



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DINHATA COLLEGE

**P.O. AND P.S. DINHATA, DIST. COOCH BEHAR
736135**

www.dinhatacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Since its inception in 1956, amidst the post-independence era, Dinhata College has evolved as a symbol of progress, gradually shaping its destiny over time. Initially affiliated with the University of Calcutta, the college transitioned to the University of North Bengal in 1962. From July 30, 2015, it has been affiliated with Cooch Behar Panchanan Barma University, holding recognition under sections 2(f) and 12(B) of the University Grants Commission (UGC).

Originally introducing the Arts stream, the college expanded its offerings to include Commerce and Science streams with Honours in various subjects. As the first General Degree College in the Sub-Division, Dinhata College meets the surging demand for higher education from numerous feeder schools.

Situated in Dinhata Sub-division near the Indo-Bangladesh international border in West Bengal, the college's expansive 16-acre campus encompasses a large playground, green spaces, a pond, wetlands, and buildings. Providing both Honours (now Major under NEP) and General Courses (now Minor under NEP) in Science, Arts, and Commerce across 16 subjects, the college boasts a rich collection of books and journals. The central library offers INFLIBNET facilities, facilitating access to an extensive knowledge repository for students and teachers.

Equipped with a well-furnished seminar hall featuring audio-visual facilities, the college is undergoing the renovation of the Boys' Hostel, named "Bidhan Chandra Chhatrabas," with plans for inaugurating the Women's Hostel soon. The institution houses three active NSS units, with endeavors to establish an NCC unit. The entire admission process is meticulously conducted online, adhering strictly to the norms of the affiliating University.

Despite facing challenges and a shortage of essential infrastructure, the college remains steadfast in its commitment to providing quality education. The dedicated faculty, along with teaching and non-teaching staff, willingly invest additional efforts to navigate these challenges. The college, recognizing its position in the educational landscape, is actively seeking assessment and re-accreditation by NAAC. This sincere initiative aims to evaluate the institution's strengths and weaknesses, fostering improvements and aligning itself with the guidance from NAAC evaluation.

Vision

The vision of the College is to spread a quality education to all sections of the socially and economically backward people of Dinhata Sub-division and beyond. All the stakeholders connected with the successful

running of the College are visionary in the sense that they cherish the hope of touching the remotest corners of the society with the magic wand of higher education and uplift the downtrodden, socially and economically backward and deprived people of the Sub-division and beyond.

Mission

The College was set up to fulfill the following missions with its limited capacity:

- a) With its motto “Useful Education for All”, the College aims to bring down the high-flown ideals of higher education to the level of reality and make it commensurate to the needs of the common people of the area.
- b) It aims to take part in the socio-economic development of the local area by providing good quality of higher education to its students.
- c) It aims to inculcate employment aptitude among its students and motivate them in building up job oriented mentality by constant encouragement, counselling and necessary training.
- d) Sensitisation of students in social service and related activities is aimed at by various activities.
- e) Through special care and personal contact, the College aims to improve the quality of mediocre and backward students and guide the meritorious students to better levels of success.

Presently, the Governing Body of the College comprising of the Principal, two Government Nominees, two University Nominees, four Teacher Representatives, two Non-teaching Staff Members and one Students’ Representative monitors, supervises over and takes active part in the above mentioned activities of the College. An IQAC (Internal Quality Assurance Cell) comprising of the Principal, six senior teachers, one representative of the Governing Body, one local academician and one member of the alumni works in the same direction.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Rich Heritage and Academic Commitment:** Dinhata College, with a legacy spanning nearly 67 years, is deeply rooted in a rich cultural heritage and a strong commitment to societal service. The institution's strength lies in its dedicated and highly qualified teachers who consistently maintain elevated academic standards. The relationship between teachers and students goes beyond professionalism, creating a congenial atmosphere that enhances the overall learning experience.
- **Dedicated Staff and Modernized Infrastructure:** The staff members of Dinhata College are pivotal in contributing wholeheartedly to the institution's advancement. The College operates with a modernized, computerized organizational setup, efficiently managing tasks such as the admission process, daily financial transactions, and expense tracking.

- **Student Achievements and Enriching Seminars:** The remarkable achievements of Dinhata College's students across various fields underscore the institution's success. The College takes pride in organizing in-house and inter-departmental seminars, along with talks from eminent personalities, providing students with enriched temporal knowledge.
- **Resourceful Central Library and Social Responsibility:** The central library stands as a cornerstone of academic resources, fostering the intellectual growth of students. The National Service Scheme (NSS) wings play a vital role in instilling social responsibility. Through health and environment awareness campaigns and blood donation camps, students are empowered with a strong sense of social ethics.
- **Holistic Development and Sports Facilities:** The College promotes holistic development by providing a spacious playground with facilities for outdoor games, emphasizing physical fitness and sportsmanship. Hostel facilities at a nominal rate cater to outstation male students, undergoing renovation to further enhance living conditions.
- **Cultural Contributions:** The emblem, featuring a bird carrying ripe corn with outstretched wings towards the horizon, symbolizes the institution's soaring aspirations. Dinhata College holds a revered position in the societal and cultural landscape, making significant contributions to the community it serves.

These strengths collectively define Dinhata College's identity, reflecting a commitment to excellence, community service, and the holistic development of its students.

Institutional Weakness

- **Teacher Scarcity and Imbalance:** The scarcity of permanent teachers relative to the growing student population at Dinhata College poses a significant challenge to maintaining an optimal teacher-student ratio. This imbalance affects the quality of education delivery and puts a strain on the faculty's capacity to cater to students effectively.
- **Delayed Recruitment Policy:** The delayed recruitment policy, especially in addressing substantial vacancies in both teaching and non-teaching staff, adds to the challenges faced by the College. The scarcity of teachers has become more apparent with the introduction of CBCS and NCCF. The initiation of new teaching posts has been stagnant, impacting the student-teacher ratio.

- **Build-up Space Constraint:** The College grapples with the challenge of limited infrastructure to accommodate the growing number of students and expanding courses. The space constraint may hinder the overall learning environment and the effective conduct of various academic activities.
- **Financial Constraints and Outdated Facilities:** The lack of funds poses a challenge, particularly in acquiring modern equipment for science laboratories. Outdated facilities in science-related disciplines may impact the quality of practical education, limiting hands-on experience and practical exposure for students.

Addressing these challenges requires the College administration to focus on recruiting permanent faculty promptly, implementing timely recruitment policies, and advocating for flexibility in the academic schedule. Seeking external funding or partnerships can be explored to enhance infrastructure and acquire modern equipment. Proactive measures will enable Dinhata College to overcome its current limitations and provide a more enriching and conducive learning environment for its students.

Institutional Opportunity

- **Untapped Potential in Rural Communities:** The brilliance displayed by students from rural backgrounds at Dinhata College signifies untapped potential within these communities. The College recognizes and values this aptitude, fostering an environment that encourages and supports students from rural areas to excel in their learning endeavors.
- **Encouraging Research Culture:** Dinhata College actively motivates its teachers to engage in research assignments, with several faculty members involved in Major and Minor Research Projects. This emphasis on collaborative research not only contributes to the academic growth of the teachers but also nurtures an innovative mindset, enriching the overall learning experience.
- **Adaptability in Teaching Methods:** The College employs a variety of teaching methods, blending traditional and modern approaches to effectively cover the syllabus. This adaptability ensures that students receive a well-rounded education, catering to different learning styles and preferences.
- **Prospects for Campus Expansion:** The ample land possessed by the College provides exciting prospects for expansion, including the construction of additional buildings, a gymnasium, botanical garden, and an animal house. These facilities can significantly contribute to the overall development of the campus and provide students with diverse learning environments.

- **Expansion of Academic Offerings:** The extension of honours courses in Sociology and Sanskrit demonstrates a forward-looking approach to academic offerings. Dinhata College recognizes the evolving educational landscape and seeks to provide students with a broad spectrum of choices aligned with contemporary academic interests.
- **Potential for Higher Studies and Post-graduate Courses:** The College's consideration for the potential opening of higher studies and post-graduate courses signals a commitment to academic excellence and the provision of advanced learning opportunities for students. Catering to students in honours subjects from the adjoining region fosters a sense of community and inclusivity.
- **Recruitment through West Bengal College Service Commission:** With the possibility of recruiting teachers and staff members through the West Bengal College Service Commission, the College positions itself to bring in qualified and competent individuals. This systematic recruitment ensures a standard of excellence in the teaching and administrative staff, contributing to the overall growth and reputation of Dinhata College.

Institutional Challenge

- **Managing Annual Incremental Growth:** Coping with the annual incremental growth in the number of seats poses a challenge for Dinhata College, requiring effective planning and resource allocation to accommodate the increasing student population.
- **Laboratory Infrastructural Upgradation:** The need for infrastructural upgradation of laboratories to align with contemporary trends presents a challenge. Ensuring that laboratory facilities meet modern standards is crucial for providing students with relevant and high-quality practical education.
- **Attendance of Rural and Socio-economically Backward Students:** Encouraging students from rural and socio-economically backward sections to attend more classes for all papers is a challenge. Implementing strategies to overcome barriers to attendance and engagement is essential for their academic success.
- **Introduction of Career-oriented Courses:** Introducing various career-oriented courses to provide students with placement opportunities and equip them for competitive examinations is a challenge. This requires curriculum development, industry collaboration, and infrastructure support to align with the evolving needs of the job market.

- **Quality Performance in Subjects of Recent Trends:** Retaining and enhancing the quality performance of students in subjects reflecting recent trends is a challenge. The curriculum needs to be dynamically updated, and teaching methods adapted to ensure students are well-prepared in emerging fields of study.
- **Retention of Qualified Teachers:** Retaining qualified teachers by providing them with a more conducive environment for teaching, research, and recreation is a challenge. Addressing the needs and expectations of faculty members is crucial for maintaining a skilled and motivated teaching staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dinhata College, affiliated with Coochbehar Panchanan Barma University (CBPBU), places utmost importance on effective learning within the framework of the university curriculum. The faculty actively contributes to the development of courses through the Board of Studies (BOS) and its sub-committees. The implementation of the Choice Based Credit System (CBCS) from the academic session 2017-18 has led to a thorough revision of the entire curriculum across all subjects, focusing on outcomes. Anticipating the implementation of the National Education

Teaching-learning and Evaluation

Dinhata College maintains exemplary administrative standards, ensuring a seamless process from admissions to examinations. The institution places a strong emphasis on students' academic success, initiating with a comprehensive "**Induction Programme**" and subsequent "**Profile Mapping**" to assess individual academic aptitudes and guide appropriate subject choices.

