes suitable recommendations, which are then conveyed by the Principal and representatives from the different stakeholders . Policies are adopted keeping in mind the existing government and university rules and regulations, as well as that of UGC. The Principal as the Head of the institution is responsible for all academic and administrative matters. She is assisted by the Bursar in financial matters. IQAC meetings are held regularly for ensuring the benchmark of quality parameters. Recruitment and promotion of teaching staff in substantive posts are done as per the norms decided by the University of Calcutta, the state government and UGC.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:**

Biometric attendance and attendance register of all staff is maintained which is regularly examined by the Principal. Service Book is maintained for all staff against substantive post.

The performance appraisal of teachers is guided by UGC guidelines for Career Advancement Scheme

and is followed as mandated by the Department of Higher Education, Govt of West Bengal . It is submitted to Principal by every teacher. Every teacher of the college is provided with a Teacher's Diary and Mentor-Mentee Register where the concerned teacher notes down syllabus allocation, lesson plan , daily class routine, leave taken, academic achievements - publication details, Seminars/ conferences attended as paper -presenter or Resource Person, Orientation Programme or Refresher Course attended, administrative assignments performed , mentorship records as well as any other achievement or detail worth noting. Principal countersigns the Diary periodically. During Career Advancement process, annual self-appraisal is presented to the parent-university and Department of Higher Education, Govt of West Bengal, after endorsements by IQAC Coordinator and Principal.

The college has an acute shortage of non teaching staff and most of the staff have to multi-task to ensure the effective running of the office, including admission, daily financial transactions, support for students, examination, accounts, despatch, liaison with local administration, parent university and the Higher Education department. The performance appraisal of staff is done following the extant state government norms.

The institution has effective welfare measures for teaching and nonteaching staff which includes special commendation and felicitation on completion of 25 years of service, loans against provident fund , subsidised canteen, festival advance, free health check-up, Vipasana meditation for stress relief, staff picnic, e- sanjog through email and Whatsapp for better communication between teachers, non teaching staff and Principal, compensatory leave etc.

As the college is a Government sponsored institution, the following welfare measures are provided :

1. The order of Puja Holidays for all staff issued by the Higher Education department is strictly followed.
2. Different types of Government-approved leaves.
3. Provident fund for the permanent employees of the college.
4. Medical Insurance facility (West Bengal health Scheme for teachers and Swastha Sathi for non-teaching staff).
5. Compensatory leave for teachers and non-teaching staff working on holidays and Sundays.
6. Duty leave for teachers to attend seminars, conferences, FDP, RC, OP, and any other courses required for the career development of incumbent and quality enhancement of the institution.
7. Opportunities for national and international exposure.
8. Provision for providing Bonus to Non-teaching staff and ex gratia for Casual Non teaching Staff.
9. Salary advance to new appointed teachers before pay fixation .
10. Administrative trainings are organised for periodic upgradation of Non teaching staff members.
11. Orientation programme with experts from Higher Education department, Govt of West Bengal for

Career Advancement Scheme for teachers.

## 12. Orientation Programmes for Effective Online Teaching.

–learning ( during Covid pandemic) , also including teachers from collaborating colleges.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0

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

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

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

### 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:** 14.04

**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
17	10	09	02	03

**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
16	16	16	16	16

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

## **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 teaching-learning resources. Proposals are prepared in prescribed format, vetted and submitted to appropriate authority from time to time.
- College welcomes donations, memorial prizes and endowments as Vidya Amritam scholarship from teachers , non teaching staff, alumni and guardians. Various organisations have been approached for CSR funds.
- College collaborates with other institutions for joint academic activities .
- Teachers are encouraged to apply for Major and Minor Research Projects and seminars from various government agencies.
- Interest accrued from fixed deposit are utilised.
- Income is generated from selling e-waste
- By introducing Web Swatantra as a best practice, whereby Teachers of Computer Science department plan, design and handle the institutional website, hiring domain at a nominal cost of less than INR 2000/-, the charges paid to Third Party vendor of a few lakhs of rupees have been saved.

