



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PANCHLA MAHAVIDYALAYA

**RAGHUDEVPUR ULUBERIA HOWRAH WEST BENGAL. PIN - 711322
711322**

www.panchlamv.ac.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Panchla Mahavidyalaya was established in the year 2010 with the primary aim of providing quality higher education to the economically backward sections of the society. The college is located in one of the most backward areas of the Howrah District in West Bengal, in terms of economics as also in terms of social parameters. The area is dominated by the people coming from the social and religious minority communities of Bengal. The college initially began its journey in the nearby Panchla Azeem Moazzem High School and then shifted to its present location in 2015. The college now offers 05 subjects in the B.A General Course (B.A Multidisciplinary Course after the introduction of CCF by the University of Calcutta from 2023) and 03 subjects in B.A Honours Course. In The college also runs a B.Com Programme in the Multidisciplinary Course under CCF of Calcutta University. The college received its provisional recognition under 2(f) and 12(b) of the UGC Act in 2023, which has made it even more mandatory for the college to apply for NAAC Accreditation.

Today, the college is located on a 2.98 acre area in an eco friendly, rural area in the Howrah district of West Bengal. It contains one ICT enabled classroom cum seminar room, one room for IQAC and NSS, Principal's Room, three rooms for the Teacher and Staff of the college, a cheap store and a canteen. The college also has a Hostel for Girl Students.

The college seeks to impart education to students who mainly come from the socio-economically backward sections of the society. It has been seen that most of the students who get admitted to the college are girls and hence the college has a major contribution towards the upliftment of the girls, coming from socio-economically backward sections of the society through the spread of higher education among them.

Vision

The primary vision of the college is to provide affordable and quality higher education to the backward sections of the society, especially the girls, whose empowerment can only come through a proper higher education. The motto of the college is to provide a determined and sustained curriculum to the students for their overall development – academic, psychological and moral. The vision of the college can be summarized as below:

- To provide quality education to the students coming from the socio-economically backward sections of the society
- To expose the students to the regular curriculum of the University of Calcutta through quality classroom teaching
- To expose the students to knowledge domains which are not covered under the regular curriculum through seminars, conferences and extension lectures
- To expose the students towards employment opportunities and make them skilled in the latest trends of the job market and self-employment opportunities
- To move towards an inclusive and holistic approach in higher education through deliverance of communal tolerance, harmony and acceptance
- To ensure an economic and social mobility for the students through higher education
- To make the students aware of the traditions of Indian Knowledge System and make them aware of the historical complexities of India

- We wish to ignite the young minds towards a sense of social duty, a critical approach towards knowledge internalization and having a rational approach towards the domain of knowledge around them
- To expose the students to technology and digital information and domains
- To further expand the reach of the college so that more and more students feel encouraged to take admission in this institution
- To encourage the students to participate in innovative thinking and its execution

Mission

The mission of the college is the following:

- To create an ambience of intellectual and academic energy
- To empower the girls coming from economically and socially backward sections of the society through higher education
- To give an overall opportunity for development among the students for their professional and moral growth
- To create a skilled workforce among the students
- To create an opportunity platform for the students for access to professional growth
- To encourage innovative thinking and their execution among the students
- To provide a platform for holistic teaching and learning
- To encourage the students to become responsible citizens of the country in future
- To expose the students to digital technology so that they are equipped with the latest trends in the job market and self employment opportunities. For this, the college has established a Computer Lab for the students
- The college has a mission to equip the girl students with skills and self grooming so that they are well equipped to face the challenges of the job market once they pass out of the college. For this, the college runs Beautician Course, Tailoring Course and Self-Defence classes to make the girls more confident about their upcoming future and make them economically self-reliant
- The college wants its students to get exposed to Indian Knowledge Systems. For this it has opted for the Indian Knowledge System paper under the CVAC Course of Calcutta University in Semester - II BA 4 year Honours Course and BA 3 Year MDC Course
- The college wants knowledge exchange as a major mission. To work towards that goal, the college has signed 27 MoUs with other institutions and agencies to expose the students to knowledge exchange and exposure to quality educators and academicians from other institutions

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The biggest strength of the college is the profile of the students. A majority of the students is girls and most of them come from socio-economically backward sections of the society. So, the college plays a major role in women's empowerment in the area by imparting higher education to the marginalised women.
- The fees of the college is comparatively lower to the other colleges in the vicinity, thereby giving an affordable higher education to the students

- A significant strength of this college is its size. Since, the number of departments is limited with a limited number of faculty and staff, all work together with a spirit of unity and hence planning and execution of works do not take much time.
- Academic and administrative notices are circulated through the Teachers' groups in Whatsapp and uploaded in the college website regularly. An academic calendar is prepared at the beginning of each session and the academic and co-curricular plans are made well in advance.
- Our main aim is to preserve transparency, diligence and sincerity in our works
- The teachers take individual care of the students through a participative teaching-learning process
- Most of the teachers have PhD and/or Mphil and hence they are valued for their professional expertise and quality
- Feedback is taken from the students on teaching and administrative experiences, thereby providing the scope to improve wherever there is a lacuna
- The college caters to the economically and socially backward sections of the society, thereby causing social empowerment to them in a major way
- The institution incorporates green practices such as rainwater harvesting and making use of energy efficient lights and nurturing a garden so that students learn to value the importance of environment in human existence
- The IQAC conducts career counseling sessions, add-on programmes, seminars and extension lectures for the overall academic and professional development of the students
- The college has a number of MoU with different colleges and agencies through which faculty exchange programmes and other related activities have been done