Dedicated and highly qualified teachers actively participate in evaluating students' progress through classroom discussions, assignments, projects, and viva-voce, fostering an environment conducive to active learning. Recognizing the needs of students requiring additional support, the college offers remedial classes and library assignments.

To address financial challenges, Dinhata College provides a **Departmental Library in addition to the Central Library and a Student's Welfare Fund**, ensuring personalized support for students throughout their academic journey. Co-curricular activities are integral to the educational approach, with field trips and industrial visits enriching practical understanding, and conferences offering opportunities for academic development and networking.

Dinhata College is committed to adopting modern teaching-learning methods, leveraging ICT tools such as **smart boards, PowerPoint presentations, and portable projector** systems. During the pandemic, the college took necessary initiatives to cater to the evolving needs of remote learning. **Lecture videos, practical sessions, and presentations** are conveniently accessible through the College's website and YouTube channels.

Continuous monitoring of students' progression is ensured through innovative and reformed techniques, including group discussions, assignments, class tests, and projects for holistic performance evaluation. The college's online examination portal and use of Google Classroom facilitate a seamless and effective examination process. Dinhata College remains at the forefront of adapting to contemporary educational needs, fostering an environment that promotes holistic learning and academic excellence, with a strong emphasis on the assessment process. Results of the University examinations are discussed in departmental and Teachers' Council meetings. Specialized Examination Committees address any internal exam-related grievances raised by the students, while the college works collaboratively with the University to address university-level examination concerns.

Research, Innovations and Extension

The teachers of Dinhata College has made vast strides in research and innovation. Three teachers have four ongoing research projects worth Rs 40,25,000 funded by WBDSTBT, SERB and ICSSR (including two major research projects funded by SERB) out of which Rs 6,80,000 has already been received. Various MDCs like *Entrepreneurship Development* (Commerce), *Cultivation of Medicinal Plants* (Botany); SECs like *Pharmaceutical Chemistry* (Chemistry); marathon 6 day Geography students Workshop on *Capacity Building on Quantum GIS (QGIS)* have contributed to Indian Knowledge System (IKS), including awareness about IPR, that is further augmented by a plethora of championship trophies on the playing fields (Physical Education) that truly germinates the illustrative teachings of the great Seer himself – Swami Vivekananda that academics and physical prowess truly maketh a human and build a society (eg. the NSS organized Azadi ka Amrit Mahotsav Marathon under the Fit India Freedom Run).

Together with 3 vibrant NSS Units, IQAC provide additional support and guidance to students, working with external organizations like RICE, Anudip Foundation, ICA, George Telegraph -contributing to students' awareness and job-seeking strategies. For example, the Minority Affairs and Madrasah Education Department of the West Bengal government, in collaboration with the College, has taken series of steps towards Civil Service Coaching among minorities, be it sponsoring them to Siliguri or holding awareness programmes at Dinhata College to ignite the fire of development for generations to come. The Kanyashree Award for Girls conferred upon Dinhata College bears testimony to its social value.

Over the last 5 years, Dinhata College teachers have collectively published over 200 articles in journals and books alike, even encompassing the devastation period of COVID and overcoming the post-COVID times; and at the same time in between their busy schedule, they have also lent a guiding hand on the shoulders of impressionable young minds through various innovative initiatives, eg the series of 21 Outreach Programmes under ISRO. As the footfalls of Uma Shankar, the replica of the Mangrove Man, still reverberates in the corridors of Dinhata College; it seems like the study tour journey of Majauli (Assam) has just begun.

Infrastructure and Learning Resources

Dinhata College boasts a sprawling campus spanning 16 acres with diverse facilities to support a conducive learning environment. The institution currently comprises two two-storied buildings, one three-storied building, and two one-storied buildings, offering ample space for various academic and administrative activities. The campus includes a rich library, a Boys' Hostel, a playground, and a pond.

The college has a total of thirty four fully functional classrooms, with an additional new building set to open, providing an additional five classrooms. The mode of teaching employs both conventional methods such as the Chalk & Talk approach and modern digital modes, including Digital Classrooms and ICT-enabled classrooms. The institution possesses a seminar hall with a capacity for 200 students, fully equipped with short-throw digital projectors, surround speakers, and cordless microphones. A smart classroom with a projector, desktop computer, and Wi-Fi facilities is also available.

Essential amenities for students and staff include safe drinking water, canteen facilities, restrooms, and power generators. INFLIBNET facility and library management system software contribute to enhanced library operations and online catalog searching. The entire campus has open access to Wi-Fi connectivity, facilitated through the Android-based Dinhata College app. CCTV installations in key locations enhance security.

The college is committed to inclusive facilities, providing wheelchairs and toilets for differently-abled (PH category) students. Well-equipped science departments with laboratories in Physics, Chemistry, Zoology, Botany and Mathematics, along with desktops with internet connectivity, contribute to practical learning experiences. Fire extinguishers are strategically placed, ensuring safety.

The institution has a 20.0 KVA generator for uninterrupted power supply during electrical failures and has recently acquired a Solar PV power plant, showcasing a commitment to sustainable energy solutions. The campus is equipped 80 computers, with ongoing efforts to increase their numbers. Regular maintenance and upkeep of facilities are ensured through trained and efficient staff. ICT facilities and equipment are maintained by hiring experts, while other facilities, including the library, are managed by respective committees as needed. Dinhata College continually strives to enhance and expand its infrastructure to provide the best possible learning environment for its students.

Student Support and Progression

Dinhata College has exhibited an unwavering commitment to providing robust support to its students through a meticulously designed framework tailored to address diverse student needs. Since its establishment in 1956, the institution has been at the forefront of offering tuition-free education under the Half-Free/Full-Free program, specifically catering to students from economically disadvantaged backgrounds. Government scholarships, overseen by designated Non-Teaching Staff, further supplement financial assistance, streamlining the application process and documentation management.

The institution places a strong emphasis on capacity development and skills enhancement through various initiatives. These include soft skills training, workshops focusing on language and communication skills, sessions dedicated to life skills encompassing yoga, physical fitness, health, and hygiene, as well as programs centered around ICT and computing skills.

Dinhata College is dedicated to providing comprehensive guidance for competitive examinations through its Career and Counselling Cell. To foster a secure and inclusive campus atmosphere, the institution has established grievance mechanisms, allowing students to lodge complaints through online or offline channels. Timely resolution is assured through committees such as the Grievance Redressal Cell, Women's Cell, Anti-Ragging Committee and the Internal Complaints Committee (ICC).

The institution boasts a commendable track record in student advancement, with a significant proportion of graduates securing employment positions or pursuing further academic pursuits. The last five years' data serves as a testament to the institution's commitment to supporting students in their seamless transition to the next stage of their academic and professional journey.

Moreover, students have demonstrated remarkable achievements in esteemed examinations such as the National Eligibility Test (NET), State Eligibility Test (SET), West Bengal Public Service Commission (WBPS), and various other state government examinations. They have also earned accolades for outstanding performances in university, state, and national-level sports events.

The institution's active Alumni Association contributes significantly to its overall advancement, fostering a sense of community and shared success. Dinhata College remains dedicated to providing holistic support, empowering students to excel academically and personally.

Governance, Leadership and Management

Since its establishment in 1956, Dinhata College has been driven by a vision to uplift rural and backward communities through value-based education. To ensure effective planning and implementation of various projects, the institution operates under the guidance of a Governing Body. Embracing a decentralized and participatory management approach with a bottom-up perspective, the institution involves stakeholders in the development of Strategic and Perspective Plans, fostering collaborative decision-making.

The Principal, in collaboration with department heads, the Governing Body, and student representatives, plays a pivotal role in decision-making processes. Operational autonomy is granted to each department, fostering

decentralization. The Academic Council, Teacher's Council, and Internal Quality Assurance Cell (IQAC) have adopted a value-based quality education policy. This policy encompasses faculty development, environmental sustainability, ICT integration, gender equity, research and publications, innovation and entrepreneurship, community outreach, and rural development.

Leveraging e-College solutions for administration, finance, accounts, student admission, and examination processes, the institution achieved significant milestones. Targets such as elevating campus internet speed above 100 Mbps and achieving 100% digitally connected classrooms by 2022 were successfully accomplished.

Faculty welfare is prioritized, with financial support provided for teachers to attend conferences and workshops. Faculty Development Programs (FDP) and orientation programs for teaching and administrative staff are organized in collaboration with the University. The IQAC has implemented various quality initiatives, including Outcome-Based Education (OBE) practices, academic and administrative audits, etc.

Ensuring financial transparency, the college undergoes regular internal financial audits by the internal auditor, and external audits are conducted by Chartered Accountants. The institution, mobilizing funds primarily through tuition fees, support from People's representatives, and government grants, emphasizes collaboration. Regular meetings strengthen the feedback mechanism and facilitate the implementation of improvement measures.

In summary, Dinhata College remains steadfast in its commitment to providing quality education, empowering students, and making a positive impact on society through collaborative and strategic efforts

Institutional Values and Best Practices

Dinhata College stands firm in its commitment to a set of strong values and best practices that align with its vision and mission. The institution prioritizes gender equity and regularly organizes empowerment programs for women. It ensures a safe campus environment through CCTV surveillance, counseling services, and well-facilitated common rooms.

Environmental sustainability and energy conservation are integral to the college's ethos. The campus incorporates alternate energy sources like Solar Power System, Power Generators, and LED lighting. The college emphasizes water conservation, water level retention, and the maintenance of water bodies.

The commitment to a green campus is evident in pedestrian-friendly pathways, a ban on plastic usage, and

recognition for exceptional tree plantation efforts. The college upholds ethical and constitutional standards by displaying the preamble of the Constitution at the entrance and organizing programs to raise awareness about constitutional obligations on important days. The Code of Conduct is transparently displayed on the website.

Embracing technology, the college is striving towards a fully ICT-enabled campus, integrating technology into various educational aspects. As a rural institution, Dinhata College actively engages in institution-village interface activities, empowering the adjacent community. Inclusivity is a core value, with the provision of ramps, tactile paths and human assistance for those in need.