The college is a government-sponsored college under Pay packet scheme, and the salary of all teachers and fulltime staff are routed through the HRMS . Main source of revenue is collection of fees from students, 50% of which have to be deposited to the government. Fee structure is reviewed every three years. The main expenditures are incurred for functioning and maintenance of academic programmes which include Staff salary, general overhead costs, general maintenance costs, library and ICT infrastructure. All financial decisions of the college are discussed in Finance Sub Committee meetings, which are later ratified in Governing Body meetings. The Bursar plays an important role in the financial operations of the college, conforming to strict expenditure discipline. Following the retirements of Head Clerk, Accountant and Cashier and certain bottlenecks in existing state policy, these three key positions are vacant in the college since last five and more years. Two staff members multitask for these positions under the overall supervision of the Bursar and the Principal.

Financial receipts are made through banks while most payments are made through account payee cheque or bank transfer.

Separate bank accounts are made for funds obtained from UGC, and for specific purposes. Payments from ICSSR are made through PFMS.

Expenditure above Rs 10,000/- are made through open tender, with tender documents published on college website, local Municipality office, post office and newspapers.

Funds mobilized through students' fees are maintained differently, as are funds from NSS and UBA.

TALLY has been operational since last NAAC accreditation.

Most donations from individuals or organisations are made in kind such as desktop computers, open air stage, furniture, renovation of room to build conference room etc.

There is a system of teachers depositing 10 percent of money received as consultancy remuneration.

The college has an Internal Audit mechanism in addition to statutory government audits to conduct regular checks and balance.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Notable contributions of IQAC during 2018-2023 are as follows:

- 1) Orientation workshops for teachers and students for CBCS and ICT based Teaching-learning.
- 2) Introduction of LMS.
- 3) Introduction of Mentor - Mentee system.
- 4) Encouraging more Student- centred activities.
- 5) Establishment of SWAYAM NPTEL local chapter.
- 6) Add On and Certificate Courses on variety of subjects, including Spoken Sanskrit, Value Education, Inclusivity Studies, Communication Skills, Digital Accounting etc.
- 7) Motivating students by instituting Vidya Amritam Scholarships.
- 8) Web-Swatantra to bring in self-reliance about College website and cost-reduction.
- 9) Shodh - Saksham by starting Multi - disciplinary Research Forum, Dhimahi, and Intellect.Us, ISBN Multidisciplinary publication and college Magazine "Anweshan".
- 10) Webzines for every department to act as interface of established scholars and students.
- 11) Adoption of Haatberia village as part of college's social responsibility and village surveys through NSS and Unnat Bharat Abhiyaan, respectively.



- 12) Multiple Workshops on NEP, Research Methodology, IPR.
- 13) Emphasizing on skill development through setting up of Institution Innovation Council and organising workshops and seminars on innovation, skills, folk art etc.
- 14) Celebrating Equity, Empowerment and Excellence among all genders and communities through Sampurnaa.
- 15) Organising Communal Harmony Day and celebration of Indian festivals
- 16) Encouraging sports, cultural activities, Vipasana meditation; hosting District Sports.
- 17) Increasing Green initiatives through tree-plantation events, rainwater harvesting, solar powered street lamps, arresting ground water depletion.
- 18) Completion of Energy Audit, Gender Audit, Green Audit.
- 19) Ensuring quality benchmarks through ISO certification.
- 20) Effective E waste management.
- 21) Publication of IQAC Newsletter “Quality Quest”
- 22) Introduction of Student support Centre and International Seminar organised.

The IQAC of the college meets at regular intervals and discusses the different issues of teaching-learning, evaluation methods, change in structure or syllabus of programmes and courses (introduction of CBCS and semester-based education being one of the key issues), sudden shift from classroom to online mode due to pandemic and institutional initiatives to effectively tackle the crisis, updation and upgradation of infrastructure, introduction of certificate and add on courses, means to inculcate value-based education through IKS, yoga, Sanskrit language and literature, new trends in knowledge system like Artificial Intelligence, Chat GPT, etc.

