



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PANCHAKOT MAHAVIDYALAYA

SARBARI, PO - NETURIA

723121

www.panchakotmv.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Panchakot Mahavidyalaya, established in September 2000 primarily through public donations of land and finance, stands as a testament to the collaborative efforts of local communities and the foresight of local visionaries. Later, the Government of West Bengal and the University of Burdwan took prompt initiatives to make this dream come true. The college is honored to receive significant support from various funding agencies including the University Grants Commission, the Higher Education Department of the Government of West Bengal, MPLAD & BEUP schemes, Zilla Parishad, Purulia, the Backward Class Welfare Department, and the District Youth Office. The college's achievement of grade-B in NAAC effective from March 4, 2015, further underscores its commitment to quality education and institutional excellence.

Nestled amidst the serene surroundings near the foothills of “Panchet Hills”, Panchakot Mahavidyalaya occupies a strategic location at Sarbari More, north-east distant corner of the district. Situated on a state highway and the proximity of a railway station, merely 5 kilometers away, enhances accessibility for students and faculty. Spanning approximately 7.4 acres, the college campus features a centrally located, architecturally impressive two-story building covering 48,000 square feet, drawing frequent admiration from visitors. Complementing this infrastructure are a three-story Boys’ Hostel, funded by the Higher Education Department of the Government of West Bengal, and a two-story Girls’ Hostel, supported by the UGC since 2015, catering to the accommodation needs of students. The institution has made significant strides, evident through its registration under sections 2(f) and 12B of the University Grants Commission and its NAAC accreditation (cycle-I) in early December 2014, where it earned a Grade-B (2.28) in March 2015. Moreover, the allocation of RUSA funds has fueled further infrastructural advancements, marking a promising trajectory of growth and development. Applying for re-accreditation by NAAC in 2024 is a concerted effort of this institution that thrives to take-off to get itself integrated with the noble vision of the country.

Vision

- Our primary vision is “**glow bright and spread light**”.
- As a very young institution for higher learning, our college is academically oriented and student focused.
- As an institution of backward locality, we are committed to the education, empowering and building self-confidence of the lesser privileged social groups such as the tribals, backward classes, women and other vulnerable sections of the society.

Mission

- To provide students with relevant knowledge, competence, courage and creativity to face global platform.

- To create a teaching - learning environment conducive to the pursuit of higher education.
- To achieve innovations in teaching-learning, research and extension activities.
- To promote awareness on ecological and environmental issues at local, regional, national and global context.
- To sensitize the students on socio-economic issues (emphasizing on gender and human rights)
- To promote participation of stakeholders in the development of the College.
- To promote value-based education theoretically, practically and culturally.
- To cultivate knowledge for complete blossoming of the personality of the learners.
- To enable our students to become competitive in the outer world as well as to foster positive values for locality and society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Learner-centric academic foundation combined with moral values
- Dedicated service rendered by the management, faculty and staff
- Consistent success rate
- Incremental physical infrastructure for a relatively young institution
- Hostel facility for boy and girl students
- Adequate land within main campus for future expansions
- Eco – friendly and peaceful working ambience
- Green campus
- NCC and 3 NSS units
- NEP introduced
- All students with ABC id and Anti-ragging affidavit

Institutional Weakness

- Poor knowledge base and language skill of shy first generation learners
- Low motivation level and focus of learners from financially weak families
- Inadequate govt. approved full time teaching posts that weakens student-teacher ratio
- Lack of adequate funds for development
- No feeder schools for science subjects in the locality

Institutional Opportunity

- A large and green college campus
- Increasing digitization at institution level
- Cordial relationship among all the stakeholders
- Updated Library
- Increasing use of ICT in class rooms and office
- Sanction of financial assistance by RUSA
- Introduction of NEP
- Enthusiastic faculty with research and publication aptitude
- Participation in extracurricular activities reveal the latent talents of students
- Community-oriented extension activities transform students into responsible citizens.

Institutional Challenge

- To build knowledge base and language skill among shy first generation learners
- To inspire learners with reading habit and adaptability to new technologies in learning
- To make the best use of college campus, infrastructure and human resource with limited funds
- Creating research and publication attitude among the students
- Providing more financial assistance to financially-challenged meritorious learners
- Running skill-oriented courses appropriate for job market
- Opening PG courses in some selective subjects
- Students placement through campus recruitment
- To teach students coming from various boards with different syllabus orientation, language proficiency and socio-cultural backgrounds.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criterion presents an overview of the Quality Indicator Framework (QIF), specifically addressing Criterion 1 - Curricular Aspects.

Under curricular planning and implementation, it underscores the institution's adherence to the CBCS/NEP semester system for framing UG course curricula. While the university primarily formulates the curriculum with limited local modifications, the college level emphasizes departmental lesson planning. Various academic sub-committees aid in curriculum delivery, supported by ICT tools and traditional teaching methods. The institution ensures syllabus coverage through routine monitoring and offers remedial classes for slow learners. Additionally, an Academic Calendar is meticulously prepared and published to schedule activities and assessments. Amidst the COVID-19 pandemic, the institution shifted to predominantly online modes of instruction while maintaining provisions for offline activities.

Academic flexibility is reflected in the offering of 29 certificate/value-added courses and online courses over the past five years. The response also includes data on the percentage of students enrolled and completing these courses, indicating a moderate level of engagement.

Curriculum enrichment encompasses the integration of crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum. Special attention is given to gender issues,

with efforts to promote women's rights. The institution instills professional ethics and human values through various activities and seminars. Environmental consciousness is ingrained through curriculum components, fieldwork, and eco-friendly initiatives, contributing to a holistic educational experience. A significant percentage of students undertake project work, fieldwork, or internships reflecting practical engagement in academic pursuits.

Regarding the feedback system, the document mentions the collection and analysis of feedback from stakeholders such as students, teachers, employers, and alumni. The institution commits to action based on feedback received, ensuring transparency and accountability in its processes.

Overall, the document provides a comprehensive insight into the institution's approach to curriculum planning, flexibility, enrichment, and feedback mechanisms, underscoring its commitment to quality education and continuous improvement.

Teaching-learning and Evaluation

The enrollment percentage for the institution stands at 73.72%. Additionally, the institution has successfully filled 100% of the seats reserved for SC, ST, OBC, and other categories over the past five years.

The institution has maintained a good student-to-teacher ratio. Over the last five years, it has averaged 87.8% full-time teachers against sanctioned posts. Notably, 54.17% of these full-time teachers hold advanced degrees such as NET, SET, SLET, Ph.D., D.Sc., D.Litt., or L.L.D. The number of teachers with these qualifications ranged from 17 in 2018-19 to 26 in 2022-23.

To enhance the learning experience, the institution employs a variety of student-centric methods, including experiential learning, participative learning, and problem-solving methodologies. These methods involve hands-on laboratory experiments, case studies, social surveys, group discussions, debates, and community engagement activities. ICT tools such as smart classes, PPT presentations, and e-resources like e-notes, library databases, and open access journals are extensively used to support these methods.

The institution adheres to a transparent and efficient system for both internal and external assessments. This includes an orientation program for new students about the CBCS/NEP systems and their grading, along with a clear structure for internal and external evaluations. The university oversees examinations, ensuring they are conducted in line with established guidelines, and provides mechanisms for timely grievance redressal.

The institution clearly defines and displays Program Outcomes (POs) and Course Outcomes (COs) for all programs on its website. The attainment of POs and COs is evaluated through direct methods (internal assessments, assignments, practical skills, project works, and university examinations) and indirect methods (student feedback). This comprehensive evaluation helps in effectively assessing students' learning outcomes.

Research, Innovations and Extension

In the last five years, the institution received a total of 2.47 Lakhs INR as research grants from government and non-governmental agencies. The institution has developed a comprehensive innovation ecosystem, including the Indian Knowledge System (IKS) and Intellectual Property Rights (IPR). It has established an IPR cell, and incubation centre, and facilitated knowledge and technology transfer through MOUs and faculty exchange

programs. Regular webinars, workshops, and seminars have been organized on diverse topics, such as ICT, health, science, and social issues.

The curriculum, based on CBCS and NEP, includes project work and skill development courses, promoting independent research and critical thinking. The institution encourages peer teaching and student seminars to foster participative learning. The library subscribes to INFLIBNET, providing access to 6000 international journals and numerous e-books. The infrastructure includes ICT-enabled classrooms and a fully automated central library.

The college also integrates IKS into the curriculum and through additional courses. Various displays and awareness windows related to Ayurveda, traditional languages, and Vedic literature have been set up to promote IKS. Faculty members have published internationally recognized research papers and are registered with the Indian Research Information Network System (IRINS). The college's journal, PANCHAKOTESAYS, publishes interdisciplinary research and has gained significant recognition.

Over the past five years, faculty have published an average of 1.53 research papers per teacher in UGC-approved journals, with a total of 87 research papers and 51 books, chapters, and conference papers published. The college engages in numerous outreach initiatives through NSS and NCC, focusing on social awareness and holistic student development. Activities include clean-up drives, health camps, and awareness campaigns on mental health, environmental sustainability, and gender equality. The institution conducted 46 extension and outreach programs in last five years, collaborating with industries, and communities.

Infrastructure and Learning Resources

The institution, despite its rural setting, boasts state-of-the-art infrastructure including classrooms, laboratories, hostels, an auditorium, seminar and conference halls, and ICT-enabled classrooms with smart boards. The equipment in laboratories is regularly updated, and new computers are frequently purchased.

The college also has excellent facilities for cultural and sports activities, including a gymnasium, yoga centre, and an auditorium for various events. A multi-sport field is available for cricket, football, badminton, and track and field activities. Separate common rooms for boys and girls, and a fully computerized library with ample resources for both CBCS and NEP syllabi, support the institution's academic needs. The library includes a reading room and a free computer zone for students. ICT facilities are extensive, with smartboard-equipped rooms, LCD projectors, and computers for classroom teaching, seminars, and conferences.

The institution spent 12.96% of its total expenditure on infrastructure development and augmentation over the last five years. The central library is a key academic resource, automated with the KOHA software since 2023. The library offers extensive digital services, including student and staff membership management, book issuance and return, cataloguing, barcode printing, stock verification, report generation, and remote OPAC access. The library's collection includes over 20,000 printed books, 16 journals, 7 magazines, and 6 newspapers. It subscribes to the N-LIST consortium, providing access to over 6300 e-journals and 1,00,000 e-books. The library also links to various open-access resources and academic databases.