Institutional Weakness

- The college started its journey in 2010, moved to its present location in 2014. Hence, there are many challenges related to the infrastructural development of the college.
- The college has dearth of teachers in all the departments, but the college is trying to cross over that problem by applying for posts to the competent authorities. This problem is somewhat taken care of by the recruitment of five (05) new teachers in each of the 5 departments of the college, viz., English, Bengali, Education, History and Political Science in the session 2023-24 under the recommendation of the West Bengal College Service Commission, but still there is a substantial gap between the number of teachers recruited and number of teachers admissible in normative post(s)
- Low percentage of admission in the Honours Courses is a cause for concern
- The college is not adequately equipped for differently-abled students
- The college requires more association with the industry for career related opportunities for the students
- Since the college is yet to get the NAAC accreditation, it has no access to funds from NAAC/UGC. Hence the college does suffer from funds crunch, despite receiving funds for infrastructural development of the college from the local Panchayat, Zilla Parishad, MLA and MPLAD funds and funds from the Dept. of Higher Education, Govt. of West Bengal.
- Since most of the students come from socio-economically backward sections of the society and are most first generation learners, their results in the University examinations is not up to the mark, which is reflected in the not so satisfactory pass percentage among the students.
- Due to a relative lack in the faculty strength of the college as compared to the posts admissible, the quality of teaching does suffer at times due to the excess workload among the faculty members
- Due to a lack of funds, students cannot be adequately provided with computer facilities

Institutional Opportunity

- The weakness in the students profile is itself the opportunity for the college. The students come from economically and socially backward sections of the society and at times they face difficulty in buying books or attend college regularly. Yet, herein lies the opportunity of the college to empower them
- The empowerment of the socially and economically backward students is a big opportunity for the college to play a role towards the overall empowerment in the social demographics of Panchla.
- The Covid-19 pandemic provided the opportunity to conduct exchange of ideas with international scholars through the online mode, as there was no scope for incurring costs in terms of travel and accommodation of the scholars. The college used this opportunity to hold talks with national and international scholars for the interest of the students and scholars.
- The institution offers add-on courses in all the 5 departments, as well as Certificate Courses, which help the students to equip themselves for the job market. These Add On and Certificate courses give the opportunity to the students to develop themselves professionally as also develop their skill level which is a must in the modern technology driven industrial system.
- Students are encouraged to read books from the library. Since most of the students are economically and socially backward, the library of the college provides them with the opportunity to read books needed for the examination and other purposes
- Since the college is located very close to NH-6, it gives the students with an opportunity to access the college quite easily without much hassle in travelling
- The college, from time to time, arranges for field trips, especially for the students enrolled in the Honours Courses to give them the opportunity to gain exposure in experiential learning and practical learning.
- The campus has large open spaces which can be utilised in future to develop the infrastructure of the college, when adequate funds will be available, and introduce new programmes and courses for the larger benefit of the students

Institutional Challenge

- The greatest challenge for the institution is the profile of the students. Most students come from economically and socially backward sections of the society and social taboo and their engagement in other professional works means that the attendance remains very low for most of the students. Due to the social background, most of the students are first generation learners and they suffer from a lack of motivation in academics as a source of professional opportunity in the future
- Due to a lack of funds, the college library is not up to the mark. There is a severe lack in the number of books and subscription to national/international journals in the library for which the students suffer
- Due to a lack of teachers, there is excessive workload on the existing faculty, sometimes resulting in burn out and depreciation in the quality of their work output
- Due to the lack of funds, the college cannot provide adequate digital support to the students in terms of computer usage and internet facilities for the students
- The infrastructural development of the college can be made at a much faster rate if adequate funds are available
- The result of the students is far less than what can be called satisfactory. This may be attributed to the social backwardness among the students and their lack of exposure to quality education at the school level
- Due to the lack of funds, the college cannot provide with computers to students to the extent it would have wanted to, resulting in a relatively low exposure among the students to digital technology

- Low turn out among the students is a big challenge to the college and it is a huge challenge among the teachers to motivate the students to turn up for the regular classes
- Low admission is a concern and that needs to be addressed
- Due to lack of funds, there is not enough books in the library for the students and no subscription to e-journals or e-books

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Since, the college runs a curriculum which is already designed by its affiliating University, the University of Calcutta, hence there is no scope for curriculum designing. However, the college prepares an academic calendar, conducting continuous internal evaluation and ICT enabled teaching to monitor innovative teaching and learning methods.
- The students do project work in their respective subjects. The University of Calcutta curriculum requires the students to do project works in many of the papers in their respective courses and this enables the students to participate in experiential learning, apart from the regular curriculum that they go through
- The departments run Add-on courses which are directed towards enhancing the professional and academic development of the students, along with the development of the skill of the students.
- The college also runs Certificate Courses, catering to the broad areas of digital technology and its application to enable the students to become professionally geared up for the future
- The departments, within their limited scope, try to include 'professional ethics', gender', 'environment' and 'holistic sustainability' in their academic deliberations, even though the syllabus is fixed by the University. However, the teachers try and highlight the portions in the syllabus which reflect the above areas and encourage the students to think and deliver on them.
- The NSS Unit of the college encourages the students to become good citizens by running programmes and camps to sensitize them on health issues, diseases and their management, gender equality, environment, etc.
- The college obtains feedback from the students on academic progress and infrastructural issues and uploads them on the college website
- The IQAC and the Academic Sub Committee oversees the publication of routine at the beginning of each semester, catering to the Credit requirements of the individual papers. This is an area of concern, because, classes cannot always be allotted as per the credit requirement due to the dearth of teachers