Dinhata College's commitment to continuous improvement is demonstrated through external audits in areas such as green practices, energy conservation, and environmental impact. The institution aims to create a nurturing and sustainable environment where students thrive academically and personally while making a positive impact on both society and the environment

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DINHATA COLLEGE
Address	P.O. and P.S. Dinhata, Dist. Cooch Behar
City	Dinhata
State	West Bengal
Pin	736135
Website	www.dinhatacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Abdul Awal	03581-255094	8116244253	-	office@dinhatacollege.ac.in
IQAC / CIQA coordinator	Ferdosh Islam	-	8133013573	-	office@dinhatacollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Cooch Behar Panchanan Barma University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-01-1961	View Document
12B of UGC	01-01-1972	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. and P.S. Dinhata, Dist. Cooch Behar	Semi-urban	15.5	7600

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,	48	HS	Bengali	729	667
UG	BSc,Botany,	48	HS	English	61	51
UG	BSc,Chemistry,	48	HS	English	88	26
UG	BCom,Commerce,	48	HS	English	260	4
UG	BA,Economics,	48	HS	English,Bengali	265	4
UG	BA,English,	48	HS	English	354	257
UG	BA,Geography,	48	HS	English,Bengali	80	46
UG	BA,History,	48	HS	English,Bengali	709	606
UG	BSc,Mathematics,	48	HS	English	140	86
UG	BA,Philosophy,	48	HS	English,Bengali	709	574
UG	BA,Physical Education,	48	HS	English,Bengali	79	44
UG	BSc,Physics,	48	HS	English	122	58
UG	BA,Political Science,	48	HS	English,Bengali	709	621
UG	BA,Sanskrit,	48	HS	Sanskrit	372	239
UG	BA,Sociology,	48	HS	English,Bengali	372	310
UG	BSc,Zoology,	48	HS	English	61	49

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	0				4				64			
Recruited	0	0	0	0	3	1	0	4	46	16	0	62
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						26
Recruited	9		1		0	10
Yet to Recruit						16
Sanctioned by the Management/Society or Other Authorized Bodies						36
Recruited	26		10		0	36
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	1	0	12	3	0	19
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	31	10	0	41
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	535	604	620	725
	Female	624	670	639	807
	Others	0	0	0	0
ST	Male	1	3	5	2
	Female	2	4	2	7
	Others	0	0	0	0
OBC	Male	286	253	269	328
	Female	267	265	248	347
	Others	0	0	0	0
General	Male	715	875	678	740
	Female	732	813	546	686
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3162	3487	3007	3642

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	On the basis the NEP 4year Under Graduate Program, every student has to choose the same MDC for all three courses for MDC 1(for Semester 1 only), MDC 2 (for Semester 3 only), and MDC 3 (for
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	<p>Semester 5 only). On the basis of available resources and infrastructure, the College has taken efforts to include 16 Multidisciplinary Courses out of the total 24 subjects as laid down by the affiliating university, i.e., Cooch Behar Panchanan Barma University under National Curriculum and Credit Framework (https://www.cbpbu.ac.in/userfiles/file/2023/NEP2023/Final_Regulations_4_YUGP_2023_05_09.pdf). The available subjects under MDC are Bengali, Botany, Chemistry, Commerce, Economics, English, Geography, History, Mathematics, Philosophy, Physical Education, Physics, Political Science, Sanskrit, Sociology, Zoology.</p>
2. Academic bank of credits (ABC):	<p>Out of the total number of 3642 students admitted in the 1st Semester under 4 year Under Graduate Program, 3554 (97.58%) number of students have already obtained ABC Id. Efforts are on to get the rest registered in the ABC system.</p>
3. Skill development:	<p>The earlier Choice Based Credit System (CBCS) and the newly introduced NEP 4 Year UG Program have put emphasis on Skill Development of the students and papers on Skill Enhancement have been included in the curriculum of every course.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The integration of Indian Knowledge system has been as per the latest guidelines of erstwhile Choice Based Credit System (NEP) and the NEP 4year Under Graduate Program introduced by the UGC.</p>
5. Focus on Outcome based education (OBE):	<p>The Choice Based Credit System (CBCS) and the NEP 4year Under Graduate Program have put emphasis on student centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. Thereby, in all the papers of every course, there are stated objectives for the course curriculum.</p>
6. Distance education/online education:	<p>During the worldwide process of introduction and popularization of online courses with the onset of Covid-19 pandemic, Dinhata College came forward with its limited resources and opportunities. Due to the closure of the educational institutions during the pandemic situation, all the departments of the College have introduced online classes. Every department has prepared separate class routines to ensure the maximum benefit of the students.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3007	3487	2816	2712	3174
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 66

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

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

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
263.36	244.71	256.57	323.23	252.77
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Dinhata College employs a comprehensive array of strategies to ensure the effective delivery of its curriculum:

I. Collaborative Syllabus Design:

The faculty engages in meticulous discussions to distribute the syllabus, ensuring a comprehensive and well-rounded academic curriculum.

II. Centralized Class Routine:

The Routine Committee formulates the Central Class Routine, providing a structured schedule for seamless coverage of the curriculum.

III. Departmental Involvement:

Departments actively endorse class routines to align with syllabus requirements, fostering a coordinated approach to curriculum delivery.

IV. Supervised Class Execution:

Classes are conducted according to the schedule under vigilant supervision by the college administration, ensuring adherence to the curriculum plan.

V. Resource-Rich Library:

The College Library, with its diverse collection of textbooks and reference materials, operates on an open-access system. Many departments maintain their own libraries, while subscriptions to journals and access to Inlibnet enhance resources for both faculty and students.

VI. Varied Teaching Methods:

a. Traditional and ICT Integration: Utilization of both chalk and blackboard and ICT-enabled teaching methods enrich the learning experience.

b. Specialized Software: Departments, such as Mathematics and Geography, leverage specific software like MATLAB, ARC-GIS, and QGIS for enhanced academic engagement.

c. Practical Tools: Scientific models, charts, and proper instrumentation facilities contribute to effective teaching in practical classes.

d. Interactive Approaches: Group discussions, departmental seminars, and student participation in various activities stimulate interactive learning.

e. Fieldwork and Excursions: Survey programs, fieldwork, and educational excursions organized by departments enhance practical knowledge and experience.

f. Continuous Assessment: Project works, assignments, and continuous internal evaluation form integral components of the evaluation system, aligning with the CBCS and the emphasis on these aspects in the NEP 4-year Undergraduate Program.

g. Adaptability during Pandemic: In response to the Covid-19 pandemic, the institution seamlessly transitioned to online teaching, prioritizing safety while maintaining a commitment to educational continuity.

h. Transparent Communication: The Academic Calendar, initially published and circulated through the College Website, remains a crucial tool for students, even though strict adherence was impacted by the pandemic-induced disruptions.

VII. Academic Resource Bank and Learning Management System (LMS):

Teachers prepare study materials and references, uploaded on the college website. The introduction of LMS during the pandemic has facilitated teachers in keeping all study materials and records online for the benefit of students.

VIII. Special/Extension lectures/Seminars related to Curriculum:

Through special lectures by academic experts and seminars, students are exposed to diverse and effective academic orientation and learning processes.

IX. Inter-Departmental Faculty Exchange Programme:

This program enriches students intellectually and maintains academic flexibility. Departments like Women's Studies, Music, Sociology, Education, Commerce, etc., offer inter-departmental faculty exchange services.

X. Compilation of Question Banks:

Faculties across departments prepare question banks for Honours and General students, aiding them in practice-learning before examinations. The syllabus and previous examination questions are preserved in the college library.

Dinhata College's approach to curriculum delivery reflects a dynamic blend of traditional and

contemporary methods, ensuring a well-rounded and adaptable education in the face of evolving challenges.

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

1.2 Academic Flexibility

1.2.1

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

Response: 48

File Description	Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 49.03

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
2150	2800	0	0	2500

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Dinhata College is committed to providing a holistic education that goes beyond traditional academic boundaries, integrating crucial crosscutting issues such as Professional Ethics, Gender, Human Values, and Environment and Sustainability into its curriculum. This commitment is evident across the diverse spectrum of 16 curriculum programs spanning various Honours and Program courses, aligning seamlessly with the guidelines set forth by Cooch Behar Panchanan Barma University.

The college's dedication to ethical conduct is evident from the very beginning, with orientation programs designed to introduce new students to the core values and ethics that define the institution. A paramount emphasis is placed on fostering mutual respect among all stakeholders, including teachers, non-teaching staff, and students. The college takes a proactive stance against ragging, maintaining a strict anti-ragging policy. Furthermore, the institution is committed to providing equal opportunities to both male and female students in all aspects of college life, including participation in sports and games, reflecting a dedication to gender equality and equity.

Discipline and protection are treated with equal importance for all genders, fostering an environment free from racial discrimination, religious bias, gender-based discrimination, economic status differentials, and educational background disparities. The commitment to maintaining a clean and green campus is not just a slogan but a lived reality, with regular clean-up efforts conducted by both cleaning staff and active participation from teachers and students through the National Service Scheme (NSS) units.

Professional ethics and gender values are hallmarks of the college's ethos. The college emphasizes ethical research practices through seminars on Intellectual Property Rights (IPR) organized by the Internal Quality Assurance Cell (IQAC) and the Research, Seminar and Journal Subcommittee. The three NSS units actively engage with women and child-related issues, organizing self-defense programs and certificate courses. The RDC and Incubation Centre contribute to women's empowerment through skill development workshops for self-entrepreneurship.

Gender sensitization is actively promoted through the Gender Equity Cell, which organizes regular programs featuring external academicians, legal experts, psychologists, NGOs, teachers, and students. The college actively contributes to environmental conservation by maintaining large trees on the campus, creating bird nests, and cultivating a medicinal plant garden. The NSS plays really a pivotal role in organizing events like cleanliness drives, tree plantations, and seminars on World Environment Day, focusing on issues such as water conservation and the hazards of plastic use. Seminars on biodiversity and environmental issues, coupled with the establishment of a chemical waste pit and segregated waste bins, underscore the college's commitment to sustainability. The college's efforts extend beyond the curriculum to actively engage students and staff in fostering a sustainable and environmentally conscious community.

In conclusion, Dinhata College stands as a beacon of comprehensive education, intertwining academic pursuits with a deep commitment to professional ethics, gender values, human values, and environmental sustainability. Through its innovative curriculum, active participation in community initiatives, and commitment to fostering a respectful and inclusive environment, the college prepares students not only for academic success but also for responsible citizenship and ethical leadership in a rapidly changing world.

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

1.3.2

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

Response: 83.14

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

Response: 2500

File Description	Document
Upload supporting document	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 75.63

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
1783	1799	1715	1608	1740

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4182	4182	4182	4182	4162

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

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: 86.15

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
1783	1799	1715	1608	1740

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
2009	2009	2009	2009	1999

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 44.88

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:

Dinhata College places a strong emphasis on student-centric teaching methodologies, transitioning from traditional teacher-centric approaches. The institution employs various strategies to enhance the learning experiences of students, focusing on experiential learning, participative learning, and problem-solving methodologies.