The institution continuously updates its IT infrastructure, which includes 95 computers connected via LAN, a cybercafé, 24x7 CCTV surveillance, and extensive Wi-Fi coverage. IT facilities support administrative and academic processes with smart classes, LCD projectors, an announcement system, digital notice boards, a threat management system, and office software updates. The institution also maintains an active online presence

through its website and G-Suite accounts. Internet bandwidth is regularly updated, currently at 100 Mbps.

The student-computer ratio for the latest academic year is 29.59, with 66 computers available for student use. The institution incurred 4.61% of its total expenditure on the maintenance of physical facilities and academic support, excluding salaries, over the last five years.

Student Support and Progression

The institution has actively supported its students through various scholarships and fellowships over the past five years. A significant 86.23% of students benefited from these financial aids. To enhance students' capabilities, the institution organized a comprehensive range of development activities, including soft skills, language and communication skills, life skills (such as yoga, physical fitness, health, and hygiene), and ICT/computing skills. All of these activities were implemented effectively.

Additionally, the institution provided guidance for competitive examinations and career counseling, benefiting 44.72% of students over the last five years. To address student grievances, including cases of sexual harassment and ragging, the institution adopted comprehensive measures, including statutory guidelines, awareness programs, mechanisms for grievance submission, and timely redressal through appropriate committees.

The number of outgoing students over the past five years has shown a steady flow: 516 (2022-23), 468 (2021-22), 388 (2020-21), 548 (2019-20), and 481 (2018-19). In terms of extracurricular achievements, students have won 35 awards/medals for outstanding performance in sports and cultural activities at various levels (university, state, and national) over the past five years. On average, students participated in 32.2 sports and cultural programs annually, organized by the institution and other entities.

The institution's registered Alumni Association plays a crucial role in the college's development. It regularly organizes meetings and participates in various welfare and cultural activities. The association is active in social awareness programs, donation drives, infrastructure enhancement, book donations, and campus beautification through plantation drives. These efforts foster a strong sense of community and continuous support among former students.

Governance, Leadership and Management

The institution's governance and leadership align with its vision and mission, focusing on inclusive education, especially for students from Scheduled Castes, Scheduled Tribes, and Other Backward Classes. Located in a rural area, the college aims to develop good human beings and intellectuals for societal and national benefit. The governance structure is decentralized and participatory, involving the governing body, principal, teachers, and staff in decision-making processes.

Key practices include the implementation of the National Education Policy (NEP), promoting inclusiveness, and enhancing student facilities, especially for girls. The governing body, which includes diverse representatives, oversees finance and policy decisions. Teachers' Council meetings and the Internal Quality Assurance Cell (IQAC) play crucial roles in maintaining academic standards and addressing grievances.

The Governing Body (GB) administers all aspects of college operations, supported by the Teachers' Council and various committees. These committees manage admissions, cultural activities, examinations, and more,

ensuring efficient and transparent operations. The college's decentralized approach includes regular meetings and feedback from stakeholders to continuously improve processes. The institution has a comprehensive appraisal system and welfare measures for staff. Teaching staff undergo rigorous evaluations for promotions, while non-teaching staff are assessed by the principal and governing body. Welfare measures include cooperative credit societies, health schemes, and various facilities to support professional and personal development.

The college strategically mobilizes and utilizes funds, conducting regular internal and external audits. Financial decisions are made by the Finance Committee and approved by the Governing Body, ensuring optimal use of resources. The IQAC plays a vital role in institutionalizing quality assurance strategies. It oversees teaching and learning processes, ensures syllabus completion, uses ICT tools, and fosters mentor-mentee relationships. Feedback from students and other stakeholders is used to enhance quality, and various initiatives like digitization and extension activities are implemented to improve overall efficiency and student outcomes.

Institutional Values and Best Practices

The college is a co-educational institution with a substantial female student population, actively promoting gender equity through IQAC's strategic plans. Various seminars and workshops address gender issues, women's rights, and laws against sexual abuse, ensuring a safe academic environment. The institution upholds a zero-tolerance policy against gender discrimination, ragging, and sexual harassment. Key initiatives include a fully protected campus with 24/7 security and CCTV surveillance, mandatory ID cards, and an Internal Complaints Committee (ICC) for a harassment-free environment. The Women's Cell and Grievance Redressal Cell, along with an Anti-Ragging Committee, ensure discipline and address grievances. The Student Welfare Committee provides counseling, supported by mentors and non-teaching staff.

Facilities include separate common rooms and toilets for males and females, a lady attendant in the girls' common room, and a sanitary pad vending machine. A well-equipped Day Care Centre and a staffroom for lady teachers are also provided. The KANYASHREE scholarship for girls is efficiently facilitated, and self-defence training is offered free of cost. Additional amenities like a First Aid Box and Medical Room are available. Special policies include dedicated hours for girls in the gym, yoga, cybercafé, and library, as well as a helpline, helpdesk, and special prizes for girls.

The institution has initiatives for alternative energy sources, waste management, water conservation, green campus initiatives, and a disabled-friendly environment. Regular audits confirm these efforts. The college fosters an inclusive environment through programs celebrating linguistic diversity, communal harmony, and awareness about equal opportunity. Celebrations of national days and observances of significant international days promote respect for human dignity and constitutional values. Voter awareness programs educate students about their rights and responsibilities. Socio-economic cohesiveness is demonstrated through free medical camps and COVID-19 relief efforts. Key constitutional features and duties are prominently displayed on campus.

The institution regularly scans and evaluates its quality indicators by way of Academic Audit, Administrative Audit, Green Audit, Energy Audit, Financial Audit, ISO certifications, NIRF participation and NAAC accreditations.

The institution has many best practices, two of which, namely, “Implementing Digitization in Institutional Practice” & “Catering Structured Exposure to Higher Education in the Neighbourhood” have been

documented in this SSR in detail. A distinctive feature of the institution is that as an institution of backward locality, it is committed to the education, empowering and building self-confidence of the lesser privileged social groups such as the tribal, backward classes, women and other vulnerable sections of the society with its primary vision of “glow bright and spread light”.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PANCHAKOT MAHAVIDYALAYA
Address	Sarbari, PO - Neturia
City	Sarbari
State	West Bengal
Pin	723121
Website	www.panchakotmv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Saptarshi Chakraborty	03251-252024	9475639936	-	panchakotmahavidyalaya@gmail.com
IQAC / CIQA coordinator	SM Wahidur Rahaman	-	9007478257	-	wrahaman@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Sidho-Kanho-Birsha University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-05-2007	View Document
12B of UGC	03-05-2007	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	Sarbari, PO - Neturia	Rural	7.1	8.9776

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,English, Honours	36	Passed Higher Secondary	English	75	58
UG	BA,Bengali, Honours	36	Passed Higher Secondary	Bengali	79	47
UG	BA,Hindi,Ho nours	36	Passed Higher Secondary	Hindi	28	29
UG	BA,History, Honours	36	Passed Higher Secondary	English + Bengali	69	44
UG	BA,Geograp hy,Honours	36	Passed Higher Secondary	English + Bengali	44	36
UG	BA,Philosop hy,Honours	36	Passed Higher Secondary	English + Bengali	28	10
UG	BA,Political Science,Hon ours	36	Passed Higher Secondary	English + Bengali	44	35
UG	BCom,Accou ntancy,Hono urs	36	Passed Higher Secondary	English + Bengali	22	5
UG	BSc,Zoology ,Honours	36	Passed Higher Secondary	English + Bengali	22	9
UG	BSc,Comput er Science,H onours	36	Passed Higher Secondary	English + Bengali	28	10
UG	BA,Ba,PRO G.	36	Passed Higher Secondary	English + Bengali	770	598
UG	BSc,Bsc,PR OG.	36	Passed Higher Secondary	English + Bengali	44	4
UG	BCom,Bcom, PROG.	36	Passed Higher Secondary	English + Bengali	22	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				25			
Recruited	1	0	0	1	0	0	0	0	18	7	0	25
Yet to Recruit	0				0				0			
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						23
Recruited	17		3		0	20
Yet to Recruit						3
Sanctioned by the Management/Society or Other Authorized Bodies						8
Recruited	4		4		0	8
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	10	1	0	12
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	6	9	0	15
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		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	945	0	0	0	945
	Female	1008	0	0	0	1008
	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	302	339	243	253
	Female	323	333	276	247
	Others	0	0	0	0
ST	Male	200	223	174	209
	Female	255	295	214	219
	Others	0	0	0	0
OBC	Male	171	157	126	128
	Female	140	132	93	103
	Others	0	0	0	0
General	Male	272	284	231	202
	Female	290	320	284	273
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1953	2083	1641	1634

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multi-disciplinary study involves students exploring various subjects within their respective disciplines, allowing them to develop specialized knowledge and skills. For example, a student majoring in physics
---	--

might also take courses in commerce or humanities to understand the broader implications of physics in society. Interdisciplinary study goes a step further by encouraging students to integrate knowledge and approaches from different disciplines to address complex problems. This approach fosters critical thinking, creativity, and collaboration, as students learn to navigate the intersections between disciplines and apply insights from multiple fields to real-world challenges. For instance, students might work on projects that require them to combine insights from biology, physics, and computer science to develop innovative solutions to environmental sustainability issues. Keeping this definition in mind, the college has taken several initiatives to fulfil the goals of NEP 2020. Students are encouraged to choose subjects of their choice from any stream. The institution has already introduced many interdisciplinary courses to the current NEP batches. Additionally, it has offered many interdisciplinary ADD-ON courses to encourage students to undertake more multi-disciplinary and interdisciplinary projects in their further course of study. The institution is planning to establish a Center for Languages and a Center for Sciences Learning to facilitate collaborative work among faculty members and provide a better academic environment for students.

2. Academic bank of credits (ABC):

As per the National Education Policy 2020, the Academic Bank of Credits (ABC) has been envisioned to facilitate the academic mobility of students, allowing them the freedom to study across Higher Education Institutions in the country. This entails an appropriate "credit transfer" mechanism from one program to another, ultimately leading to the attainment of a Degree/Diploma/PG degree, etc. The UGC (University Grants Commission), New Delhi, has issued instructions to all universities for the implementation of the Academic Bank of Credit (ABC), making it mandatory for all college students. In line with this directive, Sidho Kanho Birsha University, the affiliating University, has modified the enrollment forms for students to include the ABC ID, effective from the 2022-23 academic year. Consequently, all currently enrolled students at Panchakot Mahavidyalaya are now provided with an ABC ID, facilitating their participation in this nationwide initiative.