Teaching-learning and Evaluation

- The college follows a strictly transparent system in the process of admission. The IQAC and the Admission sub-committee oversees that the merit list is published in accordance to the criteria laid down by the University of Calcutta AND THE Dept. of Higher Education, Govt. of West Bengal. The college also strictly follows the reservation system of the Govt. of West Bengal. All academic activities are prepared in advance through the Academic Calendar drafted by the Academic Sub-committee. The college runs a CBCS system and the CFF, 2022 as directed by the University of Calcutta
- The college encourages participatory and holistic learning. Hence the departments take continuous internal evaluation and hold extension lectures and seminars for the holistic academic development of

the students

- The college has a total of 14 faculty members, including the Principal. Out of them, 08 have a PhD and 02 have Mphil as their highest academic degree. The faculty members are encouraged to participate in OP, RC, seminars and paper presentations for their professional and ethical development. The college uses the traditional chalk-and-talk method, ICT, PPT, Project Assignments, Study Tours and Extension programmes got the teaching learning method.
- A wall magazine is published to encourage the creative faculty of the students
- Add on programmes help to bridge the gap between industry related skill development and academics
- Remedial and tutorial classes are held regularly
- In compliance with the norms and regulations of Outcome Based Learning of the affiliating University, the Programme Outcomes (Pos), Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) are prepared by the departments
- The college organizes internal assessments during each semester as per the schedule of the University of Calcutta. The average result of the students in the last 5 years (2018-19 – 2022-23) is as follows:
 - 2019 (B.A General): 47.62%
 - 2020 (Bengali Honours): 100%

(Education Honours) 100%

(History Honours): 100%

(B.A General): 72.22%

- 2021 (Bengali Honours): 100%
(Education Honours): 100%
(History Honours): 100%
(B.A General): 83.33%
- 2022 (Bengali Honours): 71.43%
(Education Honours): 100%
(History Honours): 81.25%
(B.A General): 49.28%
- 2023 (Bengali Honours): 46.67%
(Education Honours): 41.67%
(History Honours): 65%
(B.A General): 19.05%

Research, Innovations and Extension

- The college, through its IQAC and NSS organizes various social outreach programmes to sensitize the students on their immediate society and surroundings

- The college regularly conducts seminars and extension lectures for the students
- The college has organized a Book Fair to encourage the students to read more and get exposed to various areas of knowledge
- The college encourages its faculties to present papers in national/internal seminars and publish their articles in indexed journals and books.
- The college has carried out extension activities in terms of AIDS prevention awareness, prevention of dengue and malaria and so and so forth. These extension programmes help the students to establish a connect with the immediate neighbourhood and also gain knowledge in the field of experiential learning. These programmes help the students to know their society in a much better way, thereby becoming more empathetic to the causes and concerns of the society around them.
- The college organizes various cultural activities like observing International Mother Tongue Day, Women's Day, Teachers' Day, Students' Day, etc. The college has also organized award programmes to encourage the successful students. These programmes help the students to showcase their extra curricular talents and become more confident individuals by performing in front of an audience.
- The teachers are encouraged by the IQAC to publish their papers in reputed national and international journals as also publish their works in the form of chapters in a book or a monograph.
- The IQAC has also arranged for peer teaching from time to time to encourage the students in the field of peer interaction and knowledge sharing.

Infrastructure and Learning Resources

- **Campus Infrastructure:** There are 11 classrooms at present, one classroom with ICT facilities and one portable projector is available to transform any room into an ICT classroom. The Governing Body of the college and the Principal try their best to upgrade the infrastructural facilities of the college from time to time. For this, they apply and actively pursue the competent authorities to provide with funds for the infrastructural development of the institution. Several new classrooms, a seminar hall, toilet for girls have come up as a result of this effort in the last 3-4 years
- There is a Computer Lab at present with 18 computers for the use of students
- Two office spaces are available, one office looks after the students' section and the other office looks after the administrative section
- **Library:** The library has around 1340 books at present, and is in need for development. The college wants to upgrade it and bring in more books and subscribe to journals, but the paucity of funds does not allow this to happen with immediate effect.
- **ICT Infrastructure:** The college has one ICT enabled classroom and a seminar hall. The college campus is under CCTV surveillance for the security of the students. Water purifiers, computers, LCD projectors and public address systems are in place. Audited utilizations are placed before the competent authorities for all payments and maintenance of the assets after receiving approval from the Finance Committee and the Governing Body.
- There is a Girls' Hostel present, but there is no occupant in it at present. The Principal has submitted to request for posts of warden and hostel superintendent through proper channel

Student Support and Progression

Students of the college are the main stakeholder for the institution. Hence the college takes care for their holistic development, ranging from academic, psychological social, and ethical, moral to the skill development. Women empowerment is a major goal of the college since most of the students are women and they come from

economically and socially backward sections of the society.