Lecture Method (Traditional and ICT-enabled):

The college predominantly uses traditional chalk, duster, or whiteboard marker methods, allowing teachers to interpret, explain, and revise subject content. At the end of each unit, students are assigned specific tasks to reinforce their understanding. Additionally, the college incorporates Information and

Communication Technology (ICT) to facilitate the teaching-learning process. Faculty members utilize laptops and LCD projectors in classrooms, making learning more engaging. Internet connectivity enables YouTube-assisted learning, providing students with diverse perspectives on subjects. Assignments are given through WhatsApp groups, which serve as a platform for communication and addressing students' concerns. Online classes are conducted through platforms like Google Meet, Zoom, and Teachment during the pandemic. The college introduced the Online Public Access Catalog (OPAC) library management system, allowing students access to a wide range of resources. A dedicated Android-based Dinhata College app has been developed for convenient access to college information.

Interactive Methods:

Various interactive methods are employed, including group discussions, role-plays, subject quizzes, news analysis, and educational games. Teachers actively engage with students, answering questions raised during and after classes. WhatsApp groups facilitate continuous communication between students and teachers, addressing queries and sharing study materials. The college organizes events such as drama festivals, quiz competitions, subject-oriented seminars, add-on courses, and lectures by eminent personalities throughout the year to enhance students' knowledge.

Project-Based Learning:

Project work is mandatory for all courses offered by the institute. Students submit Environmental Studies project reports at the end of specified semesters. Additionally, 6th-semester BCom Core Course students undertake project work aligned with the university syllabus. This approach ensures that students engage in practical, hands-on learning, reinforcing theoretical knowledge with real-world applications. The emphasis on project-based learning aligns with the institution's commitment to holistic education and skill development.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 90.13

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
67	67	67	52	51

2.4.2

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

Response: 63.5

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
36	36	34	34	34

File Description

Document

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

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:

Since the initiation of the Choice Based Credit System (CBCS) in our teaching-learning approach in 2018, our internal and external assessment systems have become more formal and structured. The affiliating University mandates allocating 25% of marks for internal assessment. This includes 20% for internal assignments and projects related to the subjects taught, and an additional 5% for attendance.

To ensure transparency, the mechanism of the internal and external assessment system is explained to

students during their first induction meeting. The institutional and academic calendars outline tentative dates for the commencement and completion of internal assessments, class tests, and tutorials.

Each department within the college organizes various assessments such as class tests, presentations, and tutorials to monitor the performance of students after completing each module. Students' evaluation records are maintained from the plus 12 level across semesters to evaluate progress and provide necessary assistance.

Our college has a dedicated examination cell comprising both teaching and non-teaching staff to uphold the sanctity of examinations. The Principal, IQAC, and the Academic Sub-committee analyze results and meet with students to motivate them for improvement. Assignments and mock tests provide students with multiple opportunities to enhance their performance.

In parent-teacher meetings, individual student performance is discussed with their parents. Students are encouraged to engage in self-learning, and their original thoughts and ideas are given additional credence. Various assessment techniques, including MCQs, analytical tests, case studies, book reports, classroom presentations, and individual and group projects, are employed to broaden students' horizons.

Teachers are encouraged to adopt innovative methods, such as open-book tests and regular MCQ assessments. They bridge knowledge gaps through innovative pedagogical practices employed during tutorials. Remedial classes for struggling students and advanced learner classes are offered regularly. Re-tests and one-to-one discussions in tutorials are standard practices.

Teachers follow the evaluation methods designed by the University, and students are actively encouraged to participate in interactive sessions, group discussions, and presentations to apply theoretical knowledge to practical scenarios. Faculty addresses students' grievances regarding marks and internal assessments.

Evaluated papers from internal exams, including class tests, assignments, and projects, are discussed with students, providing suggestions for improvement. The Principal and IQAC Coordinator frequently engage with students to understand their concerns and inform them about the regularity of classes and address examination-related issues.

In the case of critical issues, immediate communication is made to WBSU for necessary action. Grievances related to question papers or anomalies in admit cards are promptly reported to the

University. The college's RTI Cell and Grievance Redressal Cell operate effectively, and in extreme cases, the Principal recommends the Educational and Psychological Counselling Cell to intervene

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Learning Outcomes serve as a crucial measure of accountability for institutions, faculty, and learners. Mere knowledge dissemination is insufficient without a goal-oriented approach, emphasizing the application of knowledge in real-life situations. Dinhata College recognizes the significance of not just learning but also learning to apply acquired knowledge effectively, encompassing knowledge, skills, attitudes, and values.

Institutional Approach:

- The affiliating university may lack a clear delineation of Programme Specific Outcomes (PSOs), prompting Dinhata College to take the initiative at the institutional level.
- The Academic Council engages in discussions about Outcomes parameters for programs and courses.
- Faculties from different departments collaboratively formulate PSOs and Course Specific Outcomes (CSOs), which undergo verification by the Council.
- The finalized PSOs and CSOs for each department are transparently displayed on the College website.

Student Guidance and Counselling:

- During online admissions, the Admission Committee provides counseling to prospective students, elucidating the objectives and Outcomes of each program.
- This guidance aids students in making informed decisions about their chosen programs.

Induction Programs and Informal Discussions:

- Induction Programs organized by each department during the admission of new students include discussions about Programme Specific Outcomes (PSOs) and Course Outcomes (CSOs).
- Faculty members informally engage with students, discussing PSOs and CSOs, and providing hard copies if necessary.

Impact on Teaching and Learning:

- The adoption of an Outcome-based teaching and learning system has significantly enhanced the quality of education.
- The synergistic effect of co-curricular and extracurricular activities is evident in the improvement of learning outcomes.

Assessment and Continuous Improvement:

- Departments assess learning outcomes to gauge the effectiveness of teaching and make continuous improvements.
- The college emphasizes a holistic approach, considering the impact of co-curricular and extracurricular activities on learning outcomes.

Dinhata College's commitment to Outcome-based education ensures a comprehensive and effective learning experience, fostering continuous improvement and aligning educational objectives with real-world applications

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

To ensure the effectiveness of the formulated Programme Specific Outcomes (PSOs) and Course Specific Outcomes (CSOs), Dinhata College employs a comprehensive assessment strategy that combines both direct and indirect approaches. The college is committed to evaluating students' attainment of these outcomes through various means:

Direct Assessment:**1. Examinations:**

- Written exams, practical tests, and performance-based evaluations are conducted to measure students' comprehension and proficiency in specific academic domains.

1. Class Assessments, Assignments, and Projects:

- Opportunities such as class assessments, assignments, and projects are utilized for students to demonstrate their understanding of subject matter and apply acquired knowledge in practical scenarios.

Indirect Assessment:**1. Surveys and Questionnaires:**

- Surveys and questionnaires are administered to both students and faculty to gather feedback on the curriculum, teaching methodologies, and the overall learning environment.

1. Alumni Feedback:

- Surveys or interviews with alumni provide valuable insights into the enduring influence of their education and their professional achievements.

1. Internships:

- Internships allow students to apply their knowledge and skills in real-world situations, showcasing comprehensive proficiency and problem-solving aptitude.

1. Continuous Evaluation:

- The pedagogical approach of continuous evaluation involves ongoing assessment throughout the course or program. Regular group discussions, active class participation, and formative assessments identify areas of difficulty for timely intervention.

1. Peer and Self-Assessment:

- Incorporating peer and self-assessment encourages student reflection on their learning progress, fostering a sense of ownership over personal development. This approach contributes to the development of critical thinking abilities and metacognitive skills.

The integration of these direct and indirect assessment methods ensures a holistic understanding of students' achievements in terms of PSOs and CSOs. Dinhati College strives for a multifaceted evaluation process that aligns with its commitment to providing a comprehensive and effective learning experience

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 86.01

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
1727	1636	1666	2073	1183

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
1789	1655	1801	2738	1650

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.51</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 40.25

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
20.30	19.95	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Dinhata College is deeply committed to fostering an ecosystem that nurtures innovation and entrepreneurship, evident through a range of initiatives aimed at holistic student development. The institution strategically aligns its infrastructure and facilities to support teaching, learning, cultural activities, and sports. Recognizing the prevailing unemployment challenges, especially post-pandemic, the college focuses on cultivating diverse skills and mindsets, particularly entrepreneurship, to empower the youth.

The introduction of Under Graduate Commerce Multi-Disciplinary Course (MDC) in Entrepreneurship Development, following the National Curriculum and Credit Framework (NCCF), has garnered significant interest from students across disciplines. This initiative seeks to harness indigenous

knowledge, upgrade skills, and build capacities, offering opportunities for innovation and development crucial in the current post-pandemic unemployment landscape.

Another impactful initiative is the Under Graduate Botany MDC in Cultivation of Medicinal Plants. This course, under the NCCF, has sparked enthusiasm among students from diverse subjects, including geography, sociology, and physical education. By creating a garden of indigenous medicinal plants, the college not only provides a valuable resource for research but also promotes awareness and understanding of therapeutic attributes among students.

Furthering its commitment to Indian Knowledge System (IKS) and Intellectual Property Rights (IPR), the Chemistry Department has established a herbarium under the Skill Enhancement Course (SEC) mandated by the National Education Policy (NEP). This hands-on experience equips students with knowledge and skills related to indigenous medicinal plants, fostering innovation in areas like anti-depression and antibacterial medicines.

To safeguard intellectual property, the college has instituted an Intellectual Property Rights (IPR) Cell. This cell plays a pivotal role in creating awareness among faculty, staff, and students regarding intellectual property issues. Recognizing the importance of research, the institution provides financial support to faculty members for participation in seminars and workshops.

The establishment of an Incubation Centre has proven successful, facilitating entrepreneurial ventures such as a baking enterprise and a dance academy. Collaborative efforts with alumni, strategic partnerships, and engagement with external organizations contribute to skill-based training, awareness programs, and job-seeking strategies for students.

Aligned with the National Education Policy (NEP) 2020, Dinhata College actively promotes self-employment and entrepreneurship, upgrading its curriculum to provide students with opportunities for innovation and skills development. The institution actively encourages research through Seed Money for research projects, research-related activities, and the publication of research articles.

Through MoUs with various institutions and organizations, Dinhata College facilitates knowledge transfer and sharing in areas like research, innovation, and teacher-student exchange. The college's multifaceted approach to innovation and entrepreneurship, encompassing infrastructure, intellectual property awareness, research support, incubation, and skill development initiatives, exemplifies its commitment to meeting the evolving needs of students and aligning with the broader goals outlined in the NEP 2020.