<p>3. Skill development:</p>	<p>The Panchakot Mahavidyalaya has been proactively initiating measures to enhance students' skill sets, preparing them for the job market. Since 2018, the college has offered various capacity development and skills enhancement programs. Examples include Personality Development Training, Mock Interviews, Basics of English Grammar, Paragraph Writing, Writing Curriculum Vitae, Basic Financial Management for First-Time Entrepreneurs, and Basic Microsoft Word. A detailed chart of these programs is available on the college website. Furthermore, the college administration intends to provide internship opportunities for students in the upcoming academic session. To realize this vision, the college has initiated contact with numerous institutions that will offer internship positions to its students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>From its inception, the administration of Panchakot Mahavidyalaya has undertaken numerous measures to promote local heritage, culture, and knowledge systems. This endeavor commenced with the architectural design of Panchakot Mahavidyalaya, which drew inspiration from the renowned Panchakot Fort, a significant local heritage site. Recently, the college organized a seminar titled 'Tales of Timelessness: Understanding the Heritage of Bengal' to further bolster the preservation and appreciation of local heritage. In addition to organizing seminars, the college has established a herbal garden named 'Panchabati' and erected a display board titled 'Know Your Herbs'. These initiatives aim to showcase samples of local medicinal plants, fostering a deeper understanding of traditional medicine among students and faculty. Yoga and indigenous sports are focal points for the college, receiving dedicated attention. Various yoga camps and indigenous sports events have been initiated to reignite interest in endangered games and sports among the youth. Despite limited control over syllabus development, the college offers several ADD ON courses to enrich students' academic experience. In the 2021-2022 academic year, the Botany department introduced 'Ayurvedic Medicinal Plants and Herbs', the Mathematics department offered 'Certificate Course in Vedic Mathematics', and the Sanskrit department provided 'Sanskrit and Indian Culture'. In the subsequent academic year (2022-2023), the Chemistry department launched 'Indian Chemistry:</p>

	<p>A Journey to the Ancient Age', while the Santhali department introduced 'Learn to Read and Write Santhali' to promote regional language proficiency. Furthermore, the college arranges educational tours to local heritage sites, facilitating students' understanding of their cultural heritage's significance. Display boards focusing on Yoga and the Indian knowledge system are strategically placed across the campus, serving as educational aids. For details visit https://panchakotmv.ac.in/index/pageid/0aibhb9a1fjb0f5a5a6a3a4f1fbb1f1aie8f</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education (OBE) is a student-centered approach that focuses on defining specific learning outcomes or competencies for students to achieve by the end of a course or program. Instead of emphasizing content coverage, OBE prioritizes what students should be able to demonstrate or do with the knowledge and skills they acquire. This approach aligns curriculum, instruction, and assessment to ensure educational objectives are met effectively, aiming to produce graduates equipped for success in their chosen fields and society at large. Keeping this concept in mind, Panchakot Mahavidyalaya administration has undertaken several initiatives to enhance students' job market competence: a) The College has implemented NEP 2020 recommendations from the 2023-2024 academic session. b) Panchakot Mahavidyalaya employs various methods such as regular exams, projects and mock interviews to assess the teaching-learning outcomes. c) The institution continually develops its teaching-learning aids, installing four smart boards/smart panels in classrooms, with more such initiatives planned. d) The institute encourages faculty members to attend FDPs, FIPs, and refresher courses to enhance their teaching abilities. e) Additional courses are offered to improve students' communication skills, such as English Communication Skill Development, Certificate Course on Santali, and Certificate Course on Spoken Sanskrit. f) Plans include providing internship opportunities to make students eligible for the job market. g) The college offers add-on courses to enhance computing abilities, including Computers for Beginners, Information Retrieval and Web Search, and C Programming: Computing and Beyond. h) Training sessions are provided to prepare students for</p>

	various Government and Non-government sector jobs.
6. Distance education/online education:	<p>In terms of online education, the college is well-equipped with all the infrastructure necessary for providing online education. When the Covid pandemic affected this region, the college successfully conducted its classes online.</p> <p>Additionally, the college's central library houses a repository of e-books and digital study materials, which are valuable resources for online education. Furthermore, the college possesses four classrooms equipped with smart boards and a 24x7 wifi connection at the campus, ensuring readiness for the transition to online mode. In the upcoming session, the college plans to introduce at free-of-cost online certificate courses for general students as part of its outreach program. Additionally, the college intends to offer an online Faculty Development Program (FDP) in the upcoming academic session. Currently, the institution does not have a distance education facility. However, it wishes to establish one on the college campus with the assistance of a reputable distance education providing University.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>On May 17, 2022, Panchakot Mahavidyalaya inaugurated an Electoral Literacy Club on campus intending to raise awareness about the electoral democratic system of our country. Since its inception, the club has been dedicated to disseminating knowledge about the constitutional ethos and electoral democratic processes of the nation. The club comprises a three-member committee including Dr. Saptarshi Chakraborty, Principal; Ms. Rupa Mandal, Assistant Professor in the Department of Political Science, coordinator; Dr. Jayanta Das from the Department of Physics as additional member.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Since its inception, the Electoral Literacy Club of Panchakot Mahavidyalaya has remained steadfast in its mission to disseminate knowledge about the constitutional ethos and electoral democratic processes of the nation. It has organized many sessions aimed at raising awareness among students</p>

	<p>and other stakeholders about the significance of our nation's electoral system. Primarily overseen by the students and a teacher coordinator from the Political Science department, the club operates inclusively, welcoming additional members through a process of winning a voice vote at the teacher's council meeting. There are no restrictions for students to join this club. Furthermore, the Political Science department offers various add-on courses and integrates teachings on the Indian Constitution into its regular curriculum.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) of Panchakot Mahavidyalaya has orchestrated numerous awareness programs targeting both students and the local community, aiming to foster a culture of voting participation. In collaboration with the NCC unit of Panchakot Mahavidyalaya, the club organized a march to Sarbari Bazar as a part of its initiative to promote voting, drawing voluntary participation from students. Additionally, Mahavidyalaya has engaged with the local authority to bolster the awareness campaign, resulting in the district election authority organizing an awareness campaign at the Mahavidyalaya campus.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) of Panchakot Mahavidyalaya has undertaken several initiatives aimed at raising awareness among both students and the local community about the significance of elections and voting in a vibrant democracy. One such initiative involved organizing a procession at the nearby Sarbari Bazar, intended to elucidate the community on the importance of voting. Additionally, the Department of Political Science and the Department of Geography collaborated on a survey of nearby villages, seeking to discern the relationship between the socioeconomic status of voters and their awareness of the electoral process. Furthermore, the Department of Political Science published a digital collage for students, focusing on the nation's election process, intending to foster democratic values among the student body.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club (ELC) of Panchakot Mahavidyalaya has contacted the district electoral authority to organize an awareness camp for students, aiming to encourage them to enrol in the electoral roll. Responding to this request, the authority has arranged an awareness camp at the premises of</p>

Mahavidyalaya. Please visit <https://panchakotmv.ac.in/index/?pageid=2agb0a1c5f5a0f2a5a6a3a4f1fbb0f191f6f> for details.

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
1953	2083	1641	1634	1248
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 57

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	52	49	17

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
204.5880677	83.7779083	180.9923283	165.1279513	196.8780693

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:

The University frames the UG course curricula in accordance with the CBCS/NEP semester system. The Board of Studies, which is constituted also by our college teachers, makes modifications to the syllabus of various subject areas. The UGC permits only 10% local modification of the syllabus. This modification is done at the university level and college has almost no scope to formulate a curriculum. However, at our college level, the departmental teachers formulate their own lesson plans accordingly and address the curricula to deliver it in the best possible way.

The Teachers' Council forms many academic sub committees for planning and delivery of the curriculum. Some of such committees are Routine Committee, Examination Committee, Seminar Committee, Smart Class Committee, Library Committee, etc.

The delivery of the curricula is aided by ICT tools like smart boards, e-notes, e-resources, social media applications in addition to the traditional chalk and talk method.

The teachers meet their mentees as and when required. Remedial classes are arranged for slow learners as and when approached by the mentees. Tutorial classes for most of the courses are a part of the curriculum as per mandate of the university and hence such classes are a part of our routine. Strict guidelines are in place to ensure that the teachers fulfill their syllabus according to the number of classes allocated in the approved syllabus by the university.

At the start of each session, a general routine is prepared for each B.A, B.Com & B.Sc stream in consultation of the routine committee and teachers council of the college. This master routine is displayed on the college notice board and on the college website for a wide publicity. Each department strictly adheres to the master routine. There is a provision of a special hour each day in the routine for the conduction of Add On courses, Seminars, Webinars, Student-Teacher meetings, Class test etc.

An online examination portal is used by all the departments of the college for the conduction of class tests, internal assessments on a regular basis. However, offline continuous internal exams are also conducted as required. The college also conducts the end semester examinations of other students of the university being a centre for the exams.

An Academic Calendar is published at the beginning of every session, and is uploaded on the website and is also displayed on the college notice board. The academic calendar exhaustively includes University and college activities and events, Commemorate days, Holidays, Internal Assessment Schedules, Semester Examination Schedules etc.

During COVID lockdown, only online classes, mentoring, webinars, and other activities were held. At present, offline mode is mainly followed by the college. However, the provision of conduction of online seminars, class tests are also there.

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: 29

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View 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: 2.59

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
138	84	0	0	0

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:

Human values, gender issues, and environmental consciousness are incorporated into the curricula of all programs and courses offered in the college in accordance with the CBCS/NEP curriculum. Since this college has a significant percentage of female students, gender issues are given special consideration, and great efforts are made for understanding of the issues and rights of women. Both the Honors and Program course students, of the science, commerce and humanities disciplines, are offered Environmental Studies as an essential part of the curriculum. Professional ethics and Human values are imparted to the students through the Career Counseling Cell, and various seminars arranged for this purposes.