- Financial support – Our students get financial support from the Central and State government scholarships like SVMCM, Kanyasree, Minority Scholarship, etc.
- Capacity and skill enhancement initiative – College offers skill enhancement courses to the students through the Add On Courses
- Guidance for Career – The college, under its IQAC, holds career counseling sessions for the overall development of the students
- Redressal Mechanism – The college follows the UGC norms regarding the following of VISAKHA guidelines. The college has established anti-ragging cell and sexual harassment cell to oversee that no student faces any issue regarding these. The college tries to make the students aware about these issues as much as possible
- Students' Progression – Some students, especially from the Honours Courses, do make it to PG Courses in the regular and distance modes. Many students get employed after completing their graduation from the college in the nearby industries.
- Students' Achievement- The result of the students have been encouraging in the last 3-4 years. The college students have also participated in Youth Parliament Competition.
- Sports and Cultural Activity- Our students have participated in annual sports and cultural activities of the college as also in District Level Sports Championships
- Alumni engagement- The alumni of the college has been newly formed in 2023 and efforts are on to engage them in the development of the college

Governance, Leadership and Management

Governance of Panchla Mahavidyalaya is done in accordance to the Vision and Mission of the college. The college administration takes care of the fact that **sustained institutional growth** takes place through a regular reviewing of the administrative and academic performances. It must be kept in mind that the college is a comparatively new one, with the students coming from socio-economically backward sections of the society, from the rural places in the Howrah district of West Bengal. Hence, a sustained institutional growth has its limitations by the very profile of the institution. Yet, the college makes effort to keep the growth intact within its limited resources.

- New constructions, in terms of new classrooms and washrooms for the girl students have been made
- Participative administration is encouraged by the college. The academic sub-committee, the Finance Committee and the Purchase Committee regularly gives inputs about the academic and infrastructural development of the college
- The IQAC and the Academic Sub-committee see that an academic plan is published at the beginning of every session, which can give an outline to the academic plans of the college
- Teaching-Learning processes, student enrichment, outreach activities of students, social responsibility of the college and academic and administrative augmentation of the college with the use of ICT tools and the college administration strategizes on the execution of these plans
- The Faculty members are appointed by the Governing Body of the college, under the recommendation of the West Bengal College Service Commission, as per the guidelines of the UGC
- The Governing Body is the Apex Body of the administration. The Principal is the Head of the Institution and leads the administration in consultation with the IQAC, Academic Sub-Committee and the Teachers' Council and the other sub-committees which are formed under the Governing Body and the Teachers' Council

- There are performance appraisal system for both the Teaching staff and the Non-teaching staff of the college. The Career Advancement Scheme (CAS) also quantifies the performance of the teachers, whose promotion are due under CAS

Institutional Values and Best Practices

- **Classes:** The college encourages remedial and tutorial classes for the weaker students as most of them come from economically and socially backward sections of the society
- The college stresses on a green and clean campus. Trees have been planted in the campus with the help of the local Panchayat. Dustbins, separately for wet wastes and dry wastes, have been put at all the strategic locations of the college
- **Skill development:** The college encourages bridging the gap between academics and market related skill development as the students do need employability while doing their graduation. Hence the college runs a Beautician Course so that students can use that skill to find self-employment at the end of their graduation
- **Green Audit:** The college takes initiative to spread awareness about the environment for which the college conducts Green Audit
- **Gender Audit:** The college wants to spread gender awareness more and more and hence the college runs Gender Audit
- **Academic and Administrative Audit** is done regularly by the IQAC
- During the Pandemic, the college took the classes and the add on courses in the online mode so that the academic standard of the students did not get hampered
- **Code of Conduct:** The college has a Code of Conduct for its teachers, non-teaching staff and the students displayed in the website of the college
- **Outreach Programmes:** The NSS of the college runs social outreach programmes regularly so that the students and the immediate neighbouring community of the college stay in touch regularly for mutual sensitivity
- **Best Practice:** The best practice of the college includes programmes conducted to make the students more employer friendly and running a 360 degree appraisal for teachers
- **Institutional distinctiveness:** The institutional distinctiveness is in the number of girl students, coming from economically and socially backward sections of the society, who pursue their graduation from this college and go forward to make a mark in society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PANCHLA MAHAVIDYALAYA
Address	RAGHUDEVPUR ULUBERIA HOWRAH WEST BENGAL. PIN - 711322
City	RAGHUDEVPUR HOWRAH
State	West Bengal
Pin	711322
Website	www.panchlamv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ARPITA MANDAL NANDI	033-9874259356	9874259356	-	panchla.mahavidyalaya1@gmail.com
IQAC / CIQA coordinator	NILANJAN CHAKRABORTY	-	9830953826	-	iqac.pm@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-07-2023	View Document
12B of UGC	04-07-2023	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	RAGHUDEVPUR ULUBERIA HOWRAH WEST BENGAL. PIN - 711322	Rural	2.98	8640

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali,	48	Passed in Higher Secondary Level and minum of fifty percent marks in the Honours Subject for the General Category and forty five percent marks for the reserved category	Bengali	148	148
UG	BA,History,	48	Passed in Higher Secondary Level with a minimum of percent marks in the Honours subject for the general category and forty five percent marks for the reserved category	Bengali	148	130
UG	BA,Educatio n,	48	Passed in Higher Secondary Level with a minimum of fifty percent marks in the Honours subject for	Bengali	148	56

			the general category and forty five percent for the reserved category			
UG	BA,English,	36	Passed in Higher Secondary level	English,Bengali	72	1
UG	BA,Political Science,	36	Passed in Higher Secondary Level	Bengali	111	12
UG	BCom,Bcom,	36	Passed in Higher Secondary Level	Bengali	67	11

