



P. N. DAS COLLEGE

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NAAC ACCREDITED - 2016

Ref:

Date

External Academic and Administrative Audit (AAA) Report for 2017-18, 2018-19 & 2019-20 by Peer Team



Principal
P.N. Das College
Palta, Bengal Enamel, N. 24 Pgs

Academic and Administrative Audit (AAA) Report

P.N. DAS COLLEGE

(Government-aided Undergraduate College, affiliated to West Bengal State University)

Santinagar, Palta, P.O. Bengal Enamel, West Bengal 743122

Principal: Professor Sharmila De

Members of the AAA Peer Team (nominated by the Vice-Chancellor, West Bengal State University)

1. Mr Debashis Biswas, Inspector of Colleges, University of Calcutta
2. Professor Subir Biswas, West Bengal State University
3. Professor Samantak Das, Jadavpur University

Date of AAA Peer Team visit: **9 November 2019**

I. GENERAL INFORMATION & BACKGROUND

P.N. Das College was established in 1962 at the initiative of local businesspersons and philanthropists, with a handful of students, and affiliated to the University of Calcutta as a co-educational degree college in the 1962-63 academic year. Over the years the institution has flourished and now successfully caters to the needs of its immediate locality and surrounding areas. The college started with a few Arts subjects and in the 1975-76 session the Commerce (Pass) stream received affiliation from the University of Calcutta. Later, the Commerce (Honours) stream and other Arts subjects were also included. It is now affiliated to the West Bengal State University (WBSU), and has about 730 students.

The college now offers BA (Honours) courses in Bengali, English, History, Political Science, and Education; a BSc (Honours) course in Geography; BCom (Honours) in Accounting & Finance; it also has BA (General) and BSc (General) courses. The curriculum is set by the WBSU, and the college has been following the CBCS curriculum and syllabi since the academic year 2018-2019.

The college is located on 5.2 acres of land; most of the area is well-looked-after and there is a considerable amount of greenery and many trees on campus. The availability of land means there is scope for expanding facilities, provided, of course, funds are available.

Students are active in extra- and co-curricular activities, and many have been doing well at university-level examinations, especially in the last ten years. The college has made arrangements for remedial classes, especially for slow learners and those from disadvantaged backgrounds.

There are 19 sanctioned full-time teaching posts in the college, as well as one post of Librarian; there are also 6 Government Appointed Permanent Part-Time Teachers (GAPPTT), and 17 Management

Appointed Permanent Part-Time Teachers (MAPPTT). The remuneration of the MAPPTT is paid for from the college's own resources. Teachers are qualified, motivated, innovative, and enthusiastic, and dedicated to the college and its students. There are 17 sanctioned non-teaching posts in the college, 10 of which is filled up and the college has to pay from its own resources for 6 casual and support staff.

The college has several buildings and a separate hostel for female students. Most building are in relatively good condition. Facilities available at the college include smart classrooms, a well-equipped library, laboratories, well-maintained grounds, and a garden.

The college has taken considerable effort to use Information and Communication Technology (ICT) and much of the day-to-day record-keeping is computerized. The college library uses the open-source Koha Cloud Platform, and the college website is well-designed and easy to navigate. (It needs to be noted however, that the server hosting the website is often slow and sometimes the website doesn't open at all! This needs to be addressed fairly urgently.) Several teachers are using Google Classroom and uploading videos and presentations for the benefit of their students. This is a commendable practice and needs to be encouraged and further extended.

PN Das College had its first cycle of NAAC assessment and accreditation in 2016 and received a "B" grade. Given its potential, it should aim for an "A" grade in its second cycle of accreditation, due after 2021.

II. OVERALL ANALYSIS

Strengths

- (a) Qualified, motivated, and dedicated teachers and non-teaching staff members.
- (b) Imparts higher education to a group of students of which a significant number constitutes first generation learners, coming mostly from socially and economically backward classes and marginal communities.
- (c) Strives to motivate students to pursue studies by providing them with excellent knowledge resources and by exposing them to up-to-date teaching methods and materials; conducts remedial classes.
- (d) Has spacious and well-maintained grounds, well-equipped laboratories, several smart classrooms, and an excellent seminar hall, which can be used for curricular and extra-curricular activities.
- (e) Well-equipped library with a trained and dedicated Librarian; use of ICT (Koha).
- (f) Committed to use of ICT in all aspects of the college's functioning.
- (g) The college has "adopted" a an orphanage (Shishu Bhawan) and is actively engaged in conducting activities for the welfare of the children residing there, demonstrating the college's commitment to serve the local community.

Weaknesses

- (a) Despite facilities and opportunities, an insufficient number of teachers have doctoral degrees.
- (b) Not running research projects, especially Major Research Projects.

(c) Communication is relatively poor (but this is not within the college's powers to improve).

Opportunities

- (a) Apply for funds from various State and Central schemes to improve infrastructure and teaching facilities.
- (b) Tap alumni/ae to generate resources and assist in placements, remedial classes, vocational training.
- (c) Tie up with other bodies, such as NGOs or corporates (including local businesses), to provide training and employment opportunities for students.
- (d) Introduce Masters programmes in a few subjects, perhaps beginning with Bengali.
- (e) Apply for funding under various schemes to carry out research, especially in the use of ICT in teaching and college administration (in which the College is already a leader).

Challenges

- (a) To get the State government to sanction some new teaching posts.
- (b) To build on the progress already made and improve NAAC grade.
- (c) Participate in the NIRF, if the college's faculty and management so decide.
- (d) To contribute more, and more directly, to its immediate locality, in terms of increasing outreach activities involving other educational institutions in the area.

To sum up, PN Das College is an institution of higher learning that is doing well and displaying initiative, especially when it comes to the use of ICT. Its biggest strength lies in its corps of dedicated teachers and non-teaching staff. There should be greater efforts to involve alumni/ae and parents of students (present as well as former) with the college, to generate more resources and ideas for improved functioning.

Regarding its preparedness for its second cycle of NAAC accreditation, the college needs to look into the weaknesses and challenges as noted above and guide its teachers to make effective audio-visual presentations. In fact, by far the poorest performance during the AAA Peer Team visit was the very shoddily filled-up AAA form, which did not at all reflect the very good work the college is doing in so many areas.

The AAA Peer Team members made their suggestions on the presentations made during their visit and recommended changes to the PPTs shown to them. They also pointed out the lacunae in the printed AAA report given to them. Such suggestions are not repeated here.

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9.4.19
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Prof. Debashis Biswas
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Kolkata, 12 December 2019