



P. N. DAS COLLEGE

Santinagar, Palta, P.O.: Bengal Enamel, North 24 Parganas, Pin - 743122 (W.B.)
Phone : (033) 2592 1327, Fax : (033) 2592 1326, e-mail : pndc.principal11@gmail.com
Website : www.pndascollege.in

NAAC ACCREDITED - 2016

Ref.:

Date

INSTITUTIONAL DISTINCTIVENESS

CONTEXT

The college is located in a Gram Panchayat, with a history of immigration of hapless victims of the 1947 Partition, most of whom hailed from the socio-economically backwards areas of erstwhile East Pakistan. It was to meet the steep challenge of providing education to the children of the Partition victims that Late Nihar Basu embarked on the noble mission of establishing educational institutions in the area, which culminated with the establishment of P.N. Das College in 1962.

The college still adheres to the initial vision, i.e., "to achieve excellence while remaining faithful to its commitment to the empowerment of the weaker sections of the society through knowledge that equips and enlightens." 1021 of the institute's 1068 pupils come from SEDGs. The challenge, therefore, is both to provide equitable modern education, and to equip the students with skills required for the 21st century globalized economy. This urge to address the paradigm shift in the new age teaching-learning and governance was reflected in the Institutional Strategic Plan to implement e-governance in all areas of institutional functioning.

OBJECTIVES

- To support, enhance, and optimize the delivery of knowledge.
- Evaluation of students' performance to assess the learning outcomes and remedial measures to optimize the learning outcomes.
- To use technology for a more personalized delivery of contents and assessment to cater to the needs of students with different learning abilities and opportunities.
- To train students to become skilful users of ICT for the acquisition and application of knowledge.
- To empower students from SEDGs, with minimal access to ICT, by ensuring that they get adequate access to the same.
- To facilitate interactive, collaborative, participative, and self-paced learning through the use of ICT.
- To integrate evaluation and self-assessment with the process of learning through the use of technology, and make learning more enjoyable.

Principal
7/9/2021
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THE PRACTICE

The institution has, over the last few years, endeavoured to transform the very modes of curriculum planning, delivery, assessment and monitoring with a shift towards technological innovation. There has also been a planned and comprehensive drive towards technological innovations in administration and library resources.

Use of ICT in Teaching-Learning-Evaluation:

Interactive ICT-assisted classes had been in place even before the last NAAC assessment. Subsequently, the institution has strengthened its IT infrastructure resulting in the installation of 17 LCD projectors (13 fitted in classrooms, one smart board, and one each in the Principal's Chamber, Auditorium and IQAC Room), and 14 Wi-Fi access points throughout the campus with speed ranging upto 200 mbps extending free high-speed internet access to stakeholders. All computers in the Principal's Chamber, the office and Library are connected through LAN networking. 74 computers and laptops are dedicated for teaching-learning and administration.

Sharing of study materials (TLM) and evaluation through Google Classroom started in 2017-18. Use of Google Forms, Google Docs and Google Sheets for teaching-learning-evaluation (including CIE & self-assessment), and preparation of e-modules also started simultaneously. Thereafter, class-wise WhatsApp and Telegram groups were created for sharing TLMs, necessary official information and off-campus interaction between teachers and students.

Regular training programmes were conducted by faculty members of the college and external experts, thus enhancing the technological skills of teachers. The teachers, in turn, trained students on the use of ICT for the optimum use of e-resources, as well as the innovative use of ICT for collaborative, participative and self-learning. Students in some departments were trained to prepare collaborative projects, Digital Magazines, seminar presentations, etc. In 2019 the college developed its own LMS, for sharing TLMs and questions.

The college could, therefore, promptly switch over to the online mode once lockdown was enforced in 2020. In fact, ours was one of the first colleges under the university to go online in less than a week's time. Classes, seminars, workshops, etc. were held regularly using, at first the Team Link platform and, thereafter, Google Meet and Zoom. Online teacher exchange programmes with other HEIs followed soon. State Level Workshops were conducted by teachers of the institution and other HEIs on preparation of e-modules, online evaluation, etc.


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ICT is also used in curriculum planning, delivery, and monitoring. Preparation of Academic Calendars, Learning Outcomes, PO-CO attainment assessments, etc. are all done with collaborative tools like Google Forms, Google Sheets, etc. Google forms are shared by the IQAC to be filled up by teachers from time to time and the records are stored in the IQAC drive. The Academic and Administrative audit has also gone online with the departments submitting online reports. E-monitors for classes taken, portions taught and materials uploaded on the website and/or social media groups, and online attendance of students are also in place for the last few years. Meanwhile, the departments have developed their websites for sharing information, question papers and TLM based on the learning levels of students.

The central library is fully automated using the cloud-based ILMS software KOHA integrated with the institutional website. Users are allowed remote access to the library holdings. Alongside, a huge number of e-books and e-journals are available through the N-LIST subscription. During the Orientation Programmes arranged for new entrants, the Librarian trains students on the use of e-resources.

Use of ICT in Administration:

All financial and student related data are on the AIMES cloud. Staff training programs are arranged for the office staff on any new module introduced in the ERP and the use of the government HRMS portal. All scholarship, and stipend schemes of the government are managed electronically by the office. The entire admission procedure fee payments have also gone online. Biometric attendance of teachers and non-teaching staff has been initiated. Upload of marks for summative assessments is done online. CCTV surveillance has also been in place for the last few years. Stakeholders' feedback is received online, and analysed and uploaded on the website. The entire bulk of IQAC planning, documentation and analysis are done with the help of ICT tools.


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