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				3			
Recruited	0	0	0	0	0	2	0	2	2	1	0	3
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				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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.	0	0	0	0	2	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		6	2	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	151	0	0	0	151
	Female	403	0	0	0	403
	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	3	5	22	4
	Female	12	9	51	10
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	23	18	27	13
	Female	33	28	77	15
	Others	0	0	0	0
General	Male	37	88	89	58
	Female	129	139	193	135
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		237	287	459	235

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college has tried to include inter-disciplinary approach to learning and teaching methods. It must be kept in mind however, that the college has no science departments and the Multi-disciplinary Course in B.Com was started only from the session 2023-24. Hence, the intra-college scope for inter-disciplinary studies is limited. However, the college has tried to fill in this gap by trying to organize some inter-disciplinary lectures through NSS activities and Outreach programmes. The NSS unit of the college has organized lectures on environment, anti-tobacco drive, language issues to give an exposure to the students on these areas. The Department of English and the Department of Bengali organized an Online</p>
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	<p>International Seminar titled 'Of Centres and Margins: Origin, Issues and Conflicts' in June, 2021 to give an exposure to the students on various issues related to Postcoloniality and its various representations in the fields of literature, art, society, culture and politics. Keeping in mind the thrust area of NEP, the institution runs classes on Beautician Course and self-defence courses to expose the students on these areas. The college also organizes career counseling sessions through competent agencies in order to expose the students in the direction of career options available to them after they pass UG.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits will have to be introduced by the affiliating University, that is, University of Calcutta, as the college has no autonomy in this regard. However, the college plans to introduce Certificate Courses in the near future and run them with competent agencies so that they may be used for Academic Bank of Credit, provided the University of Calcutta gives permission to do so.</p>
<p>3. Skill development:</p>	<p>The college tries to instill skill development among the students by arranging for career counseling sessions. The college has MoU with Anudip Foundation, ITC Uluberia and George Telegraph to run career counseling sessions in order to give direction to the students as to what they can do after passing out of the college. The college also runs a Beautician Course to bridge the gap between academics and skills required for the market. The college also runs Add-on courses, keeping in mind the skill development of the students in the field of DTP, basic computer skills, communicative English, etc.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Since the college is an affiliated one, it does not have any autonomy on framing the syllabus. However, the syllabus of the University of Calcutta does provide with the opportunity to deal with Indian knowledge systems in the classroom. Courses in History and Education have papers dealing with Vedic knowledge systems, ancient Indian art, culture and social systems and ancient Indian learning systems. Courses in Bengali and English have sections dealing with Sanskrit literature, Indian writings in English, ancient and medieval Bengali literature, etc. The Add-on courses run the departments of History and Education</p>

	have concentrated on the various issues related to the Indian Knowledge System.
5. Focus on Outcome based education (OBE):	There is no doubt that the main thrust area in the NEP is the Outcome Based education (OBE). The shift from the traditional teaching-learning method is from a teacher-centred education to a student based one. The main focus is on receptivity of the students and how they produce that learning after education. The Academic Calendar is prepared by the college keeping in mind the outcome based education of the institution. The CBCS system, and the newly introduced CCF system (from 2023-24 academic session) has mainly concentrated on the student-centric learning approach. Course Outcome (C.O) and Programme Outcome (P.O) are prepared by each department. The college organizes quiz competitions, extension lectures, seminars and student seminars to engage the students in Outcome Based education (OBE). The college also has a feedback system in place so that the students can give their feedback regarding the curriculum delivery.
6. Distance education/online education:	The college has no centre for Distance Education. As far as online education is concerned, the college did take online classes during the Covid-19 pandemic. During that period, all the classes were held in online platforms, with the teachers extending the curriculum to the students through the online classes. Add On Courses were also held online during that period. However, after the gradual return to normalcy from 2022 onwards, the college has returned back to the usual offline classes. However, the teachers do take online classes when the college remains occasionally closed, under the instructions of the Govt. of West Bengal and/or University of Calcutta during the Heat Waves or when the college remains partially closed due to recess.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) have been set up in the college by the IQAC on 05.04.2023.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes, the club is a functional body and quite representative in character, consisting of Teachers,

whether the ELCs are functional? Whether the ELCs are representative in character?	Non-Teaching Staff and Students.
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.	The Electoral Officers have visited the college to educate the students about electoral processes, how to enroll in the Voters' List, how to correct the errors in the Voter ID Card, etc. The students have participated in Youth Parliament programmes. The students of the Political Science department have got involved in peer teaching to educate the fellow students about the various technicalities of the election system in India.
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.	The Political Science Department have observed the Constitution Day at the concerned time to discuss the various issues pertaining to the Constitution of India
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.	The student volunteers of the club try to reach out to the students who are above 18 and yet to be registered as a voter of India and encourage them to enroll themselves in the Voters' List.