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

3.2.2

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

Response: 103

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
19	19	20	18	27

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.86

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
20	30	24	17	32

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 1.21

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
15	18	14	10	23

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

While the NSS units have historically been the driving force behind the holistic development of the rural and semi-rural communities surrounding Dinhata College, there has been a noticeable shift in the nature of extension activities involving various other departments, including Geography, Botany, and Zoology.

Situated in the Dinhata sub-division region with a substantial population from economically backward and marginalized communities, the college has cultivated a deep-rooted connection with the community over its six-decade existence.

The NSS units, in collaboration with other departments, have spearheaded impactful activities ranging from cleaning drives, plantation initiatives, and observance of global events like World Environment Day to vital campaigns on vaccination awareness. Participating in national initiatives such as Azadika Amrut Mahotsav and Fit India Freedom Run 2.0, along with local campaigns like Green Village Clean Village, has not only contributed to local betterment but has also solidified the bond between Dinhata College and the community.

The Geography Department, in collaboration with the Indian Institute of Remote Sensing, ISRO Dehradun, has played a pivotal role in organizing Outreach Programs focusing on scientific acumen, knowledge acquisition, and skill development in emerging areas such as Geo-Processing, Remote Sensing Technology, and Geo-informatics. The introduction of a GIS workshop in 2023 marked a significant milestone, reflecting the college's commitment to staying at the forefront of educational innovation.

Through various departments, NSS, Cultural Subcommittee, and Social Outreach initiatives, the college actively engages in outreach initiatives that aim to generate social awareness and contribute to the holistic development of students. Community service projects led by NSS volunteers encompass clean-up drives, antidrug campaigns, literacy drives, health check-ups, eye check-ups, and blood donation camps, collaborating with NCC units, hospitals, and other organizations.

Awareness campaigns sponsored by the institution focus on mental health, environmental sustainability, and gender equality. Workshops cover subjects such as civic responsibility, social justice, community development, and human rights. Cultural events, fairs, exhibitions, and the annual festival "Xiphias" organized by the student council contribute to the overall development of students.

The college's philanthropic activities include fundraising initiatives for charitable purposes, disaster assistance, education for impoverished children, and healthcare support during critical times such as the Covid pandemic and Amphan cyclone.

Blood donation camps and tree plantation drives showcase the college's commitment to community welfare and environmental sustainability. The impact of these extension activities extends beyond immediate relief efforts, fostering a deeper sense of social responsibility among students. These

initiatives help students develop life skills such as empathy, teamwork, and leadership, contributing to their personal and professional growth.

The educational journey to Assam's Majuli and the subsequent visit by Uma Shankar, the replica of the Mangrove Man, have ignited a passion for community co-existence and sustainability at Dinhati College. The profound commitment to social engagement and community development reflects the institution's dedication to shaping responsible and compassionate individuals, making significant contributions to the betterment of society

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

3.4.2

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

Response:

Dinhata College proudly received the Kanyashree Award for the academic year 2019-2020, recognizing it as the Best College in Cooch Behar District. This esteemed award was conferred by the Department of Women Development and Social Welfare, Government of West Bengal. Through this recognition, a remarkable achievement was celebrated, and it directly benefitted 178 Under-Graduate girl students of Dinhati College. This acknowledgment underscores the college's commitment to empowering and supporting its female students, contributing to their educational endeavors and overall well-being.

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

3.4.3

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

Response: 72

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
15	14	23	9	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 1

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Physically, our college campus spans a vast area of 64750 sq. Meters (16 acre). Presently, the built-up area covers 8500 sq. meters, distributed across four distinct blocks (buildings). These blocks include A] ASHUTOSH MOOKERJEE BHABAN (ADMINISTRATIVE BLOCK), B] SWAMI VIVEKANANDA BHABAN (LIBRARY BLOCK), C] JAGADISH CHANDRA BOSE BHABAN (SCIENCE BLOCK), D] UMESH SMRITI BHABAN and E] New building (assign for Department of Geography) constructed out of RUSA 2.0 grant, with financial support received from State Government aided funds and RUSA 2.0. The proximity of all blocks ensures an uninterrupted and smooth teaching-learning process.

The college is committed to providing a comprehensive range of physical facilities that contribute to effective engagement in curricular, co-curricular, and administrative activities. Key facilities include:

Uninterrupted Utilities: The institution ensures uninterrupted electricity supply, sufficient lighting, and well-furnished classrooms to create a conducive learning environment.

Departmental Facilities: Almost all departments have their own seminar libraries, and science departments boast well-maintained laboratories.

Public Address System: A high-quality public address system facilitates efficient administrative communication, ensuring rapid dissemination of information.

Teaching-Learning Facilities:

Well-ventilated classrooms and well-equipped laboratories scattered across five blocks. Three conference and seminar halls with audio-visual facilities, cordless microphones, collar microphones, and power-point sliders. Smart classrooms with features like smart-boards with Wi-Fi connectivity and software-enabled capabilities.

Library Resources: The College library boasts a collection of 33,799 books, along with access to over 6,000 online journals through the N-LIST program.

Safety Measures: Thirty fire safety mechanisms are in place to ensure the safety of the campus and its occupants.

Technological Infrastructure:

Computers and internet facilities for academic, administrative, and official purposes. Wi-Fi-enabled campus, contributing to a Smart Campus. Two Reprographic Centre, one within the library for convenient access.

Sports Facilities: A playground equipped with gaming amenities promotes physical fitness and recreational activities.

Green Initiatives: The campus features 4.25 KW solar power panels for eco-friendly renewable energy and a rainwater recharge system for water conservation.

Accessibility Measures: Facilities such as PWD toilets, wheelchair ramps, and CCTV cameras ensure an inclusive and secure environment.

Parking: Students cycle & motorcycle stand, reserved car parking spots are available in the college areas.

Technological Integration:

Authorized subscription for Google Meet facilitates online events, meetings, and classes. Dedicated YouTube channels for recording and transmitting valuable content.

Health and Wellbeing Facilities:

A Health Check-up Centre monitors students' health regularly. A Diet Counselling Centre addresses nutritional concerns.

Psychological Support: A Psychological Counselling Cell promotes students' psychological well-being.

Physical Fitness: The presence of a Gymnasium and Yoga Centre supports students' physical well-being.

Cultural Heritage: A historical Archive and Museum uphold the spirit of Indian heritage and culture.

Medicinal Plant Garden: The presence of a Medicinal Plant Garden promotes local ethno medicinal practices and students are physically taught on the subject..

In conclusion, the College is dedicated in providing all-round and conducive environment for learning, embracing technological advancements, and prioritizing the physical and mental well-being of its students and staff. These facilities contribute to the holistic development of our academic community.

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

4.1.2

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

Response: 12.25

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
7.61543	4.14615	54.7407	21.89402	75.87192

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library, housed on the 1st floor of **Vidyasagar Bhawan**, comprises two main sections: the Reading Room and the Lending (Main) Section, collectively occupying a total area of **410.19 sq. mt.** Within our institute, the Central Library is considered the heart, catering to the informational needs of

users, particularly in support of academic programs and research activities.

Since 2021, the library has undergone automation using AthenOS Software, developed by the local software Company. The entire collection has been barcoded, enhancing automated circulation services, and barcoded library cards have been introduced. Daily circulation statistics reports are generated through the system, and to ensure security, the entire library is **under CCTV surveillance**.

The library's stack room is organized by subjects, assisted by stack guides for user convenience. Additionally, new books are displayed near the notice board. **Reprographic services** are provided at subsidized rates. **Web OPAC services** enable members to search the library catalogue beyond the college campus, promoting convenient access anytime, anywhere.

Equipped with LAN, internet connectivity, and Wi-Fi, the library has subscribed to **INFLIBNET, NLIST e-resources** for library users. The Central Library has incorporated links to open access journals and books on the college website. Open Digital library links, scanned question papers, and syllabi are also available on the institutional website. To stay updated with current affairs, e-newspaper links are provided for students.

The Central Library has extended its collection to focus on North Bengal, especially Cooch Behar, with additional books on Assam and the North East. There's also a dedicated effort to collect published research articles and books by faculty members, introducing students to the research activities of their teachers, inspiring them in the process.

The Library Committee serves as an advisory body, contributing to decision-making on collection development and the enhancement of library services. Committed library staff members are readily available at the circulation desk, ensuring superior service for library members.

In conclusion, Dinhata College's Central Library remains a dynamic hub of knowledge, embracing technology and implementing initiatives to cater to the diverse needs of its users. The commitment to providing an enriched learning environment continues to be a priority, significantly contributing to the academic pursuits of the college community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Dinhata College has consistently prioritized and invested in best-in-class IT infrastructure and application development to support both academic and administrative functions. The college regularly updates IT facilities, acquiring new equipment as needed to stay abreast of technological advancements. The campus is equipped with a 100 Mbps internet bandwidth, available 24x7, ensuring anytime, anywhere access to knowledge and learning resources for both students and faculty.

Over the last four years, the internet bandwidth has been increased from 2 Mbps to 100 Mbps, significantly enhancing connectivity for academic and research activities. New computers have been installed, and the college makes regular allocations in annual budget for ongoing IT facility upgrades. A dedicated committee maintains and updates the institutional website regularly, providing stakeholders with seamless access to information and circulars.

The college has increased the number of Wi-Fi routers and deployed Wi-Fi network facilities across the campus, facilitating maximum benefits from ICT facilities for academic, project, and research work. LAN and network connections are closely monitored by hired technical assistants. High-speed internet supports modules used for admission, examination, and accounts. The Accounts Department's computers are supported by a 40 Mbps LAN, and the college computers have a 300-user capacity Wi-Fi system.

Key IT initiatives at Dinhata College include:

Dedicated Learning Management System (LMS, G-suit)

Online feedback mechanism for stakeholders, including students, teachers, alumni, and employers

Transparent standalone online admission portal since 2018-19

Upgraded financial accounting software (Tally Prime 3.0)

CCTV cameras are strategically installed for surveillance throughout the campus, supported by Wi-Fi connectivity. Computers, reprographers, water purifiers, LCD projectors, public address systems, CCTV

cameras, laptops, and ACs are maintained and upgraded based on annual maintenance contracts (AMC).

Technical support for smart classrooms, audio-visual rooms, fire extinguishers, electric appliances, and the like is provided by dedicated staff. The number of ICT-enabled classrooms has increased since 2017-18. Automated circulation services, barcoded library cards, and Library Clearance Certificate issuance from Library Management System Software (AthenOS) have been in place since the 2017-2018 session. University Semester Examination question papers have been digitized and made freely accessible on the college website since the 2021-2022 session.