Professional Ethics: Professional ethics is an essential part of the curriculum mainly for the honors and program course students in philosophy and sanskrit. Seminars and outreach programs on professional ethics provide the students significant exposure to equip them with necessary soft skills for prospective future profession. The knowledge of the students regarding ethical issues related to profession is tested by mock interview programs conducted by the Career Counseling Cell.

Gender: As a significant percentage of students of this college is women, gender issues play an important role in any discussions on academic and cultural programmes. Gender issues have been inculcated into the curriculum of almost all Language and Humanities subjects. The link is given below.

Human Values: A large number of students of this college belong to the backward classes. Apart from the humanism that has been introduced into the CBCS curriculum, human values are instilled into the students by the extension and social programmes undertaken by the college. NSS/NCC of the college conduct significant welfare measures for the distressed villages.

Environment: The college authority is always aware of the environment with the purpose of developing the green ambience in the college premises, and to disseminate the message of eco-friendly, plastic-free, carbon neutral campus. Renewable energy resources harnessing, promotion of the use of bio-degradable products, e-waste management practices, building up of green garden are some of the important activities

being encouraged by this college. Green Audit and Energy Audits are conducted. Climate change and global warming are important subjects for NSS programmes and camps. The students of Geography and Botany department undertake field-work that promotes environment-friendly initiatives. Apart from this, Environmental Studies is a compulsory subject for all students in the college that includes rigorous field-work and projects. The college also has a pollution sensor and a display for generation of public awareness and research.

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: 35.74

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

Response: 698

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 73.72

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
885	965	891	831	904

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1275	1275	1180	1212	1130

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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
594	594	560	579	540

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
594	594	560	579	540

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
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 39.86

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

Experiential learning is an engaged learning process whereby students “learn by doing” and by reflecting on the experience. Experiential learning activities in our college include, but are not limited to, hands-on laboratory experiments, open book tests, film shows, picture shows, viva-voce, garden growing, learning first aid, case studies, social surveys, etc. We believe that a supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

We believe that **Participative Learning** actively involve and motivate learners by drawing upon their own experience and skills in solving problems, using examples and situations of interest to them in their daily lives, and using a variety of new, enjoyable, and often visual teaching methods. Hence, our college emphasizes on activities like group discussion, debate, assignments, poster presentations, road safety, question banks by students, brainstorming, community surveys, govt.schemes to society (NSS), etc. The college also conducts **problem solving methodologies** like IQ tests and interviews.

To enhance teaching learning experiences, our college uses **ICT** tools like smart class, PPT presentation, google forms, etc. To motivate students, we provide many e-resources like e-notes, library depository, WBCOLOUR database, Open access e-resources, Open access database for journals, Open access archives, NLIST, inflibnet, etc.

In this process, our college believes that the above initiatives will certainly lead to the following consequences in the long run:

1. Reflection, critical analysis and synthesis capabilities of students.
2. Opportunities for students to take initiative, make decisions, and be accountable for the results.
3. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.
4. opportunity to learn from natural consequences, mistakes, and successes.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 87.8**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
55	55	55	55	26

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)**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:** 54.17**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
26	25	27	22	17

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](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

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

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

The IQAC organizes an Orientation Programme for all newly admitted students and thereon other teachers organizes seminars (department wise) to provide students with an understanding of the CBCS/NEP systems, their grading system and the respective syllabi including the structure and division of internal and external marks for semester examinations. The learners gain an understanding of the overall structure of the teaching-learning process from this initiative.

Our college is affiliated with Sidhu Kanho Birsha University, Purulia, West Bengal. The university controls the examination process, which includes internal and external evaluation. University form committees for this examination under the Vice Chancellor and Controller of Examinations. The university mandates a specific time for the teacher to prepare a question paper, and the teacher adheres to the university's guidelines. The university assigns an examination center/venue and students proceed to complete their examination process. University end-semester examinations are conducted by the college through a efficient examination committee, teachers, and non teaching staff. The examination are conducted in accordance with university guidelines and rules. External inspectors are sent to the colleges to oversee the examination. After completing the external examination, teachers evaluate the answer sheet on time. The university conducts the spot evaluation process and finishes the process on time. Internal marks are awarded through discussions, assignments, fieldwork, practical work, MCQ, etc. It depends on the respective department teachers and heads. The teacher may provide additional dates for the assignment completion if someone fails to attend the internal examination for some reason. Student attendance is crucial for examinations, with a score of over 75 percent being mandatory for class participation. During COVID-19, examinations were conducted through various methods such as mail, Google Meet, WhatsApp and the college examination portal. Teachers play a significant role in performing invigilation duties so as to maintain a transparent and efficient examination process.

College teachers are responsible for uploading the internal marks to the university portal on time. If students do not achieve the expected marks, he/she can apply for university review. The college will assist students in reviewing the answer sheet. The university makes the correct decision after rechecking the examination paper. Both the college and the university successfully addresses all the student issues related to examinations. All these activities are observed and monitored by the IQAC coordinator and Principal of the College. Caution is maintained so that the internal and external examination process remain fully transparent.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

INTRODUCTION : Panchakot Mahavidyalaya adheres to the idea that before the Teaching-Learning process begins, a thorough and comprehensive set of Outcomes and Objectives for broad-based Streams, Programs, and Courses must be created, developed, and distributed. The achievement of the stated outcomes can be assessed at the conclusion of the program using both direct and indirect evaluation methods. Additionally, the students would have a clear and concise picture of the goals and outcomes they must accomplish upon successfully completing their program.

OBJECTIVE: In this endeavor, the college began the process of enlisting and detailing the – i) Programme Outcomes (POs) for B.A., B.Sc., B.Com. for both Honours and Program course student. ii) Course Outcomes (COs) for the various courses enlisted in the curriculum of the various Programmes (like CC-1, CC-2 and so on)

BLOOM'S TAXONOMY: Understanding the notion of Learning Outcomes (LOs) was necessary prior to the enlistment of Programme Outcomes (POs), and Course Outcomes (COs). The Learning Outcomes (LOs) listed by Bloom's Taxonomy are recognized and acknowledged globally. In 1956, the first version of Bloom's Taxonomy was created to represent the Cognitive Domain's hierarchical learning levels. There were six levels in the first Bloom's Taxonomy of Cognitive Learning Outcomes. The 2001 revision of Bloom's Taxonomy of Cognitive Learning Outcomes involved rearranging the learning outcome hierarchies. The educators at Panchakot Mahavidyalaya adhere to the idea that, beginning with the most fundamental and foundational layers of learning outcomes (the lowest layer of the pyramid), we should work toward helping students reach the highest levels of learning outcomes (the top of the pyramid).

The development of intellectual abilities (synthesis, problem solving, etc.) and knowledge (recalling or retaining information) are under the purview of the cognitive domain. Students' thinking is categorized by the various cognitive domain levels from less to higher order of complexity in thought.

FOR DETAILS PLEASE VISIT THIS LINK

<https://panchakotmv.ac.in/index/?pageid=6afb3a1c2f6acgdb5a6a2a7f0f8a2f4a3f6f>

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course Outcome:

Course outcomes (CO) are declarations of what a student will understand or be able to accomplish after completing a lesson.

Attainment of CO:

The total attainment of a CO is evaluated by two assessment methods. They are

1. Direct Assessment methods
2. Indirect Assessment methods

Direct assessment includes Internal Assessment Test, Assignment, Tutorial, Laboratory Skills, Project works and University Examination. Indirect attainment is calculated based on the students' feedback regarding the course.

Direct Assessment (DA):

Evaluation Method	Process
Internal Assessment Test	Internal Assessment Tests are conducted per semester to evaluate the attainment of course outcomes.
Assignment and Tutorials	The tutorials and assignments are given to the students based on the subject nature
Laboratory Skills	Laboratory skills are measured based on the practical marks (wherever applicable)
Project Works	Project reports are submitted by the students to the respective departments (wherever applicable)
University Examination	The end semester results of the students were analyzed to calculate the attainment level.

Attainment Level for IA/Assignment/Lab Skills/Projects(I):

Level	Condition
3	80% of student ? 60% marks or More
2	70% of student ? 60% marks or More
1	60% of student ? 60% marks or More

Attainment Level for University Examination(U):

Level	Condition
3	80% of student ? Grade point 7 or More
2	70% of student ? Grade point 7 or More
1	60% of student ? Grade point 7 or More

Formula for direct attainment : $DA = (40\% \text{ of } I) + (60\% \text{ of } U)$

Indirect Assessment (IA):

Evaluation Method	Process
Students' Feedback on the Course	Course exit survey, Students feedback.

Attainment Level for Indirect Assessment (IA):

Level	Condition
3	80% of student ? Good grade
2	70% of student ? Good grade
1	60% of student ? Good grade

Formula for CO attainment = $(80\% \text{ of } DA) + (20\% \text{ of } IA)$

Program Outcome:

Program Outcomes (PO) describes what a program is expected to accomplish.

Attainment of PO:

The duration of a program (BA/BSc/BCom) is divided into six semesters. In each semester, the students have to pursue several courses. Hence, the outcome of each semester is therefore linked to the CO. Hence, the PO attainment is calculated based on the Semester Outcome (SO) levels considering the weightage of each SO in the PO matrix as follows:

Name of Program	SEM1	SEM2	SEM3	SEM4	SEM5	SEM6
	SO1 attainment level	SO2 attainment level	SO3 attainment level	SO4 attainment level	SO5 attainment level	SO6 attainment level
BA/BCom/BS c	Weightage of SO1	Weightage of SO2	Weightage of SO3	Weightage of SO4	Weightage of SO5	Weightage of SO6
Honours/Program Course	(WSO1)	(WSO2)	(WSO3)	(WSO4)	(WSO5)	(WSO6)

Attainment of PO =

SO level calculation:

SO level	Condition
3	80% student SGPA 7
2	70% student SGPA 7
1	60% student SGPA 7

Weightage calculation (WSOi):

WSOi =

Where i=1,2,3,4,5, and 6

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

2.6.3

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

Response: 80.77

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
272	469	388	417	394

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
516	469	388	548	481

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.47

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
0	0	0	0	2.46549

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:

The institution has created an ecosystem in conformity with contemporary trends for transfer of knowledge, collaboration for faculty exchange programmes, Functional MOU for dissemination of knowledge and information to the stakeholders and for research and other academic activities.