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
486	724	482	375	316

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: 10

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
10	10	10	10	05

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
999999	640990	286661	999999	999999

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:

Panchla Mahavidyalaya is a college that mainly caters to the socially and economically backward sections of the society, and hence the delivery of curriculum is done in a way that caters to such students. The college is an affiliated one, and hence, it has to follow the curriculum prescribed by the University of Calcutta. However, the teachers of the college try to take remedial classes to make the curriculum more outcome based. The Choice Based Credit System (CBCS) was introduced from the session 2018-19 by the University of Calcutta, and it was a curriculum that was made keeping in mind the programme and course based outcome method of teaching and learning. The CBCS curriculum ensures that students compulsorily have to submit projects and assignments as a part of the curriculum. Apart from the projects and assignments, the teachers follow the conventional chalk and talk method of teaching and the library provides for the books required by the students for reference work. The IQAC and the Academic Sub-committee of the college prepares the Academic calendar annually to deliver the course in a time bound and effective manner.

- Preparing Prospectus and Time Table: The IQAC and Academic sub-committee prepares the prospectus and the central routine of the college, giving all relevant details regarding the curriculum, academic and co-curricular activities and the schedule of classes
- Academic calendar and plan: The IQAC and the Academic sub-committee prepare the academic calendar annually at the beginning of each session as per the guidelines and schedule of the University of Calcutta. The individual departments then make plans to schedule the number of classes, maintaining the credit requirement for each course and paper. The tentative time frame for internal examinations and Continuous Internal Assessment are also given in those plans so that the teachers and students can prepare their lessons well in advance.
- Evaluation format: Since the college is an affiliated one, it follows the evaluation pattern as prescribed by the UGBOS of the respective departments.
- Innovative Teaching mechanisms: The teachers are encouraged to use innovative mechanisms in delivery of their course, such as use of PPT, showing videos wherever necessary and relevant, and encouraging students to participate in discussions in the classes. The college also organizes debates, quiz competitions and student seminars for the students as a part of innovative teaching mechanisms.
- Academic Resource Bank and Learning Management System (LMS): The teachers upload the study materials through the LMS for the students to download them. The LMS has helped the students to come to terms with an alternative method of learning compared to the traditional chalk and talk method.
- Inter departmental faculty exchange programme: This programme encourages the students to get exposed to teachers who are not a part of the regular faculty of the college. The IQAC, in

association with the departments, organizes extension lectures by teachers from other colleges and institutions to encourage the students to maintain a larger perspective in learning.

- **Compilation of Question Banks:** Faculties of all the departments try to prepare a question bank for the students so that they are prepared for the examination. The University questions are preserved in the library for the future referencing of the students and the teachers.

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: 18

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

Other Upload Files

1

[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: 60.68

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
403	444	0	315	284

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:

Professional values and gender values: It has to be kept in mind that the college is an affiliated one and hence has no hand in designing the curriculum for the students, which is done by the University of Calcutta. However, within the prescribed syllabus of the University of Calcutta, there are areas related to gender, human values and environment. Departments like Bengali and English have papers on women's writing and the representation of women in literature. Departments like Education, History and Political Science have areas related to women's movements in various epochs of history and how they shaped the consciousness of the societies and nations in which the movements took place. The University syllabus has a separate compulsory paper on Environmental Science, which has to be studied by students of all the courses and this sensitizes the students towards environmental issues and the absolute need to protect the environment. The NSS Unit of the college and the Cultural Sub-committee have conducted programmes through social outreach to gender sensitize the students. The International Women's Day is regularly observed in the college by the Cultural sub-committee of the college. The college has also arranged to screen films on issues of gender equality.

Human values: The Social Science departments of the college try to impart human values to the students through inter-departmental activities. The cultural sub-committee observes significant days like the International Mother Tongue Day to impart a sense of social inclusivity among the students. The NSS also tries to inculcate values of social inclusivity, communal harmony and gender equality through social outreach programmes and special camps.

Environment and sustainability: Environment is the most important issue in the present scenario. The University syllabus has a separate paper on Environmental Science (ENVS) and that has to be studied by each student of all the courses. This course has been designed keeping in mind the issue of environmental sensitization among the students. The NSS Unit of the college organizes special camps and lectures to sensitize the students on environmental issues. The NSS regularly observes the World Environment Day and puts up posters to direct the students to switch off fans and lights when not in use. The NSS also organizes social outreach drives on issues like prevention of dengue and malaria, environmental issues and ethics and the prevention of using plastics. The college has a rain water harvesting system to do a bit for the environment. The NSS Unit has also regularly observed afforestation programmes by planting trees in and around the college.

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: 95.88

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

Response: 466

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: 53.59

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
232	459	287	237	232

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
540	540	540	540	540

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: 27.76

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
37	109	69	72	53

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
245	245	245	245	245

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: 48.6

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:

Teaching-learning methods adopted by the college include the traditional chalk and talk method, ICT enabled lectures and experiential learning, which all help to bring the teaching-learning process nearer to the experiential domain of the students. Power point presentations make the lectures interesting to the students and the teachers make use of PPT wherever applicable and necessary. The teachers try to make the utmost use of technology to make the learning process for the students more interesting.