To enhance library surveillance, additional CCTV cameras have been installed in the Library & Reading Room. The provision of Web-OPAC services, enabling searching the library catalog at anytime from anywhere through cloud hosting, has been ongoing since 2022. These initiatives collectively underscore the college's commitment to embracing and leveraging technology for the benefit of its academic community.

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

4.3.2

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

Response: 38.06

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

Response: 79

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.82

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
10.28054	5.74605	8.99107	6.26946	6.53324

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 0

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
0	0	0	0	0

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description

Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.3

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

Response: 54.23

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
1980	2100	1690	1450	1021

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document

5.2 Student Progression

5.2.1

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

Response: 0.51

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
7	13	13	6	3

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
1727	1636	1666	2073	1183

File Description

Document

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.2.2

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

Response: 0.3

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
11	4	4	3	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 17

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
6	0	7	2	2

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

5.3.2

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

Response: 3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	0	7	3

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Dinhata College Alumni Association (DCAA), established in November 2015 and registered under the West Bengal Society Registration Act, 1961 (S/2L/NO – 49868), underwent a reformation of the Executive Committee on August 12, 2022, with the following members selected:

Dr. Swapan Rakhsit

Rana Goswami

Dr. Jaydeep Sarkar

Dr. Narendra Nath Roy

Dr. Afjal Hossain

Dr. Tanusree Roy

Mahadev Barman

Dr. Narayan Basuniya

The association has been actively involved in various initiatives and activities, including:

Meetings related to Annual General Meetings (AGM)

Book distribution

Distribution of dustbins for a clean environment

Participation in the Swachh Bharat mission

Tree plantation drives

Health awareness programs

Blood donation camps

World Health Day Observation:

DCAA actively participates in observing World Health Day, contributing to health awareness programs and initiatives.

World Environment Day Celebration:

The association plays a crucial role in celebrating World Environment Day, engaging in activities that support environmental causes and promote sustainability.

Bratachari Programme:

DCAA organizes the Bratachari Programme, focusing on cultural enrichment and the development of mind and body through dance.

Legal Awareness Programme:

The association conducts Legal Awareness Programmes to educate students and the community on legal matters, promoting awareness and understanding of legal issues.

Blood Group Detection Camp:

DCAA organizes Blood Group Detection Camps, providing students with the opportunity to determine their blood groups for health awareness.

Kriti Sambardhana:

DCAA holds a felicitation programme, Kriti Sambardhana, to recognize and reward students for their outstanding results in BA, BSc, BCom Honours categories.

Saraswati Puja, Holi Celebration:

The association actively participates in cultural and festive celebrations, fostering a sense of community and celebration.

These initiatives showcase the diverse engagement of the Dinhata College Alumni Association in community service, environmental conservation, cultural enrichment, and student recognition.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

The vision of Dinhata College is to establish itself as a distinguished higher education institution dedicated to delivering high-quality education to the students in its underserved hinterland. The college aspires to provide outstanding academic and infrastructural facilities, fostering an empowering, responsive, and enabling academic environment. It envisions a future where a significant number of its students excel in diverse job opportunities and contribute as responsible citizens, actively participating in building sustainable physical and social environments within the region and the nation.

Mission:

Dinhata College is on a mission to offer quality undergraduate education to students residing in a remote, rural, and economically challenged area along the Indo-Bangladesh border in the Dinhata sub-division of Cooch Behar district. The college actively contributes to the development of its embedded region by preparing young minds to acquire knowledge, skills, and social sensitivity. Guided by the principles of excellence, accountability, respect for differences, social responsibility, fellow feeling, and austerity, the college aims to empower students for self-fulfillment and meaningful contributions to both local and broader societies post-completion of their studies. The college operates in alignment with the directives and guidelines of U.G.C, State Government, Panchanan Barma University, and the College Governing Body. The decision-making process within the governing body and principal's office adheres to democratic principles, ensuring shared responsibility among teaching and non-teaching staff based on their interests and institutional needs. Various committees operate under the guidance of I.Q.A.C., functioning as cohesive teams to execute their tasks effectively. Co-curricular activities are approached collaboratively, with all faculty and non-teaching staff fostering a spirit of teamwork. The college formulates an annual plan through a comprehensive calendar, with short-term plans outlining various activities. Frequent faculty meetings ensure efficient communication and monitoring of all activities, supervised by committee heads and the college principal. Institutional planning is a collaborative effort led by the college governing body, with I.Q.A.C. offering guidance. Principal and faculty members promptly devise and implement instant plans. Faculties actively engage as backbone contributors, participating in numerous committees and decision-making bodies, all aimed at enhancing teaching and learning facilities within the college. The overarching goal of these plans is to continually elevate the educational experience provided by the college.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Governance and Committees at Dinhata College:

Introduction:

Dinhata College operates as a Government-aided institution affiliated with Coochbehar Panchnan Barma University. The college's governance and committee structure adhere to UGC, MHRD mandates, statutes/acts of WBSU, Government of West Bengal, and the Department of Higher Education, along with College Rules and Code of Conduct.

Teaching and Non-teaching Staff Appointments:

Teaching and non-teaching posts are established by the Government of West Bengal, with rosters authenticated. Requisitions, in the prescribed format, are forwarded to WBCSC following advertisements. Permanent teachers' appointments adhere to UGC rules, involving recommendation, Governing Body approval, issuance of appointment letters, joining, confirmation, pay fixation, and subsequent approval by the Governing Body. Transfers follow the rules of the WB Government, maintaining the same recommendation and approval processes.

State Aided College Teachers' appointments are guided by the WB Government, involving requisitions, GB meetings, advertisements, panel formation, interviews, merit lists, GB approval, and final approval by the Government of West Bengal. Several subcommittees, such as Service Rule Assistance, Pay Revision, Leave Management, CAS Committee (a support wing of IQAC), and Grievance Redressal, work to implement government policies and plans related to employment and service conditions.

Academic Initiatives and Committees:

Progressive academic initiatives are proposed, planned, and executed through various committees, including the Academic Subcommittee, Teachers' Council, and IQAC. Financial decisions undergo endorsement by the Finance Subcommittee and approval by the Governing Body. The outcome of implemented plans is analyzed, and feedback is shared among stakeholders.

Key Committees:

Governing Body (GB):

Responsibilities: Oversees all aspects of the institution, including finance, human resources, education, research, and infrastructure.

Functions: Formulates policies, deliberates on academic, financial, and administrative initiatives, aligning with the institution's mission statements.

Internal Quality Assurance Cell (IQAC):

Responsibilities: Ensures overall performance quality, development, application, and monitoring of quality benchmarks.

Functions: Acts as a link between the institution, Principal, and GB, facilitating the implementation of quality education and research.

Finance Committee (FC):

Responsibilities: Safeguards and renews institutional resources, supports financial responsibilities of the administration.

Functions: Reviews, prepares budget proposals under the Bursar and Head of the Institution's guidance, seeking GB approval.

Academic Subcommittee:

Responsibilities: Maintains education, teaching, training, interdepartmental coordination, research, and examination standards.

Functions: Ensures adherence to academic quality, promoting coordination and excellence within the institution.

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance appraisal system at Dinhata College incorporates various approaches to assess and enhance the effectiveness of both teaching and non-teaching staff. The system includes:

For Teaching Staff:

Career Advancement Scheme (CAS): The appraisal process is aligned with the UGC Career Advancement Scheme, utilizing the Annual Self-Assessment based on the Performance-Based Appraisal System (PBAS).

Teachers' Performance Appraisal: Teachers' performance is evaluated comprehensively, considering

inputs from multiple perspectives to ensure a holistic assessment.

Teachers' e-diary: An electronic diary system is employed for teachers to maintain records, facilitating efficient self-assessment and monitoring.

Assessment Process:

- The Annual Self-Assessment through PBAS is verified by Heads of Departments, IQAC Coordinator, and the Principal.
- Promotions are determined based on the PBAS proforma, which incorporates the Academic Performance Indicator (API) score.

Additional Duties and Responsibilities:

- Faculty members are assigned extra duties and responsibilities beyond academics, with due weightage given to these contributions during assessments.

For Non-Teaching Staff:

- Annual performance appraisal is conducted by the Principal and the Bursar for non-teaching staff.
- Laboratory assistants and attendants are appraised by respective Departmental Heads, and library staff are appraised by the Librarian.

Monitoring and Corrective Measures:

- The principal conducts regular meetings with non-teaching staff for corrective measures and performance improvement.
- Employees demonstrating satisfactory performance are duly appreciated.

Welfare Measures:

Financial:

- Financial assistance for attending conferences, seminars, workshops, FDP, and SDP.
- Provident Fund loan facilities as per government rules.
- Financial incentives during major festivals.
- Pension, gratuity, and leave encashment benefits.
- Subsidized on-campus medical facilities.
- Staff Welfare Fund for crisis support.
- Felicitations of superannuated teachers and non-teaching staff.

Professional Development:

- Skill up-gradation and training programs for both teaching and non-teaching staff.

- Permission for participation in Refresher Courses, Orientation Programmes, and Short Term Courses.

Research:

- Seed money for research and innovation through the Research and Development Cell.
- Encouragement for non-doctoral staff to enroll in part-time Ph.D. programs.

ICT Facilities:

- Wi-Fi enabled campus.
- Infrastructural support for research in science laboratories.
- Desktop facilities in the Library and Teachers' Lounge.
- Laptops and projectors for ICT-enabled smart classrooms and seminar halls.
- General Support Facilities:
 - 24-hour power backup through solar power plants.
 - RO-based water purifier, refrigerator, and microwave facilities.
 - Canteen serving nutritious and hygienic food.
 - Facilities for differently-abled staff and students.
 - Identity cards, medical leave, study leave, child care leave, maternity benefits as per government norms.
 - Government Health Scheme for employees and their dependent family members.
- Recreational Activities:
 - Annual picnic for both teaching and non-teaching staff.
 - Gymnasium facilities and Yoga classes.
 - Participation in games on Annual Sports Day.

This comprehensive approach to performance appraisal and welfare measures reflects the institution's commitment to the holistic development and well-being of its staff.

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

6.3.2

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

Response: 2.19

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
6	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	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

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: 16.56

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
11	8	21	32	9

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
42	44	42	44	43

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Financial Management at Dinhata College:

Payment Processes:

Financial payments undergo scrutiny either through a finance sub-committee or joint control of the Bursar and Principal. A dedicated grant registrar meticulously records all government grants, both salary and non-salary, subject to regular auditing by an independent auditor appointed by the West Bengal Higher Education Department. Audits for the COVID-19 period were delayed due to nationwide educational lockdown, but post the unlock period, audit activities resumed, with DPI-appointed auditors completing the audit work up to 2019-20. Throughout, internal control mechanisms ensured financial integrity.