IQAC assists the Principal in effective governance through coordination among different sub committees, ensuring optimisation of the college resources and upholding the institutional vision and mission through different academic processes and events.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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

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

## 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:**

Maheshtala College is engaged in dissemination of education since last five decades in an area where a male child is privileged over a girl-child and girls are married off very early, without even having access to higher education. During the initial years of its establishment, there were very few girl-students which improved over the years. In first NAAC of 2005, number of girl-students was 405 against number of 435 boys; in 2016, girls outnumbered boys by 221, and the Gross Enrolment Ratio (GER) of 1.32 in favour of girls was much higher than the national ratio 0.78 and state ratio of 0.88. Gender Audit is conducted every year. In the successive Gender Audits conducted since 2016, it has been reasserted that the number of girl students in the college is more than the state and the national average. More than fifty per cent of the girls belong to minority, economically disadvantaged and reserved categories. Academic performance of girls in the final examination far outshines that of the boys. Some girls travel more than 40 kilometres daily to reach the college, in spite of the presence of neighbouring colleges, close to their homes. These indicate that the college has been able to win the trust of the girl-students and their families. In this age where newspapers and channels keep sharing news about atrocities on women to keep them marginalized, Maheshtala College has provided an academic environment that is safe, inclusive and empowering for women.

Sampurna, the weeklong festival to commemorate International Women's Day has now evolved into a celebration of equity, equal opportunities to all genders. Beside programmes on empowerment of women, rights of LGBTQ+ community are discussed: first transgender Principal Dr. Manobi Bandopadhyay was felicitated in 2019. Competitions, cultural programmes and talks by distinguished women who have broken the glass ceiling are arranged. Beside this weeklong fest, the POSH-Gender-ICC Cell organises several events to sensitise all students and staff about gender equity, empowerment and equal opportunities.

The Vidya Amritam Scholarships, instituted in 2018 by the Principal, teaching, non-teaching staff and alumni of the college also has the unique distinction of rewarding Best Student Award to girl-students for five years in a row.

The campus is monitored by CCTV and guards round the clock. No outsider is allowed inside campus. There are separate restrooms for male, female and gender-neutral people for all students, teaching and teaching-support staff. Boys and girls have separate common rooms. A sanitary napkin vending machine is installed. Health camps are held regularly, some exclusively to address girls and women's health and hygiene issues.

Teachers of the college done the role of guardian-mentors and students can meet any teacher or Principal whenever they feel, and obtain necessary guidance from them. This inculcates trust and faith and helps girls overcome societal inhibitions and excel in academics and extra-curricular activities. This is evident also in the feedback given by guardians, through the Parents-Teachers Meetings.

The CBCS curriculum also incorporates modules on gender issues and inclusivity in different courses across disciplines.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:

Maheshtala College takes pride in its multicultural and inclusive ambience.

The college observes Communal harmony Day on the last day before the winter vacation, where teachers, staff and students hailing from different communities, professing different religious beliefs, speaking different mother tongues and endorsing different cultural ethos come together and celebrate the inherent UNITY IN DIVERSITY. Saraswati Puja, Rakhi, Holi, Milad un-Nabi, Sharodiya – Programme ushering in Spring and season of Durga Puja, Diwali, Bhai Duj are celebrated with great joy and vigour in the college. International Mother Language day is celebrated every year by Bengali department, where students from all other departments participate. Sampurnaa – a weeklong fest celebrating the equity and equal opportunities to all genders is celebrated in first week of March, coinciding with International Women's Day. Inclusivity Studies is a compulsory subject for all First Semester students of the college. The College has an Electoral Literacy Club that sensitizes local inhabitants and students about the constitutional obligations and duties of citizens. Participation of students in Youth Parliament Competition and the YPC Quiz is an annual affair and is immensely enjoyed. All permanent employees of the college (except Principal, senior teachers above 60 years of age and women-employees who have kids below 5 years of age) perform election duties during parliamentary and legislative elections.

The College has Internal Complaints and Anti-Sexual Harassment Cell that meets periodically and organizes sensitization programmes to curb crimes against women. The college has a Zero Tolerance policy against ragging and harassment/ discriminatory behaviour of all kinds. Anti-Ragging Cell of the college ensures that every student enrolled in the college as well as his/her parents are aware of the menace of ragging by signing the anti-ragging affidavit. The students are counselled by the Principal and the teachers about their constitutionally ensured rights, social and constitutional duties. To make students aware of their constitutional and social obligations related to the environment, Earth Day and World

Environment Day are observed in the College. Programmes on sensitization on Autism, intellectual disabilities are organised and very young children who suffer from autism and learning disabilities belonging to a local NGO use the college playground before college hours every day. Students interact and play with them, and also visit the centre on Children's Day, Rakhi Bandhan to embrace the differently-abled children and lead them into mainstream life.