- Students are made to participate in various extra-curricular activities to make the curriculum seem more practical to them. Students are often taken on field trips, trips to museum and social outreach programmes to bridge the gap between theory and practical. To sustain this effort, beautician courses and tailoring classes have been started for the girls to empower the girls in practical skills and make them suited for self-employment. Quiz competitions, debates and student seminars are held to make the students more skilled in terms of public speaking and personal grooming so that they become skilled to take on the industry in future.
- The Education department conducts surveys and data analysis as a part of their curriculum under the supervision of the teachers. Projects are a part of the curriculum of each department and students are exposed to experiential learning through the making of these projects.
- Field trips and visits to museum are done regularly by the various departments. Department of History, Bengali and Education have done these field trips and study tours to bring the students closer to the grass root learning of things. Students have also participated and done well in Youth Parliament competitions, giving them an exposure to issues of daily life in the society.
- The teaching-learning method in the college tries to employ ICT based tools. Teachers make use of PPT in their classes whenever required. The LMS is the digital repository of the college where teachers upload PDF's and videos to expedite learning through a digital platform. We have 01 ICT enabled room, 01 portable projector and 05 Printers in the college.
- Apart from the traditional modes of teaching and learning, the students are encouraged to participate in student seminars, debates and quiz competitions for experiential and interactive learning.
- A wall magazine 'Korok' is published to encourage the creative instincts of the students. The Bengali Department has published a little magazine called 'Swapnoboha' and encouraged the students to contribute to it.
- Add on and certificate courses try to bridge the gap between theory and experiential learning.
- During the pandemic, webinars and online lectures were arranged for to prevent the students from feeling helpless and left out.

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:** 97.83**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
10	10	10	10	06

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:** 82.22**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
08	08	08	08	05

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:

Response:

The introduction of the CBCS system from the session 2018-19 has made the evaluation process for the external and internal examinations more effective, structured and regular.

- 10% of the total weightage is reserved for internal assessment in all the papers through examination, as per the directives of the University of Calcutta.
- 15% of the total weightage is reserved for internal assessment through projects and tutorials, as per the directives of the University of Calcutta.
- 10% of the total weightage is reserved for attendance, as per the directives of the University of Calcutta.
- In the first orientation programme of the students, the students are communicated about the mechanisms of internal and external assessments so that they have a clear idea about it.
- The institutional academic calendar gives an idea about a tentative time frame as to when the internal and the external examinations will take place so that the students can start preparing for them well in advance.
- The departments take class tests and participate in continuous internal evaluation to track the academic progress of the students. Wherever necessary, required assistance is given by the teachers. The evaluation records are preserved for future reference.
- The college has an Examination sub-committee to oversee all issues related to the conduct of examinations
- The Principal, IQAC and the Academic sub-committee monitor the academic progress of the students
- Class tests give the students an opportunity to improve their performances

- The Principal meets the parents to receive any grievance from their part
- The teachers encourage the students to think independently regarding the issues prescribed in the curriculum and represent them in the projects
- MCQ tests are taken and projects given for the students to develop their analytical and critical thinking
- Tutorial classes are taken by the teachers to develop alternative pedagogical thinking among the students
- Teachers encourage the students to participate in group discussions and presentations to encourage the students to think and present issues independently.
- The gap between theoretical learning and practical experience is bridged through field trips and study tours.
- The Principal and the IQAC Coordinator meet students whenever required to hear about any grievances on their part related to classes and examination related issues. If any anomaly is seen in any of the students' admit cards or registration certificate, the matter is brought to the notice of the relevant departments of the University of Calcutta as a part of grievance redressal system
- The College Grievance Cell takes active part in addressing any grievances received from the students and teachers

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:

In compliance with norms, rules and objectives of the University of Calcutta, the Programme Outcomes (PO's), Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) are drawn up by the departments. These are published through the following means:

- Website
- Academic calendars
- Class room interaction with students
- Departmental and college notice boards
- Student Orientation programmes
- Parent teacher meeting
- Faculty meetings
- Academic sub-committee, Teachers' Council and the IQAC

The IQAC and the HOD's try to create awareness regarding Pos, PSOs and COs and explain to the students regarding the importance of to attain these outcomes.

Programme Specific Outcomes (PSOs) are the descriptions about specific skill requirements and accomplishments to be fulfilled by the students. POs include many areas of inter-related knowledge, skills and personality traits that have to be acquired by the students during their graduation. Course Outcomes (COs) describe the essential and enduring disciplinary knowledge, and abilities, which the students have to acquire while they are doing their graduation.

- Mechanisms of Programme Outcomes and Course Outcomes are adopted for all the programmes and courses which are run by the college, as per the guidelines and norms set by the University of Calcutta.
- The college encourages the teachers to attend FDPs, Workshops, Seminars and Refresher Courses to attain the outcomes while delivering their teaching in the classes.
- Attainment of programme outcomes and programme specific outcomes are evaluated with the help of course outcomes of relevant programmes through direct evaluation system. This is normally done through the internal, tutorial examinations and class tests. The performance of the students is recorded by the departments. Attainments are measured in tune with the norms and guidelines of the University of Calcutta, which are then aligned with the programme outcomes of the respective subjects. The college evaluates the students who are enrolled with the Certificate/Add on courses.
- Students are evaluated throughout a semester with class tests, internal evaluations and projects for assessing the attainment level of Programme Outcome and Programme Specific Outcome.
- Institution collects feedback forms from the students, which is an important method for measuring of attainment of objective identification of the attainment level of students in terms of programme, subject course and syllabus outcomes in order to understand the impact of the teaching-learning process.
- One way of understanding the attainment of Programme Outcome is by assessing the employability of the students. The students are given career counseling by Anudip Foundation and George Telegraph to make them aware of various job opportunities after completing their graduation.
- Another parameter to judge POs, PSOs and COs is by keeping track of the students who progress towards further higher education or are employed. The college tries to keep track of those students who progress towards M.A or other Masters courses or find job after passing out of the college.