Government Regulations and Audits:

In compliance with West Bengal Government regulations, the college's overall financial statement undergoes external audit by an auditor appointed by the Director of Public Instruction, Government of West Bengal. Internally, administrative and financial affairs are coordinated and monitored by the Finance Committee, Purchase Committee, and E-Tender Committee. Purchases adhere to regulations, following proper quotations.

Resource Monitoring and Accounts:

Financial resources from government grants are vigilantly monitored by the Accountant and Principal. The college maintains accurate accounts through a cashbook, ledger, and voucher files. Major payments receive prior approval from the Finance Committee. All collections are securely deposited in the bank, with authorized personnel having exclusive access. Recurring expenditures are executed through checks, with actions reported to the Administrator for approval.

Construction Works Oversight:

Construction works funded by government grants are executed by the respective government department. In contrast, construction under college funds is supervised by the Principal, who appoints an Engineer to oversee the work. This dual oversight ensures compliance with regulatory standards and proper utilization of funds.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Quality Enhancement Initiatives by IQAC at Dinhata College:

1. Student-Centric Learning Environment:

- Integration of seminars, quiz sessions, group discussions, and projects in departmental activities.
- Financial support for excursions in disciplines without curriculum-specified field visits.
- Well-equipped Geography department with updated instruments and a computer lab.
- Encouragement for the yearly publication of Wall magazines.

2. Development of Quality Educational Environment:

- Organizing 7 workshops/seminars and 10 invited lectures in the last 5 years.
- Introduction of Career Oriented Programmes, Add-On, and value-added courses.
- Initiation of an Internship programme on Printing and Book Binding.
- Workshops to enhance faculties and staff's proficiency in ICT tools.
- Development of departmental libraries and initiation of an Automated Central Library.

3. Effective Assessment and Learning Outcomes:

- Framing an effective internal assessment system with 2 evaluations per semester.
- Conducting 1 screening test for new entrants as part of the institutional evaluation system.
- Remedial classes for enhancing learning outcomes.
- Yearly Parent-Teacher Meetings (PTMs) for result assessment.
- Recognition and awards for students achieving academic and non-academic learning goals.

4. Holistic Development of Students:

- Arrangement of cultural activities, games, sports, karate, and yoga classes.
- Cultural Club organizing inter-departmental cultural competitions.
- State-of-the-art gym facilities for physical strength and fitness.

5. Widening Learning Experiences:

- Signing MOUs with academic institutions and industries.
- Introduction of baking and beautician courses for entrepreneurial opportunities.

6. Addressing Faults in Teaching-Learning Process:

- Development of an effective grievance redressal system.
- Regular Mentor-Mentee meets to identify learners' deficiencies.
- Result analysis at the departmental level to identify gaps in learning outcomes.
- Collection and analysis of structured feedback forms for improvement.

7. Social Engagement Initiatives:

- Motivating NSS units to address social issues.
- Encouraging blood donation and health awareness programs.
- Department of Geography working under the banner of "Doing Good Together" for community

service.

8. Green Practices:

- Lush green landscaped campus with over 250 trees and a medicinal garden.
- Initiatives like vermi-compost pit, rainwater harvesting, and a small-scale solar power plant.
- Awareness-building billboards, regular on-campus and off-campus plantation programs, and participation in World Environment Day.

9. Institutionalizing Quality Assurance:

- Enactment of central and departmental academic calendars before each session.
- Monitoring activities through compulsory submission of reports.
- Mandatory documentation of all activities for accountability and transparency.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equality is not merely an abstract concept at Dinhata College; it is deeply ingrained in the institution's ethos and daily operations. The College is steadfast in its commitment to fostering a safe and inclusive environment for all its members, with a particular focus on creating a supportive space for female employees and students. This dedication is evident in various initiatives and practices implemented across the campus.

A significant testament to Dinhata College's commitment to **gender equality is the higher enrollment of female students**. This emphasizes the welcoming and empowering atmosphere that encourages women to pursue their academic goals without facing unnecessary barriers. This can be substantiated by the evidence of the College by winning the 1st position in couple of years in Coochbehar District.

On a global scale, the college actively participates in observing International Women's Day every 8th of March. This annual event serves as a platform for students, faculty, and representatives from **local NGOs to come together**, celebrating the achievements of women, addressing ongoing challenges, and promoting gender equality.

Practical measures have been implemented to address the specific needs of female students and staff. The installation of **sanitary vending and disposal machines ensures convenient access to essential hygiene products, promoting menstrual health and dignity among women on campus**.

Furthermore, Dinhata College proactively assesses and improves its gender equality practices through **regular gender audits**. Conducted in the academic years 2021-22 and 2022-23, these audits help identify areas for improvement and guide future initiatives aimed at promoting gender equity.

Central to the college's efforts is the **Women's Cell**, serving as a dedicated resource for addressing gender-related issues. Tasked with overseeing the welfare of female staff and students, the Women's Cell operates with vigilance and responsiveness to ensure the prompt resolution of any gender-related concerns brought to its attention.

In summary, Dinhata College goes beyond being just an educational institution; it is a community that values and prioritizes gender equality in all aspects of its operations. Through ongoing initiatives, support systems, and a commitment to inclusivity, the college strives to create a campus environment where everyone can thrive, irrespective of gender.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

1. The verdant stretch along the bustling DinhatuCoochbehar main road now boasts a vibrant canopy of greenery, thanks to the dedicated efforts of Dinhata College. Acknowledging the crucial role of trees in enhancing urban landscapes and mitigating environmental degradation, the college initiated a commendable project to plant trees alongside this arterial road. Each sapling, meticulously nurtured and planted, symbolizes the college's steadfast commitment to sustainable development and ecological conservation. As these trees mature and thrive, they not only enhance the aesthetic appeal of the thoroughfare but also contribute to improved air quality, biodiversity, and the provision of shade for passersby. This strategic greening initiative exemplifies Dinhata College's proactive stance toward environmental stewardship and its dedication to creating a more sustainable and livable community for all.

In a collective endeavor to increase environmental consciousness and civic responsibility, Dinhata College orchestrated a transformative "**Green Village and Clean Village**" campaign, driven by the enthusiasm and dedication of its **National Service Scheme (NSS) volunteers**. Venturing into a neighboring village, these committed volunteers embarked on a multifaceted mission to rejuvenate the local environment. Armed with a sense of purpose and a commitment to positive change, they rolled up their sleeves to address the prevalent issues of litter and waste accumulation. Engaging in rigorous cleaning activities, they swept streets, cleared debris, and revitalized public spaces, breathing new life into the village landscape. Furthermore, the campaign extended its impact by focusing on afforestation efforts, with volunteers diligently planting saplings and nurturing green spaces. Through their collective endeavors, the NSS volunteers not only fostered a cleaner and greener environment but also inspired a sense of community pride and ownership among local residents. This exemplary initiative underscores Dinhata College's proactive role in nurturing environmentally responsible citizens and fostering sustainable communities.

At Dinhata College, the ethos of tolerance and communal harmony reign supreme, as the institution ardently upholds these values as its foremost priorities. This commitment to fostering an inclusive and harmonious atmosphere is vividly showcased through the vibrant celebration of Holi, the festival of colors, within the college campus. With open arms, the college welcomes individuals from diverse communities to partake in the festivities, transcending cultural and religious boundaries. As the campus comes alive with the joyful hues of Holi, students, faculty, and members of the wider society revel in the spirit of unity and camaraderie. Through this annual celebration, Dinhata College not only showcases the richness of cultural diversity but also serves as a beacon of communal harmony, fostering bonds of friendship and understanding among individuals from varied backgrounds. By actively promoting inclusivity and respect for all communities, the college embodies its commitment to nurturing a harmonious and cohesive society where mutual understanding and acceptance flourish

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

7.2 Best Practices

7.2.1

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

Response:

Dinhata College has earned widespread recognition for its unwavering commitment to delivering high-quality education and spearheading community advancement. The institution proudly stands as a beacon of educational excellence, propelled by the successful implementation of two exemplary best practices that have significantly enhanced its reputation:

Best Practice: I

Best Practice Title: Embracing the Digital Frontier: Revolutionizing Education at Dinhata College

In the rapidly evolving landscape of education, Dinhata College has positioned itself as a trailblazer by embracing the digital transformation through Information and Communication Technology (ICT). Recognizing the indispensable role of technology in modern education, the college has embarked on a comprehensive journey towards becoming an ICT-based institution, redefining administrative processes, and revolutionizing the teaching and learning experience.

Significance of ICT in the 21st Century: Acknowledging the pivotal role of technology in shaping the future of education, Dinhata College has prioritized the integration of ICT into every facet of its operations. This forward-looking approach aims to create a dynamic learning environment fostering creativity, critical thinking, and problem-solving skills among students.

Streamlining Administrative Procedures: A key aspect of Dinhata College's digital transformation is the streamlined administration that has simplified various processes. Online admissions and fee payments have been automated. This digital overhaul has not only saved time for students and staff but has also marked a significant shift towards a more modern and effective administrative system.

Modernizing Student and Financial Records: The implementation of office management software has revolutionized the handling of student and financial records. This centralized system enables swift access to crucial data, enhancing administrative efficiency. Dinhata College has digitized the majority of its records in recent years, ensuring improved data protection and administration.

Integrated Library Management System: The library has undergone a digital makeover with the adoption of the Integrated Library Management System (ILMS) and electronic resource subscriptions like INFLIBNET. These advancements have streamlined the process of accessing research materials, providing faculty members. The library's commitment to staying abreast of current research is evident through subscriptions to academic journals and access to electronic resources.

Smart Classrooms: Dinhata College has introduced state-of-the-art smart classrooms equipped with Projectors, offering multimedia tools, interactive whiteboards, and audio-visual aids. These smart classrooms aim to create vibrant and engaging learning spaces, enhancing the overall educational experience for students.

Free Wi-Fi and CCTV Surveillance: Recognizing the importance of connectivity, the college provides campus-wide free Wi-Fi, fostering an environment where students and teachers can easily access online educational tools. Additionally, CCTV surveillance ensures campus safety, contributing to a secure atmosphere for academic pursuits and personal growth.

Successes and Benefits of ICT Integration: The gradual transition to an ICT-based college has yielded numerous benefits. The streamlined admissions procedure has attracted more students, and smart classrooms have significantly boosted student engagement and comprehension. Internet resources have enriched teaching and learning, providing students with a diverse range of instructional materials and research tools, ultimately enhancing academic performance and growth.