As part of the social responsibility, programs of distribution of basic amenities like food and clothing in Amphan and Yaas inflicted areas in the Sunderbans in the year 2020 and 2021.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

### **Best Practice 1**

#### **A. Title of the Practice: *Web-swatantra***

#### **B. Objectives**

- To ensure optimal utilisation of human resources
- To minimise college expenditure
- To ensure autonomy and efficacy in website planning and design
- To minimise time-lag in updating website with notices, college news and details
- To provide a simple, student-friendly website, designed according to their demands
- To ensure data-privacy and security by not sharing data to third party

#### **C. The Context**

*Web-swatantra* refers to liberty to design, develop and maintain the college website at minimal cost by Computer Science department of the college. The in-house built website can be accessed on all devices, from laptops to mobile phones. A vibrant and academically sound faculty-pool of Computer Science department of the college and the spiralling cost – capital and revenue expenditure, long delay in work done and allied hassles of engaging third party website solution provider set the context for the practice. As a college chronically suffering from fund-crises, the engagement and maintenance of vendor was proving to a huge drain on the scant resources. Hence, this practice of *Web-swatantra* started from 2019 has been very effective in solving all website related issues.

## D. The Practice

In 2019, *Web-swatantra* was launched with teachers of Computer Science department. Server and web-space (10 GB) was borrowed at nominal cost of Rs 810/-, thereby maximising faculty-engagement and minimising college expenditure. Content for website was written by Principal and all teachers. Students' opinion on design and content was prioritised. Thereafter, server-space was enhanced to 35 GB. *Web-swatantra*, in association with *E Shiksha cell* of college, has ensured seamless online exams, online admission, LMS services.

## E. Evidence of Success

The practice increased the confidence of the teachers, not only of the Computer Science dept but also helped Principal and IQAC get a better grasp on the website. The inordinate delay in posting on the website minimised to a matter of minutes of just sending matter through mail to the department. From spending more than 1.5 lakhs INR on website, the price came down to less than 2 thousand INR, saving college funds. Students felt a sense of belonging as their inputs have been incorporated.

## F. Problem Encountered and Resources Required

Primary challenge was to shift from third-party maintained website experience to in-house designed website. Disbelief and comparison with vendor-models failed to dampen the spirit. Low server-space and initial inexperience were overcome by additional enhancement and the positive and dynamic attitude of faculty members of Computer Science department. Constant upgradation of website designs often posed a challenge, but was overcome by in-depth studying on the subject. Collaborating institutions of the college also offered help in terms of expert consultation.

The in-house resources of the Computer Science department consisting of desktops, high speed college wi-fi, a reliable online platform and server, and overall, the scholarly and dynamic team of Computer Science department, led by HOD are the resources for *Web-swatantra*. Present expenditure on the website is about Rs 1800/- per annum, a drastic reduction from Rs 52469/- three years ago.

## Best Practice 2

### A. Title of the Practice: Vidya Amritam Scholarships

#### B. Objectives

The 'Vidya Amritam' Scholarships were instituted, in addition to government scholarships, to

- Recognise and honour talent
- Appreciate efforts, however humble, and motivate students
- Foster a healthy competitive spirit amongst students
- Support poor and meritorious students
- Acknowledge the grit and determination of those who overcome exemplary struggles to continue studies

#### C. The Context

‘Vidya Amritam’ scholarships is an effort to appreciate and recognise students for general proficiency, punctuality, good manners, maximising library usage and tenacity to continue their studies overcoming different hardships. The Vidya Amritam Scholarships uphold the ethos behind the vision and mission of the college. This practice, started from 2018 has been successful in instilling diligence, confidence and a sense of empowerment in the students.

#### **D. The Practice**

Besides government scholarships, the Principal, GB President and Members, teachers, alumni of the college provide scholarships. Prize winners are considered based on academic excellence, excellence in sports, regularity in attendance, library usage and tenacity to overcome physical adversity, poverty. Special awards are reserved for girl students.