INNOVATION ECOSYSTEM

Transfer of knowledge at the institutional level involves interaction and interdependence among different faculties and other institutions. The college has already entered into collaborative agreement with other institutions for faculty exchange programme and several MOUs have been signed.

Webinar, Workshops and seminar have been organized by the institution on a regular basis over the last five years. There have been different workshop and seminars on teaching learning, ICT, value added and

skill enhancement courses, Gender and psychological issues, science and technology, health and hygiene, energy and environment, yoga and meditation, etc.

For transfer of knowledge, skill and technology.

Our college has initiated a testing lab to culture soil and water sample collected from surrounding local area with the collaboration of Geography and Chemistry department of the institution.

The CBCS and NEP based curriculum prescribes project work and skill development courses for various courses which promotes independent thinking and research aptitude amongst the students. The college also encourages peer teaching and seminar presented by the student of various departments to enhance participative learning and inculcate the habit of creation and transfer of knowledge. Teachers are being inspired to deliver lecture by bilingually as per the requirement of the students.

The college library is a subscriber of INFLIBNET, through which faculty members can access around 6000 international journals and lakhs of e-books. The institution is well equipped in its mission of transfer of knowledge and has created infrastructure in ICT enabled classrooms, laboratories and fully automated central library.

IPR: The college also regularly organizes seminars, including on Intellectual Property Rights (IPR).

IKS: The Indian knowledge system is included as part of the curriculum (both CBCS & NEP) as well as through add-on courses offered by various departments of the college. Our college designed some Handicraft display window, Ayurveda awareness window, light board of Ayurveda Display, Acrylic Board regarding traditional languages, Vedic literature window (display of 3 Vedas) to stimulate the perception of Indian Knowledge System among student, teacher, non-teaching staff.

Teachers have published research papers in scholarly journals, with international recognition. Our college is registered with Indian Research information network System (IRINS) provided by the INFLIBNET. All teachers are in VIDYAN.

College Journal:

PANCHAKOTESAYS (Print ISSN: 0976-4968) is a multidisciplinary, multilingual, peer reviewed international journal that welcomes original research contributions from a variety of disciplines and interdisciplinary perspectives. After its launching in 2010, this journal has been publishing regular articles on emergent scientific phenomena, current economic and socio-political affairs, historical and cultural events, environmental issues and many more. Since the last decade, this journal received wide-acceptance and significant acknowledgement from scholars, educationists, academicians and researchers of various universities and institutions. Thus, despite financial and spatial constraints, the college continually attempts to provide resources and facilities for innovation, creation, and transfer of knowledge.

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: 43

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
28	15	0	0	0

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: 1.53

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
7	11	26	22	21

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.89

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
10	14	14	8	5

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
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The college, through its departments, NSS, NCC gets engaged in several outreach initiatives in the local community to generate social awareness and contribute to the holistic development of students.

The College aims and strives to inculcate in its students a sense of social responsibility through various Awareness Programmes and extension activities within its local community during last five years, so that they become conscious of prevalent social ills like discrimination, injustice, poverty, lack of basic rights and opportunities, and thereby reach out to the underprivileged.

Panchkot Mahavidyalaya has endeavored to serve the neighborhood community and sensitize students to social issues by organizing awareness campaigns, which are reflected in the activities shown below.

Neighborhood Community Service Projects: NSS volunteers of Unit-I,II & III and NCC cadets of 51 Bengal BN NCC unit of the college coordinate community service initiatives in neighborhood community housed by the underprivileged population and take up clean-up drives, anti-drug campaigns, literacy drive, health check-up, eye check-up and blood donation camps , Save drive safe life campaigns in association with renowned hospitals, Police-station and other organizations.

Awareness Campaigns: NCC & NSS unit of the institution organized various awareness programs to raise public awareness on a range of social concerns like mental health, environmental sustainability and gender equality through celebration of Communal Harmony week, tree plantation day, Earth Day, World Environment Day, International Girl Child day, International Yoga day, world Health Day, World Forest Day, National Voters Day, Health Day, Water Preservation Campaign on Water Day , Anti-Tobacco Awareness Programme, World AIDS Day & Seminar on AIDS Awareness etc.

Outcome:

- Community service enables them to comprehend the value of giving back to society and cultivate compassion for those in need.
- The students of different departments gain knowledge of societal problems and also engage with the community to spread awareness.
- They also learn essential skills such as leadership, teamwork, and communication. Cultural events assist the pupils in understanding the community's diversity and fostering intercultural competence.
- The students of different departments grow a feeling of pride and reverence for their local heritage.
- Faculties, staff and students enthusiastically take part in social change while learning the virtue of philanthropy.

Impact :

- The impacts of these extension activities are significant. Students develop a deeper sense of social responsibility and become active citizens. Covid affected local poor inhabitants got relief in this concern.

Students learn more about the social problems impacting their neighbourhood and seek to develop solutions.

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:

- Recognition certificate issued by Sarbari Gram Panchayat for mask and sanitizer distribution camp in the session 2020-21.
- Recognition certificate issued by Sarbari Gram Panchayat for Health Awareness Program in the session 2022-23.
- Recognition certificate issued by Sarbari Gram Panchayat for Social Services in the villages in the session 2022-23.
- Recognition certificate issued by Chorpahari Gram Panchayat for Mask and Sanitizer distribution program in the session 2020-21.
- Recognition certificate issued by Chorpahari Gram Panchayat for Health Awareness Program in the session 2022-23.
- Recognition certificate issued by Chorpahari Gram Panchayat for Social Services Program in the session 2022-23.
- Recognition certificate issued by Bhamuria Gram Panchayat for Mask and Sanitizer distribution program in the session 2020-21.
- Recognition certificate issued by Bhamuria Gram Panchayat for Social Service activities in the session 2022-23.
- Recognition certificate issued by Bhamuria Gram Panchayat for Observation of Commemorate days and distribution of national flags in the session 2022-23.
- Third prize for awarding scholarships under Kanyashree schemes by Govt. of West Bengal in the year 2021.
- Third prize for awarding scholarships under Kanyashree schemes by Govt. of West Bengal in the year 2023.

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: 46

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
17	9	0	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
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	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: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Though situated in a rural area, this college has notably good/state-of-the-art infrastructure compared to the other institutions in this locality. There are at present adequate classrooms, laboratories, hostels, auditorium, seminar and conference halls, and several other facilities. This college has ICT enabled classrooms with smart-board facility. We have rooms for NCC and NSS offices. The equipment in the laboratories is enhanced every year, and computers are also purchased regularly. As such, though the teaching learning equipment and infrastructure is extensive, we are always trying to increase and upgrade it for the use of the students and teachers in the present age.

The institution has excellent facilities for cultural activities, sports, games, gymnasium, yoga etc. There is an auditorium for various cultural activities such as Autumn and Spring welcome ceremony, Talent Hunt program, Fresher's welcome ceremony etc. This college has a field for multiple sports activities such as cricket, football, badminton, sprint, high and long jump etc. The students are encouraged for participation in sports via winners felicitating the winners in the Annual Prize Distribution Ceremony. There are separate common rooms for both boys and girls. The Library is fully computerized and well-equipped. Enough books for the CBCS syllabus are there and books for NEP syllabus are being added continuously. There is a reading room and free computer zone for students in the library. For ICT, there are smartboard-equipped rooms, and LCD projectors, computers for classroom teaching and seminars and conferences.

Following is the list of the facilities / infrastructure in our college:

For Details

Click on to the following LINK

<https://panchakotmv.ac.in/index/?pageid=gbk9hbbaleib3f5a5a6a2a7f0fba1f3ake2f>

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: 12.96

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
17.67553	8.21913	10.63517	17.11959	54.12677

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 academic heart of Panchakot Mahavidyalaya lies in its central library, designed to cater to the information needs of undergraduate students, faculty, and non-teaching staff. Utilizing an Integrated Library Management System (ILMS), the library underwent automation in 2017 with LMS software, later advancing to the more sophisticated KOHA software in 2023 (version 22.11.06), a cloud-based system. All data from the previous software has been seamlessly migrated, enabling the library's full functionality.

The KOHA software facilitates a range of services, including student and staff membership entry, book database management, issuance and return of books, Z39.50 MARC 21 cataloguing, barcode printing, stock verification, report generation, and 24/7 remote accessible OPAC search. Customized KOHA OPAC features library timings, rules, e-resource links, details of the collection, new arrivals with Google/Amazon cover images, an "Ask Librarian" option, links to SKBU syllabus and old question

papers, and a QR code zone providing useful links upon scanning.

The library houses an extensive collection comprising textbooks, reference materials, career guidance resources, and works on local culture, including examples like the Rig-Veda. The computerized central library boasts 20,000+ printed books, 16 printed journals, 7 magazines, and 6 newspapers in various languages.

The library has subscription of N - LIST (National Library and Information Services infrastructure for Scholarly Content) consortium of INFLIBNET through which the members of the library can access 6300+ e journals and 1,00,000 e books. E ShodhSindhu, E- Shodh Ganga, E- PG Pathsala, Open access Database, Open access journal, Open access e- books, NDLI (National Digital Library of India) DOAJ (Directory of Open Access Journals), World Digital Library, NPTEL video lecture, E- Gyankosh, E- newspeper etc are linked with Library website as well as koha OPAC.

The library plays a role in creating IRINS profiles for Panchakot Mahavidyalaya, utilizing the web-based Research Information Management service developed by the INFLIBNET centre. Faculty members showcase their research contributions, enhance exposure, and access funding opportunities through this platform. VIDWAN profile Import publications from academic identities such as Microsoft Academic Search ID, Google Scholar ID, Researcher ID, Scopus ID; and ORCID integration to ingest the profile information with publication. Every faculty of Panchakot Mahavidyalaya have their own VIDWAN ID which is linked with their google scholar id, ORCID Id and Scopus id.

The library also calculates H-Index of Panchakot Mahavidyalaya for every year. Which is calculated by counting the number of publications for which an author has been cited by other authors at least that same number of times. The H- Index indicates the productivity and citation impact of faculty publications.

Equipped with an air-conditioned reading room, CCTV surveillance, circulation counter, digital library access section, journal section, WEB-OPAC counter, newspaper/magazine display area, and stack room, the library provides various services, including resource lending, reading room facilities, Online Document Delivery Service (DDS), online book searching, question banks, library orientation programs, reference services, current awareness services, and computer/internet access for e-resource exploration.