Challenges and Future Endeavors: While Dinhata College has made substantial strides in its ICT integration, challenges such as infrastructure and financial constraints have surfaced. Overcoming these challenges necessitates continuous professional development and training programs for professors and staff to stay abreast of ICT advancements. The college is committed to investing time, resources, and training to address these challenges, ensuring its continued leadership in educational technology.

In conclusion, Dinhata College's embrace of ICT reflects its dedication to providing a cutting-edge education that prepares students for the challenges of the 21st century. The ongoing commitment to innovation and adaptability positions the college as a pioneer in the evolving landscape of digital education.

Best Practice: II

Best Practice Title: Environmental Awareness and Sustainable Practices

Objective of the Practice:

- Raise awareness among students about pressing environmental issues like global warming, soil

erosion, and water pollution.

- Equip students with knowledge and skills to address environmental hazards effectively.
- Transform the college campus into a plastic-free and eco-friendly environment.
- Promote the use of renewable resources both within the college campus and in the broader society.
- Enhance greenery on the college campus through regular tree plantation drives and other related activities.

Context:

Dinhata College has taken proactive measures to safeguard the environment and cultivate an eco-friendly atmosphere within its premises. Recognizing the escalating challenges posed by vehicular emissions and the need for sustainable development, the college has prioritized the use of renewable energy sources.

The Practice:

1. **Tree Plantation Initiatives:** The college regularly organizes tree plantation programs on its campus, distributing saplings to neighboring communities and adopted villages. Collaborative efforts are in place to protect and preserve local flora and fauna, including an extinct species of tortoise.
1. **Fossil-Fuel-Free Vehicle Day:** Every Saturday, the college observes a fossil-fuel-free vehicle day, encouraging stakeholders to adopt an eco-friendly lifestyle and reduce vehicular emissions.
1. **Rainwater Recharging:** The college utilizes the rain water the campus for recharging rainwater reservoir i.e the large ponds in the campus, promoting sustainable water management.
1. **Solar Lighting Facilities:** The college from its own resources has installed solar lights on the campus, contributing to renewable energy use.
1. **Vermicomposting Pit:** A vermicomposting pit has been established to convert biodegradable waste into natural fertilizer, promoting waste reduction and sustainable gardening practices.

1. **Medicinal Plant Garden:** An Medicinal Plant Garden in the college campus serves both educational and practical purposes, benefiting students and the local community. This is a specially focused on the Ethno medicinal Plants used by local communities.

1. **Sanitary Napkin Vending Machine:** The installation of a sanitary napkin vending machine in the girls' common room aims to raise hygiene awareness and educate on eco-friendly waste disposal.

1. **World Environment Day Observance:** The college actively observes World Environment Day through various activities such as quizzes, debates, processions, and skits to keep students informed about contemporary environmental issues.

Evidence of Success:

- Introduction of the sanitary napkin vending machine has raised awareness about hygiene and eco-friendly waste disposal.
- Canteen items are served in eco-friendly paper or earthen containers.
- Vermicompost generated from the pit is utilized for gardening purposes.
- The Medicinal plant Garden produces beneficial products for both students and neighboring communities.

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:

Dinhata College stands as a beacon of educational excellence and societal transformation, **celebrating 64 years** of dedicated service guided by the visionary motto of "**useful education for all**" on transforming the youth through holistic education towards an enlightened society.

Despite facing significant constraints in terms of staff and infrastructure, Dinhata College, as the pioneering general degree college in the largest subdivision of Cooch Behar district, steadfastly fulfills its mission of education, annually serving an impressive average of 7000 students. Despite these challenges, the college maintains remarkable consistency in admissions and academic results, underscoring its unwavering commitment to providing quality education.

Embracing the principles of secularism and inclusivity, Dinhata College fosters a harmonious environment where individuals of all religious backgrounds, castes, and communities feel welcome and respected. This ethos is exemplified by the college's enthusiastic participation in the observance of diverse religious festivals such as Durga Puja and MiladunNabi, with equal fervor and reverence. Furthermore, during the vibrant celebration of BasantaUtsav, the college campus radiates with the spirit of communal harmony, showcasing its dedication to fostering unity amidst diversity.

Dinhata College actively promotes communal harmony by primarily catering to students from minority, scheduled caste, and other backward classes, creating an inclusive and supportive academic environment where diversity is celebrated and valued.

Recognizing the socioeconomic challenges faced by students from economically disadvantaged backgrounds, particularly those from farmer families residing in the border areas adjacent to the international Indo-Bangladesh border, Dinhata College is committed to providing quality education and support. The college extends financial aid in the form of waived college fees to deserving and meritorious students, ensuring that education remains accessible to all, irrespective of economic status.

The college's National Service Scheme (NSS) units play a pivotal role in community engagement and welfare by adopting villages and actively contributing to their development on a regular basis. Through various initiatives, the NSS units strive to improve the lives of villagers and promote sustainable development in surrounding communities.

In response to the unprecedented challenges posed by the Covid-19 pandemic, Dinhata College exemplified its commitment to social responsibility by making generous donations to the Chief Minister's Relief Fund, contributing towards relief efforts aimed at mitigating the impact of the pandemic on vulnerable communities.

Furthermore, the college demonstrates its unwavering commitment to societal welfare by providing financial assistance towards the establishment of the "ShishuMangal" ward in the DinhataSubdivisional Hospital, thereby enhancing healthcare facilities for children in need.

In summary, Dinhata College's rich legacy of service, guided by its vision of holistic education and societal enlightenment, is epitomized by its unwavering dedication to academic excellence, communal harmony, social responsibility, and inclusive development. Through its myriad initiatives and steadfast commitment to uplifting marginalized communities, the college continues to be a catalyst for positive change and transformation in the region.

In a world where education is widely recognized as the key to success, access to quality higher education becomes paramount. For Dinhata College, one area distinctive to its priority and thrust has been to provide higher education at the undergraduate level to the aspiring students of an educationally backward region. Over the years, this college has embarked on this transformative journey, empowering countless individuals and catalyzing positive change in the region.

The campus is equipped with modern amenities such as WiFi, CCTV surveillance systems, and smart classrooms. Students also benefit from a canteen, separate common rooms for boys and girls, and uninterrupted power supply through a generator and solar energy system. Over the years, the college has transformed its campus into a thriving green environment with a beautifully decorated playground.

It has successfully integrated digital systems with traditional teaching methods, adapting to the changing times. Particularly during the pandemic, these advancements have proven to be highly effective. The college's official Facebook page, YouTube channel, and G-suite account for live Google Meet classes have served as invaluable tools for teaching and learning. The availability of access to INFLIBNET has further enhanced the learning experience in this digital age.

Student Support and Holistic Development: To instill values of empathy and community among students, the college organizes community outreach programs and blood donation camps. The institution actively engages with the local community through its NSS Units, forging strong partnerships and addressing societal challenges.

Respect for diversity is a core value of the college, which is reflected in the observance of various events such as Milad-un-Nabi and Saraswati Puja, as well as the observance of Human Rights Day, Constitution Day, International Women's Day, and International Mother Language Day. In order to ensure the holistic development of students, the college complements the curricular framework of the affiliating university with a range of extracurricular activities. These activities include games and sports, cultural programs, debates, group discussions, seminars, workshops, field visits, and project works. Special attention is given to promoting local culture and sports. The institution also offers a whole range of student support services, including counseling, mentoring, career guidance, and extracurricular activities. These

initiatives help students build confidence, develop leadership skills, and foster a sense of community and belonging.

5. CONCLUSION

Additional Information :

XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Concluding Remarks :

Dinhata College is steadfastly committed to cultivating a holistic and progressive educational environment. Adhering to the university's guidelines, the college maintains a dedication to a structured and standardized syllabus while fostering an atmosphere conducive to continuous innovation and research. Wholeheartedly embracing the National Education Policy (NEP), the institution nurtures an innovative and forward-thinking pedagogical approach.

The educational journey at Dinhata College goes beyond traditional learning, incorporating frequent assessments and experiential opportunities like field trips, projects, and internships. Proactively addressing societal issues, the college implements impactful programs such as the National Service Scheme (NSS) and the Women's Anti-Harassment Cell, instilling a sense of social responsibility and empathy among the student body.

Dinhata College upholds commendable standards in administrative practices related to teaching, learning, and evaluation. Providing financial assistance ensures equal opportunities for all students. Co-curricular activities contribute to practical comprehension, and the integration of information and communication technology (ICT) tools and online platforms facilitates learning continuity, even during challenging times like the Covid-19 pandemic.

Demonstrating proactive community outreach, the college forges partnerships with external institutions through Memoranda of Understanding (MoUs), fostering opportunities for academic exchange and research endeavors. The campus boasts Wi-Fi connectivity, a comprehensive library, and modern sports facilities. Technological advancements are seamlessly integrated to enhance instructional processes, knowledge acquisition, and infrastructure upkeep.

The college's commitment to comprehensive student support is evident through initiatives like Half Free/Full Free scholarships, aimed at enhancing students' skills, providing guidance in career development, and promoting their overall well-being. Students have showcased notable achievements in academics, sports, and competitive examinations, exemplifying the institution's dedication to their holistic progress and development.

Dinhata College stands as a beacon for advancing education, nurturing student development in both academic and personal spheres, and empowering them to contribute positively to society and the environment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :1</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.1.1	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2336</td> <td>1826</td> <td>1644</td> <td>2052</td> <td>2652</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as Appropriate documents not provided. .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2336	1826	1644	2052	2652	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
2336	1826	1644	2052	2652																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. 3 of the above</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 																				

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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
2	4	7	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	0	7	3

Remark : DVV has made changes as per the report shared by HEI.

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by HEI.

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
19	18	30	3	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	21	32	9

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
42	44	42	44	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	44	42	44	43

Remark : DVV has made changes as per the report shared by HEI.

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : B. Any 3 of the above

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

Remark : DVV has made changes as per the report shared by HEI.

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**

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

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

7.1.3

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>62</td> <td>63</td> <td>57</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>67</td> <td>67</td> <td>67</td> <td>52</td> <td>21</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	62	62	63	57	44	2022-23	2021-22	2020-21	2019-20	2018-19	67	67	67	52	21
2022-23	2021-22	2020-21	2019-20	2018-19																	
62	62	63	57	44																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
67	67	67	52	21																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>263.36</td> <td>244.71</td> <td>218.16</td> <td>288.18</td> <td>332.27</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>263.36</td> <td>244.71</td> <td>256.57</td> <td>323.23</td> <td>252.77</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	263.36	244.71	218.16	288.18	332.27	2022-23	2021-22	2020-21	2019-20	2018-19	263.36	244.71	256.57	323.23	252.77
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