#### **E. Evidence of Success**

This scholarship is independent from government scholarships and is considered to be an integral and emotional event in our institution’s academic calendar. It has fostered enthusiasm and interest among both the awardees as well as the sponsors. The amount in endowment scholarships is only INR 1000 but the impact is more than thousand-fold. It has generated a lot of interest among students and has even increased library footfall. The sponsors who have instituted these prizes in memory of their dear departed relatives or friends feel an emotional connect to the recipients and derive satisfaction that the names of their departed ones are being commemorated in this noble initiative. Starting from a humble twenty-three number of prizes, the number of awards has already crossed fifty-three.

#### **F. Problem Encountered and Resources Required**

To be honest, the only obstacle to this practice which is held every year on 11th November to commemorate the Foundation Day of the college is the university examination schedule which often clashes with the date of the programme.

The Vidya Amritam Scholarships consist of both endowment and book prizes, along with a certificate. The highest amount in endowment scholarship as well as book prize is INR 1000/- and many sponsors give four or five awards each. The financial resource fades into insignificance because of the emotional resource involved - the sponsors commemorate their dear departed relatives and friends whereas the recipients are happy with the amount received, the certificate, the book-prizes.

<b>File Description</b>	<b>Document</b>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **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:**

The institutional distinctiveness of the college is empowerment and enlightenment of girl-students. The sustained efforts of the college to embrace plurality and disseminate education, respecting the unique individuality of each student, has proved to be extremely beneficial for students, particularly girls from underprivileged and marginalised background. In an age where young girls are being forced to drop-out from educational institutions, and particularly in an area where there is a sizeable minority population, the number of girl-students in the college outnumbers boys. Girl-students have also been performing better than boys in many courses, both in university examinations and internal examinations. Progression to higher studies is also more than that of boys. Notable women-alumni of the college are engaged as Assistant Professors and State Aided College Teachers, school-teachers, lawyers, administrative employees in schools, colleges, banks, independent entrepreneurs, artistes and the like. This has positively impacted the present students and parents, and created an aura of trust, safety and ease of learning.

The college has been empowering girl-students and supporting them to aspire for employability and economic independence since its inception. The teachers and staff of the college have been tirelessly mentoring and guiding girls in both curricular and extra-curricular activities. Boy-students also have helped in developing a healthy, mutually - respectable space where local girls from minority communities, many of whom wear hijab, can freely interact and engage in academic and extra-academic activities. In NSS, IIC and skill-intensive activities, girl-students participate enthusiastically. The weeklong celebration on the occasion of International Women's Day, named SAMPURNAA celebrate equal opportunity for all genders and pursuit of excellence. The Gender Cell of the college regularly organises various events and competitions both within the college and in the neighbourhood to raise awareness about Beti Bachao, Beti Parao, reproductive and general health of girls, trafficking of women, empowerment of women and personality development for girl-students. Women-achievers from diverse fields are felicitated and share their experiences to motivate them and embolden them to face obstacles than shying away.

In the successive Gender Audits conducted since 2011, it has been revealed that the number of girl students in the college is more than the state and the national average. More than fifty per cent of the girls belong to minority, economically disadvantaged and reserved categories. Some girls travel more than 40 kilometres daily to reach the college, in spite of the presence of neighbouring colleges near to their residences. All these indicate that the college has been able to win the trust of the girl-students and their families. In this age where newspapers and channels keep sharing news about atrocities on women, Maheshtala College has provided an academic environment that is safe, inclusive and empowering for women.

## 7.3.2 – Plan of action for the next academic year:

- Institution to be made ready for NEP: organising seminars, awareness sessions
- More skill development programmes to be organised
- Students and teachers to be sensitized about academic quality enhancement
- More students to be encouraged to use LMS
- Excursions, field visits to be arranged by all departments
- Programmes and projects on Indian Knowledge System to be encouraged
- Collaboration with neighbouring industries to be initiated
- Library-centric activities should be increased.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Postal Index Number (PIN CODE) of college was 700141. However, since COVID, it has been noted in many inward postal correspondence, the PIN CODE has been manually changed to 700139, Official notice in the matter has been received from INDIAPOST on 05.07.2024, in spite of repeated requests. Hence, both the PIN CODE numbers have been used in official documents till that date.