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:

Panchakot Mahavidyalaya is dedicated to enhancing its IT facilities within the campus to benefit students and efficiently manage essential administrative tasks. Following the 1st cycle of NAAC, the college implemented various policies to integrate admission, administrative, and academic processes with IT, ensuring convenience and transparency. The initiatives undertaken include:

- Expansion of the number of computers for both academic and administrative purposes, forming an IT infrastructure with 95 computers connected through LAN.
- Establishment of a cyber cafe/student internet corner, allowing students to freely access internet facilities.
- Implementation of 24x7 CCTV surveillance across the college campus.
- Provision of ample Wi-Fi facilities, with all departments equipped with computers and Wi-Fi connectivity.
- Open Wi-Fi access for both students and teachers.
- Introduction of smart classes and LCD projectors to enhance the teaching-learning process.
- Implementation of an Announcement system.
- Utilization of an SMS portal to relay important notices to students and staff.
- Introduction of a digital notice board for real-time updates on college information.
- Installation of a threat management system (UTM) for internet security.
- Adoption of the updated version of office software, XPERT2.0, for administrative tasks.
- Implementation of the Integrated Library Management System (KOHA) for library automation.
- Dedication of a separate computer laboratory for practical-based subjects.
- Collaboration with CityHub web solution (Shakti Traders) for the maintenance and regular updates of IT facilities.
- Management of a dynamic and interactive college website, panchakotmv.ac.in.
- Development of portals for online admission, student registration, and fees payment (student.panchakotmv.ac.in).
- The college has an online platform for online examination i.e. onlineexam.panchakotmv.ac.in of our college.
- College conducted university UG exam related all activities (room wise seat arrangement, teaching & non- teaching duty list, room chart etc.) digitally using college exam exam Admin Portal ems.panchakotmv.ac.in
- Maintenance of G-suits account under the domain <https://panchakotmv.ac.in>.
- Active online portals for leave applications, CAS profile updates.
- Provision of printing facilities in each department for academic purposes.
- Integration of Voice Over IP intercom facilities for administrative purposes.
- Dedication of three Xerox machines with internet printing capabilities.
- Implementation of a power backup facility (generator).
- Utilization of an online feedback system to gather student feedback.
- Creation of an official Telegram Group, @panchakotmv, for information sharing and discussions.
- Implementation of a certificate portal for online "No Objection Certificate" applications.
- Electronic maintenance of SACT profiles and E-pension through the WBHED portal of the West Bengal government.

- Establishment of a repository for e-notes. Students of every department of Panchakot Mahavidyalaya can read and download course wise e- notes through e- notes management system elearning.panchakotmv.ac.in
- Utilization of platforms like Google Meet, Zoom Cloud, etc., for classes, webinars, and online conferences.
- Financial operation like staff salary, PF are done through WBIFMS portal of West Bengal.
- The payment and management of various Govt. scholarship schemes are being performed digitally through Scholarship Portal of West Bengal Government.
- The weather sensing display unit in college premise always digitally provides up-to-date information regarding weather and pollution level of the locality.
- The college regularly updates its Bandwith of internet connection. Not it is around 100 MBPS taken from Alliance Net.

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: 29.59

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

Response: 66

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component, during the last five years (INR in Lakhs)

Response: 4.61

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
8.73871	9.77608	4.30663	5.96508	9.51765

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: 86.23

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
2118	1713	1134	1235	1180

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All 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
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 44.72

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
1561	579	0	878	810

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 0

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
0	0	0	0	0

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
516	468	388	548	481

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

5.2.2

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

Response: 0

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
0	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 35

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
16	3	3	0	13

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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: 32.2

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
46	38	0	38	39

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 college has a registered Alumni Association with many members who are active in many ways. It organises meetings on a regular basis for college welfare, social welfare activities, cultural activities. The alumnus directory is updated regularly for information related to their activities.

The Alumni was formed with an aim to promote interaction and networking among the alumni of the institution. It has been successfully carrying out its goals and objectives since its inception and has steadily risen into a full-fledged association. It has been consistently taking efforts to implement its activities and has been successful in all its endeavours. The alumni meet instills an intimate fellowship among the former students.

The Alumni association of our college plays a vital role in shaping the future of our college by representing the views of its members, contributing to the infrastructure and other student facilities. Ever since the formal establishment of the association, the ex-students gained a sense of encouragement and participated in several college activities which include:

- social awareness programmes to educate the society about different relevant issues.
- donation drives for the needy and drives to collect old clothes for them.
- enrichment of the infrastructure of the College by donating some furniture to the College.
- book donation to college students and library.
- contribution to the College by Plantation Drives in the Campus.
- observation of several days
- active participation in blood donation camps.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our goal is to provide proper learning opportunities for particularly for students from Schedule Cast, Schedule Tribe, and Other Backward Classes, despite their poor economic and other barriers. The college, located in the rural area, aims to cultivate good human beings and the best minds for social and national benefits.

The institutional governance and leadership enact and formulate policies keeping in mind the overall vision and mission of the college by addressing the following issues:

To include rural and backward people into the higher education process.

To ensure and implement inclusiveness, accountability and impartiality, the college has implemented the NEP curriculum where all students have the opportunity to avail honours course and research, unlike the CBCS system,

To increase student pass percentage and achieve better skills.

To ensure that girls receive best facilities and opportunities so that they can achieve their goals easily.

To motivate students to develop discipline, mental strength, and organization in life.

The **governing body** is the college's ultimate decision-making body. The college's governing body is responsible for creating plans, policies, and strategies. The governance body oversees all finance-related college work. The principal, teachers, and staff cooperate with each other on academic, administrative, sports, and cultural activities of the college.

Teachers' Council meetings, held in the principal's presence, are a platform for teachers to discuss various agenda items such as academic progress and examinations.

IQAC plays a crucial role in ensuring, maintaining, and enhancing the quality of teacher, student, staff, and overall college work. The IQAC effectively oversees teaching, learning, and evaluation processes, maintaining positive relationships with teachers and staff. IQAC also monitors the attainment of academic improvement. Student support plays a very important role in improving an organization. Stakeholders fill out feedback forms, and subsequent processes are conducted.

We have numerous **committees** responsible for various activities such as seminars, examinations, grievances, and anti-ragging, etc. Regular meetings are conducted to plan, execute, monitor, and evaluate the entire activity. The convenor is responsible for decision-making in committees, which annually create a roadmap to ensure the plan's success.

The college has a clear plan for major actions to achieve its mission and vision goals. The focus is on

enhancing academics and curriculum development through increased digitization and the use of ICT technology.

The **Librarian**, clerks, and library attendants were responsible for library work, while the lab assistant, under the department head's guidance, handled laboratory work.

The work is conducted in a decentralized manner, involving participants and ensuring transparency.

The implementation of **NEP** aims to equip students with the necessary knowledge, skills, and enhancements to secure current job opportunities. The internship program is open to all students. NEP curriculum has been implemented successfully in our college as per the university norms and govt. rules.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The **Governing Body (GB)** is the primary administrative body responsible for administering all aspects of college operations and policy decisions. The GB comprises of a President, two Government representatives, two university representatives, one representative from West Bengal State Council of Higher Education, two teachers' representatives, one non-teaching representative, one donor representative, one student representative and the principal (as secretary). Regular meetings are held to discuss various college plans and their implementation during the year ensuring the progress of the college.

The **Teacher Council**, comprising of full-time teachers and the principal, is responsible for organizing various college-related meetings such as examinations and curriculum plans.

The **IQAC**, composed of teachers and other members as per norms.

Committees related to **college accounts**, like Purchase Committee and Finance Committee are established comprising of Bursar, accountant, principal and other internal and external members. These committees publishes all tender-related notices on the college and govt. websites.

Teachers are all members of other committees and acknowledge their individual contributions, including:

Examination committee: This committee successfully conducts all college and university examinations with the assistance of all teachers and staff.

Admission committee: Looks after all the admissions, registration and form fill-up-related works.

Cultural committee: The committee organize various culturally related activities, including extempore, quiz competitions, dance programs, singing competitions, elocution, talent hunt, etc.

Wall magazine committee: Monitor all wall magazines from all departments.

Waste management committee: Ensures and motivates waste management system for non-degradable, degradable and e-wastes.

Seminar committee: Organizes seminars using both external and internal resources within the college and department.

NSS and NCC: Collaborate with the village and school to organize society-related work, including aid awareness, women's empowerment, and social awareness.

Journal committee: The research paper was published twice a year in the college journal PANCHAKOTesSAYS (ISSN: 0976-4968).

Sports committee: The committee organized all sports activities between colleges, within colleges, and universities.

We have **other committees**, such as the anti-ragging committee, the women's cell, and the grievance redressal cell, library committee, Green and energy audit committee.

The college processes are decentralized, transparent, and actively participate in this manner.

The state government governs the process of appointing new staff. The college is only a part of the process to ensure smooth and speedy appointment procedure. The principal promptly sends all necessary documents for police and medical verification for **new staff** to ensure prompt confirmation from GB. The principal sends all necessary documents to the state government office to start their salary as soon as possible. The promotion-related work (**CAS**) is being executed in accordance with UGC guidelines and will be completed promptly. The college's **service rule** is under the West Bengal state government's jurisdiction.

Policies: Institutes exhibit well-planned policies in various areas, including e-governance, publications, Student Support and Welfare Measures, IT, Infrastructure and library. The review and revision processes are employed in policy development, which makes the institute run smoothly.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Following are the Welfare Schemes for staff of the college:

All Teaching and Non-teaching Staff of this college are provided with many welfare facilities. Some facilities are those which the college itself provide for all its staff. There are some other measures that the

college subscribes to govt. schemes and effectively implements so that all its staff can enjoy and avail such benefits. Following are some of the welfare measures:

Welfare Measures for Techers	Welfare Measures for Non-teaching Staff
Employee Co-op Credit Society	Employee Co-op Credit Society
Air Conditioned Faculty Rooms	Air Conditioned Office Rooms
Festival Advances	Separate Common Room for Female Staff
Loan Facilities	Festival Advances
Easy Application Procedure and Approval of Leaves	Loan Facilities
Speedy Approval of Leaves for FIP/OP/RC/etc.	Easy Application Procedure and Approval of Leaves
Inflibnet	Online Library
Online Library	College Training Programmes
Repositories	Staff Development Programmes
Vidwan Enrollment	Provident Fund
Provident Fund	Quick Processing of PF Loan
Quick Processing of PF Loan	Gratuity on Retirement
Gratuity on Retirement	First Aid facility
West Bengal Health Scheme	Health Checkups
First Aid facility	Special Hours for Yoga
Health Checkups	Special Hours for Gym
Separate Canteen Cubicle	Separate Canteen Cubicle
Residential Facilities at zero cost	CCTV surveillance (24x7)
CCTV surveillance (24x7)	Security Ensured (24x7)
Security Ensured (24x7)	Purified Drinking Water
Purified Drinking Water	Modern ICT facilities
Modern ICT facilities	Separate Zone vehicle Parking Facilities
Facility of Research	
Teachers' day Celebration	
Separate Parking Zone Facilities	
College Training Programmes	
Separate Common Room for Female Staff	
Best Teacher Award	
Special Hours for Yoga	
Special Hours for Gym	

This institution has a balanced system of appraisal of the performance of the teaching and the non-teaching staff.

Teaching Staff: Each of the teaching staff has to pass through a rigorous process of appraisal through a prescribed form that is countersigned by the Principal and University and Government experts, before each stage of promotion. There are three stages of promotion in the designation of Assistant Professor, before the teacher can be promoted to the stage of Associate Professor. As per this format, the teacher is judged on several counts, apart from academic activities, which include administrative work, work related to student activities, and other extra-curricular works. Apart from this every teacher is evaluated by the Governing Body before confirmation of services. College also gives a Best Teacher Award annually.

Non-Teaching Staff: The Principal and the Governing Body evaluate the performance of the Non-teaching staff before every promotional benefit. Apart from this, their performance is evaluated from

time to time by both the Principal and the Governing Body. College also gives a Best Non-teaching Award annually.

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: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	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: 52.92

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
42	50	13	28	30

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
18	20	18	18	18

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
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	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:

The institution always strives for mobilization of resources and optimal utilization of funds. From time to time requisitions for purchase are collected from the departments, the library and the office, and placed in the Purchase Committee of the college, which considers them and forwards them to the Finance Committee. All Financial decisions are taken by the Governing Body of the college, on the recommendation of the Finance Committee of the college. Accounts are maintained by the Accountant, and then placed in the Finance Committee and Governing Body for approval. All other financial recommendations are placed by the Purchase Committee, Teachers' Council and the IQAC. The entire financial system of the college is computerized and runs on software. The college conducts Annual Audit by auditors appointed by the Government. As such, the resources of the college are utilized to the utmost.

Apart from this, regular internal audits are continuously carried on. There is an internal method in place for regular auditing of accounts. The Accountant and Bursar first check all accounts and then bills are sent to the Principal for approval. All financial decisions are taken by the Finance Committee, which includes as its members from the Governing Body and a Government nominee. As such, there is a definite mechanism for a continuous system of audit internally.

As supporting document, we have annexed an extract of the audit reports. The full report will be submitted on demand.

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:

To improve the quality of students the following **strategies and processes** were taken

1. The IQAC ensures completion of syllabus on time.
2. The IQAC ensures a plausible scientific compact routine with a provision of special hour for seminars, remedial classes, workshops, add-on courses, etc.
3. A Academic Calendar is prepared at the beginning of every semester as a policy document to implement the curricula plan.
4. ICT tools along with chalk talk method are used for the teaching-learning process. During the covid lockdown, software platforms were used to connect with the students.
5. Mentor-Mentee relationships between teachers and students to improve the quality of students.

6. Improve skills of students through continuous assignments, quiz competitions, group discussions, seminar presentations, regular examinations, open book examinations, supply of study materials, e-resources, software for reading, etc.
7. For slow learners and absent students, remedial classes are arranged as per requirement.
8. After the result is published discuss it with students and guardians (in parent-teacher meets).
9. IQAC takes initiative to discuss student's progress and problems in Teachers' Council meetings.
10. Feedback was taken from students, guardians, alumni, employers. It was analyzed and utilized for quality enhancement and improvement in various aspects.
11. Student centric methods of teaching to be adopted.
12. Experimental learning to be adopted.
13. More extension activities to be undertaken under NSS and NCC.
14. More digitization of academic and administrative process so as to decrease the time and cost of processing.
15. Some academic sub-committees like routine committee, examination committee, library committee, smart class committee, waste management committee, grievance committee, career counseling committee, etc. are formed as participative administration to ensure incremental efficiency.
16. Smart classrooms set up.
17. Most of the offices and some classrooms made air conditioned.
18. Computer centre was setup.
19. A cyber zone was made for students.
20. Introduction of add-on courses.
21. Signing of MOU and linkage with college and other institutes.
22. Different types of seminars were arranged to improve the quality of students and teachers.
23. Vivekananda statue was raised as a motivational initiative.
24. The canteen was renovated.
25. The ISO certificate obtained to get recognition at the national level.
26. The Best Teacher award and Best Student award in every department was held every year.
27. Take part in sports and cultural events.
28. To improve the research quality every year our college published a panchakot essay journal.
29. Monitoring the attainment of CO-s and PO-s of the various departments.
30. Take part in NIRF ranking.
31. AQAR submission.
32. More green and garden in the campus.
33. More LED and solar lights on campus.
34. Rain ware harvesting.
35. SMS notice.
36. More use of website.
37. Admission process more digitized.
38. ABC ids generated.
39. Anti-ragging measures taken properly.
40. Sensitization on RTI.
41. Health checkup camps.
42. Seminars on mental health and professional ethics.
43. Value education.
44. Regular meetings were held to discuss different progress issues of the college.

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
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

The college is a co-education institution with a significant number of female students. The IQAC formulates plan to implement gender equity in principle and practice. The College organizes seminars and discussions on gender issues, with awareness about laws against sexual abuse including that in workplace, women's rights, domestic violence, etc. Seminars and workshops on Women and Human rights are organized. The college maintains promising safety and security related to academic environment on campus. The institution is committed to maintain zero tolerance policy against gender discrimination, ragging, racial issues and sexual harassment. Following are some of the initiatives:

Gender Equity as in Curriculum: Please click here

Fully protected campus: The college campus is completely protected with boundary walls and gates are checked by security personals 24x7.

CCTV surveillance: The College has 32 CCTV cameras operational 24x7.

ID card: ID Cards are issued by the college at the time of admission. Wearing them has been made mandatory and no one can enter the campus without this card.

Internal Complaints Committee (ICC): The College has constituted an ICC to ensure a harassment free campus that is committed to take proactive measures if such case arises in the college campus.

Women Cell & Grievance Redress Cell: These cells address various grievances of students and ensure discipline in college campus. There are both online and offline complaint lodging mechanisms and follow up actions are taken quickly.

Anti-Ragging Committee: There is an anti ragging committee in the college which ensures zero ragging in the campus and the committee includes faculties, guardian members, office staff member, representatives from student union as members.

Counseling: The Students Welfare Committee provides counseling to students to get rid of their personal stresses and strains. Teachers, as mentors, provides required counseling on demand. Non-teaching staff support the students in official matters such as admission procedure, fee payment, certificates, etc.

Common Rooms: The institution has common rooms separately for male and female. Separate toilets for

male and female are present in adequate numbers.

Lady Attendant: A Lady Attendant is provided in the Girl's Common Room to look at all required needs of female students.

Sanitary pad Vending Machine: A Sanitary pad Vending Machine is provided in the Girl's Common Room.

Day Care Centre: The College has a well-equipped Day Care Centre to facilitate the Lady Teachers and students with children.

Lady Teachers' Staff Room: The College has a well-equipped staffroom exclusively for lady teachers.

Scholarship: Amongst others, this college efficiently facilitates KANYASHREE scholarship meant only for girls. Our college has been awarded for distinctive achievement in this regard.

Self-Defense Training: The College provides a self-defense training for girls free of cost.

Other Facilities: The College has facilities like First Aid Box, Medical Room etc. that are optimally used by the lady teachers and female students.

Other Policies:

1. The College provides special hours for girl students for use of Gym, Yoga, Cyber Café, Library, etc.
2. The College has a dedicated HELPLINE for girl students.
3. The College has a dedicated HELPDESK for girl students.
4. Special prizes are given to girls.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution plays a major role to provide an inclusive environment in the campus. Various programs are organized to enhance the cultural assimilation, acceptance of linguistic diversity, and regional variations, increase communal harmony and social cohesiveness to create one Indian Identity. The institution plays a proactive role to sensitize the pupils and employees to respect the constitutional obligations and values. Besides, the college is committed to alert the stakeholders about various rights, duties and responsibilities to maintain the sanctity of the constitution. In order to embrace cultural, regional, linguistic and communal diversities, the institution organizes various programs which include -

Linguistic Diversity & Communal Harmony: The College celebrates ‘Matribhasa Divas’ in order to grow sensitivity regarding the languages of the country. The College conducts Communal Harmony Campaign and sensitizes all to be tolerant to all communities and their respective languages and cultures. Celebration of major festivals of different communities.

Awareness Program on Equal Opportunity: The college organizes awareness programs about its providing access to education for all by strictly following the prevailing policies and rules of the government.

Celebration of Vigilance Awareness week: Through this programme the students are sensitized and motivated to stand against all kinds of corruptions. They get informed about the Vigilance Department, Right to Information Act, 2005 and responsibility of every citizen for eradication of corruption.

Awareness campaigns: POSCO awareness campaigns, Sexual Harassment Prevention and Awareness programmes and Gender Equity programmes are organized to sensitize students and employees on justice, liberty, equality and fraternity.

Observance: Observation of World Day against Child Labour, Girl Child Day, International Day against Drug Abuse and Illicit Trafficking and Human Rights Day are conducted to sensitize stakeholders on human dignity.

Voter’s Awareness Programme: The College organizes awareness programmes to inform students about voter’s rights and responsibilities. They are informed about the SVEEP (Systematic Voters’ Education and Electoral Participation) and are advised to download the Voter Helpline App to know about their rights and responsibilities being a citizen of India.

Celebration of National Days: To infuse respect for the nation, national Anthem, National Flag, Constitution, Freedom Fighters and their sacrifices, the college celebrates the National days like Republic Day, Independence Day, National Unity Day, Gandhi Jayanti etc.

Socio-economic Cohesiveness: The College organizes free medical check-up camp for the people of the locality. During the Covid-19 pandemic, the teachers and employees helped the needy with food and other items.