### Concluding Remarks :

The core values of the institution Sa vidya ya vimuktaye (Knowledge is that which liberates) have been formulated keeping the Sanskrit adage and the college motto 'Knowledge is Power' in mind and are encapsulated as under:

- **COMPASSION**

The ethos of compassion and kindness must inform all thoughts, words and actions of all stakeholders of the college – Students, alumni, parents, teaching and non teaching staff, Principal and Governing Body of the college

- **SOLIDARITY**

Every individual connected with the college should believe in hand-holding and should treat every fellow human being as a member of the global family, implementing the essence of '*Vasudhaiva Kutumbakam*'

- **RESPECT**

Respect is earned when given, and every stakeholder of the college is committed to show respect to every one in a befitting manner, irrespective of caste, creed, gender, status or designation.

- **RATIONALITY**

Knowledge opens the mind's eye and inspires everyone to seek answers to questions, and not accept anything blindly. At Maheshtala College, rational outlook is what forms and informs individual identity.

- **SELF-DEVELOPMENT**

Education that does not make a better individual out of the existing one is futile. Education that emboldens with knowledge of cutting-edge issues, transfers skill and expertise that places a boy or girl in the trajectory of success and customises her/his outlook towards humanity is the kind of education that Maheshtala College is committed to disseminate.

For more than five decades, Maheshtala College has been dedicated to mentoring students to become happy, healthy and responsible citizens who respect local sentiments, follow ancient and traditional values and are global in outlook. All stakeholders of the college are together overcoming hurdles to prioritise and ensure

holistic development.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :18</p> <p>Remark : After excluding the program which are part of curriculum and Repetition of Add on/Certificate/Value added programs, thus DVV input is recommended.</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>290</td><td>314</td><td>283</td><td>170</td><td>193</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>276</td><td>283</td><td>259</td><td>170</td><td>193</td></tr></table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	290	314	283	170	193	2022-23	2021-22	2020-21	2019-20	2018-19	276	283	259	170	193
2022-23	2021-22	2020-21	2019-20	2018-19																	
290	314	283	170	193																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
276	283	259	170	193																	
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : As per clarification received from HEI, and provided Feedback communication sent to university beyond assessment period so based on that DVV input is recommended.</p>																				
2.4.2	<p><b><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></b></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</p>																				

**wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	35	25	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	24

Remark : As per the revised data and clarification received from HEI, and as per provided Certificates, Based on that DVV input is recommended.

2.6.3

**Pass percentage of Students during last five years (excluding backlog students)****2.6.3.1. Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	79	135	93	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
68	81	135	95	77

**2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
173	204	155	105	144

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
173	204	155	111	144

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

3.2.2

***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*****3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on**

**Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	10	22	06	08

Answer After DVV Verification :

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

Remark : Only those activities considered which is related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship so based on that DVV input is recommended.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	1	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	1	0	0

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****3.3.2.1. Total number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	15	1	21

Answer After DVV Verification :

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

1	10	0	15	1
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**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.*

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	0	10	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	1	7	9

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :18

Remark : As per clarification received from HEI, and as per SOP 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 only to be considered not FDP/Seminars , thus DVV input is recommended.

**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)*

**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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.24705	2.25616	1.89721	3.58954	4.68104

Answer After DVV Verification :



2022-23	2021-22	2020-21	2019-20	2018-19
3.91711	1.99701	1.58437	3.12448	3.84545

Remark : As per clarification received from HEI, and excluding expenditure on internet /cables /website, thus DVV input is recommended.

**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*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per provided supporting documents, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), ICT/computing skills to be considered, thus DVV input is recommended.

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1574	609	311	121	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
900	609	311	121	22

Remark : As per clarification received from HEI, and as per SOP, Number of students benefited should not be more than total number of enrolled students in any of the years so based on that DVV input is recommended.

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

**5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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24	23	20	03	02
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	23	20	03	02

#### 5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	79	135	93	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
68	81	135	95	77

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and as per SOP Only University /state/national or international achievements will be considered not District, thus DVV input is recommended.

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	13	03	13	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	03	09	15

Remark : As per clarification received from HEI, and as per SOP Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	1	0	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	08	01	03

Answer After DVV Verification :

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

17	10	09	02	03
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**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	01	01	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**2.Extended Profile Deviations**

ID	Extended Questions				
1.1	<b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b>				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	11.56937	7.95941	4.38606	10.41044	9.59853
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	14.65	11.20	4.95	14.14	17.03