Display in Sign Board: The College has displayed the Key Features of the Constitution, Preamble of the

Constitution, Fundamental duties of Citizen in signboards placed in various points of the campus. These programmes act as perfect reminders for the performance of our civic duties or moral duties as enshrined in Indian Constitution to -

- abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem
- uphold and protect the sovereignty, unity, and integrity of India
- develop the spirit of humanism

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:

Title of the Practice: Implementing Digitization in Institutional Practice

Objectives of the Practice:

- Improve the processes of digitalization in teaching, learning, and evaluation.
- Facilitate the incorporation of ICT for administrative purposes.
- Promote a paperless learning environment to preserve the environment.
- Enhance students' abilities and self-confidence in utilizing digital technologies for learning and instruction.
- Use ICT to promote higher-order thinking and creativity.
- Determine the practical applications of technological integration.

The Context:

Aligned with the NAAC's value framework, the institution is making a steadfast transition to the digital age, integrating digital solutions across all administrative and academic processes. Every aspect of higher education—administration, formats, goals, teaching, learning, and assessment—is being digitalized. This digital revolution includes the increasing use of digital media and technology for teaching, learning, support services, administration, and communication. Consequently, both professors and students are required to acquire digital skills to meet current and future demands.

The Practice:

- Expanded the number of computers for academic and administrative purposes, forming an IT infrastructure with 97 computers connected through LAN.
- Established a student internet corner, providing students with free internet access.
- Implemented 24x7 CCTV surveillance across the campus.
- Provided open Wi-Fi access for both students and teachers.
- Introduced smart classrooms to enhance the teaching-learning process.
- Implemented an Integrated Public Address System.
- Launched an SMS portal to relay important notices to students and staff.
- Installed a digital notice board for real-time updates on college information.
- Installed a threat management system (UTM) for internet security.
- Digitized account maintenance.
- Implemented KOHA for library automation.
- Managed a dynamic and interactive college website.
- Developed an online portal for admission, registration, examinations, and fee payments.
- Maintained G-suite accounts.
- Created active online portals for leave applications and CAS profile updates.
- Introduced a certificate portal for online "NOC" applications.
- Electronically maintained E-pension services.
- Established a repository for e-notes.
- Utilized platforms like Google Meet and Zoom for classes, webinars, and online conferences.
- Set up financial portals for staff salaries, PF, etc.
- Managed various government scholarship schemes electronically.
- Regularly updated the bandwidth of the internet connection.

Evidence of Success:

- Enhanced IT infrastructure.
- Automated library operations.
- Digitized almost all office work.
- Extensive student use of IT infrastructure and services.
- Digital conduct of all internal examinations, with students adapting well.
- Widespread use of digital portals for admission, fee payment, scholarships, grievances, and results.
- Regular use of digital portals by teachers and staff for office and academic work.
- Digital management of faculty.
- Evidence of a green drive through paperless transactions.

Problems Encountered and Resources Required:

- Technical issues encountered during ICT usage.
- Shortage of gadgets for economically disadvantaged students.
- Need for improved digital literacy and technical proficiency.
- Students find virtual classrooms less engaging than traditional ones.
- Availability of funds.

Notes:

We are dedicated to the above practices, but we acknowledge there is still much to achieve.

Title of the Practice: Catering Structured Exposure to Higher Education in the Neighbourhood

Objectives of the Practice:

- Inform and educate school students about various career choices available at the higher education level.
- Encourage school students to plan their higher education based on their aptitude, interests, and skill sets.
- Facilitate a smooth transition from secondary to tertiary education.
- Encourage interaction with in-service professionals from different fields for experience sharing and motivation.
- Inculcate confidence in students.
- Help students make informed decisions and choices.
- Familiarize students with the existing career portal.
- Aid students in developing soft skills.

The Context:

After completing their secondary and higher secondary examinations, school students often face a deluge of career choices and struggle to make informed decisions aligned with their aptitude, qualifications, and priorities. Many lack the necessary information or exposure, leading them to follow popular streams due to parental or peer pressure. Misguided career choices often result in dissatisfaction and failure.

The Practice:

Panchakot Mahavidyalaya recognizes the need for structured exposure to higher education and strives to support local secondary and higher secondary students. By creating a constructive interface between school and higher education, the institution aims to provide guidance on educational and career-related issues. This initiative optimally utilizes available infrastructure and manpower, fostering a mutually beneficial partnership. College students participating as mentors gain leadership skills and credentials.

Evidence of Success:

Numerous students have visited various laboratories (Computer Science, Physics, Zoology, Chemistry, Botany, Geography), exposing them to higher education facilities and motivating them to pursue further studies. Tours of the computer centre, library, gymnasium, canteen, and classrooms helped students understand the resources available. The campus flora and fauna highlighted environmental considerations in higher education. Students from neighbouring schools attended sensitization seminars on career opportunities and participated in talent-hunt programs.

Problems Encountered and Resources Required:

- Technical issues with ICT usage.
- Shortage of gadgets for economically disadvantaged students.

- Need for improved digital literacy.
- Virtual classrooms being less engaging than traditional ones.
- Funding availability.

Notes:

This practice has seen some success, and future plans include:

- Setting up school-specific field teams.
- Identifying schools' needs.
- Establishing knowledge transfer bridges.
- Counselling students on career advancements.
- Offering free short-term skill development courses.
- Providing access to college laboratories and library.
- Organizing summer/winter internships.
- Conducting seminars/workshops.
- Hosting talent hunt camps.
- Conducting special classes.
- Arranging visits to the college for school students

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

As an institution of backward locality, we are committed to the education, empowering and building self-confidence of the lesser privileged social groups such as the tribal, backward classes, women and other vulnerable sections of the society. With our primary vision is “glow bright and spread light” and keeping in the view that as a very young institution for higher learning, our college is academically oriented and student focused, our college provide aid by waiving the fees of the underachievers and thereby contribute little to the sacred mission and vision of the college. Moreover, we process plenty of scholarships (almost

for all students) that are given by Central Govt., State Govt. and private bodies under various schemes. Our college has also been awarded by the Govt. for rightly processing the Govt. scholarships to beneficiaries. We also approach various bodies for funds so that we do not burden the poor students.

The number of such students have increased over time so that we can cater the needs of society to educate the first generation learners. Another aspect of the institution is that these students excel in extra curricular aspects like NCC and sports where their job market value also increased along with academic knowledge level, thus bringing out their talent by providing a platform.

Today, the role of this college is not only to pursue academic excellence but also to motivate, mould and empower our students to be lifelong learners, critical thinkers, and productive members of an ever-changing global arena. We have to provide an atmosphere, an intellectually challenging environment, to our students for multifaceted development, where students are encouraged to channelize their potential in the pursuit of excellence and become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century. This can only be possible in a holistic, student-centric environment, their talents, skills, and abilities need to be identified, nurtured, and encouraged. Students need to be provided with a platform to think, express, and exhibit their skills.

We are proud that our students are intelligent, resilient, creative, imaginative, disciplined, respectful, ethical and would remain dedicated to life-long learning. I am confident that with the nurturing they get from us, they would definitely become the future leaders and role models of society. We are confident enough that will make themselves stronger day by day, adding a new leaf to the grandeur of the college.

Motivating our students in arising their curiosity to discover the mystery of the world we live in, the college undertakes a great leap in integrating infrastructural development, information and communication technology into the class room teaching and learning process with special thrust given to enhance imaginative capability as we believe knowledge defines all we currently know and understand whereas imagination points to all we might yet discover and create. Because only then, the self-esteem, dignity, physical and emotional well-being of the students will be justified.

For details, please visit the LINK below.

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

5. CONCLUSION

Additional Information :

Panchakot Mahavidyalaya, an ISO 9001-2015 and ISO 14001-2015 certified institution, is incessantly imparting education to the society since last 20 years with a vision of “**glow bright and spread light**”. This institution offers 16 UG programs under NEP along with the 26 previous CBCS courses. Students experience a vibrant teaching learning experience by more than 50 faculties in 37 class rooms and 7 laboratories. Skill enhancement add-on/certificate courses are also offered. Two NSS and one NCC units organize extension and outreach programs. Almost all students avail several scholarships from Government. As of record more than 80% students successfully have graduated from this institution in the last five years.

The faculty members regularly participate in FDPs and MDPs to enrich themselves. Departments organize seminars/webinars/conferences on a regular basis. They are also involved in faculty exchange programs. Panchakot Mahavidyalaya has MoUs and Linkages with other academic institutions and other organizations.

Faculty members have rich contributions of their research papers in reputed Journals, Book chapters and Conference Proceedings. Panchakot Mahavidyalaya has a resourceful library, paperless and automated. Library and Librarian is well equipped with digital and ICT knowledge.

Wi-Fi enabled ICT infrastructural facility is provided to the students through the Smart classrooms, ICT room and Computer Centre, free cyber zone, etc.

Panchakot Mahavidyalaya has successfully conducted Academic Audit, Administrative Audit, Green Audit, Environmental Audit and Energy Audit. Students get a platform to inculcate cultural and environmental ethos. Annual Sports and Annual Cultural Program are organized.

Concluding Remarks :

Today, the role of this college is not only to pursue academic excellence but also to motivate, mould and empower our students to be lifelong learners, critical thinkers, and productive members of an ever-changing global arena. We have to provide an atmosphere, an intellectually challenging environment, to our students for multifaceted development, where students are encouraged to channelize their potential in the pursuit of excellence and become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century. This can only be possible in a holistic, student-centric environment, their talents, skills, and abilities need to be identified, nurtured, and encouraged. Students need to be provided with a platform to think, express, and exhibit their skills.

We are proud that our students are intelligent, resilient, creative, imaginative, disciplined, respectful, ethical and would remain dedicated to life-long learning. I am confident that with the nurturing they get from us, they would definitely become the future leaders and role models of society. We are confident enough that will make themselves stronger day by day, adding a new leaf to the grandeur of the college.

Motivating our students in arising their curiosity to discover the mystery of the world we live in, the college

undertakes a great leap in integrating infrastructural development, information and communication technology into the class room teaching and learning process with special thrust given to enhance imaginative capability as we believe knowledge defines all we currently know and understand whereas imagination points to all we might yet discover and create. Because only then, the self-esteem, dignity, physical and emotional well-being of the students will be justified.