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:**

Examination process for attainment of Programme Outcome (PO) and Course Outcomes (CO)

- Direct ways to evaluate course outcome

The degree of attainment of Course Outcomes (COs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are calculated using various parameters throughout the semester of the academic year.

The faculty in each department records the performance of the students with the help of specified CO through a continuous evaluation process, class tests and projects in order to evaluate the POs and PSOs attained by the students.

Some of the key indicators of measuring attainment are:

- End Semester University Examination

Since the college is an affiliated one, the students have to take an End Semester examination conducted by the University of Calcutta as per the norms of the University and through that, the college measures PO based on the course attainment level fixed by the programme.

- Internal Assessment

As per the rules of the University of Calcutta, the college conducts an internal examination (10 marks in attendance + 10 marks in exam) and Tutorial project evaluation (15 marks). In addition to this, the college also takes Continuous Internal Evaluation in the form of class tests to assess the course outcome so that the students can improve upon their performance.

- External Assessment

The University conducts the external end semester examination. The Education department appoints external examiners to evaluate the project and practical work of the students as per the directions of the University.

- Result analysis

At the end of each semester, result analysis of each course is done through bar charts indicating the percentage of students falling in different categories of Cumulative Grade Point (CGPA) obtained. This is a good indicator to evaluate POs, PSOs and COs as specified by the University.

- Placements

The college conducts career counseling sessions to encourage students towards effective placements.

- Indirect ways to evaluate course outcomes

Indirect method to measure course attainment is calculated on feedback reports obtained from the students after completion of the course. Teacher Assessment includes 20 marks for each student. Average score is obtained based on the teachers' responses. Attainment level score is calculated for each course by combining 80% of direct method and 20% of indirect method.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 57.1

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
41	59	72	23	10

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
131	99	80	28	21

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: 0

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	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The annual Self-Appraisal System maintained by the individual teachers keep a tab on their research performance annually. The IQAC encourages the teachers to publish articles in peer-reviewed journals and books and present papers in national and international conferences.

Publications: The teachers are encouraged to publish their articles in peer-reviewed journals and UC CARE listed journals. Students are encouraged to publish their ideas in the college waal magazine 'KOROK' and the departmental journal of Bengali 'SWAPNOBOHA'. The Dept. of English has brought out 4 books with ISBN in the area of Postcolonial studies.

Workshops and seminars: The Dept. of English and the Dept. of Bengali, in association with the IQAC of the college and the IQAC of Puras Kanpur Haridas Nandi Mahavidyalaya organized an International Online Seminar from 25th to 27th of June, 2021, inviting speakers from Africa, USA and Europe, along

with speakers from India. More than 260 papers were presented during the seminar. Apart from this, all the departments have organized national and international webinars, extension lectures and invited talks to encourage a general ambience of research and innovation. The departments are encouraged regularly by the IQAC to hold departmental extension lectures, where students get an exposure to the various research methodologies and orientations which are in the current trend in the contemporary research field. The teachers are also encouraged to present papers in national and international seminars and conferences to make them updated in the research areas.

Peer Teaching: Students are often encouraged to involve themselves in peer teaching. This effectively creates an environment of innovation as peer teaching helps the students to come up with newer ideas and deliverance which ultimately grooms them for their future professional career.

Students' Publication: The scope for student's publication is limited in a college like this, comprising only of UG students. However, the students are required to do project works as per the curriculum of the University of Calcutta. It is there that they are groomed to take a research oriented approach, though at a very basic level.

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: 28

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
09	02	08	03	06

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: 0.4

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
2	0	2	0	0

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: 1.9

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
4	5	0	4	6

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 NSS Unit of the college has done a number of social outreach and extension programmes like awareness towards malaria and dengue, importance of maintaining hygiene in the neighbourhood, awareness towards AIDS and banning of plastic usage to raise these important issues among the students.

Community Service Projects: The college has taken initiatives like cleanliness and hygiene maintenance in the neighbouring villages, blood donation camps, blood group detection camps, thalassemia detection camps and literacy drive through mobile library services. During the pandemic, the college organized Covid vaccination camps for the students.

Awareness Campaigns: The NSS Unit of the college has run awareness campaigns to raise issues like prevention of dengue and malaria, water conservation, AIDS prevention, importance of afforestation and so on.

Workshops: The NSS Unit of the college has done workshops on the importance of planting trees, water harvesting and social and gender justice.

Cultural Events: The Cultural Sub-committee has actively pursued cultural activities like observing the International Mother Tongue's Day, International Women's Day, Guru Pranam, and bringing out a wall magazine called 'KOROK' to give a platform to the students to express their creative talents. The college has also organized book fairs and annual prize distribution day.

Certificate/Add on courses: Certificate/Add on courses is run by the college to enhance the skill development among the students for their academic benefit and to enhance their skill levels for the job market. The individual departments run these courses so that the courses develop the skill level of the students for the job market.

Outcome:

- Community services help the students to become more sensitive to people and environment around them
- The students of the different departments gain knowledge about the different social problems plaguing the society around them. The direct interaction of the students with the community people helps them to gain a firsthand knowledge about issues which need redressal in the community around them.
- The interaction with the community members help the students to gain on leadership, team work and interactive practices while tackling social issues
- Cultural events help the students to appreciate the multi-cultural diversity of India and be tolerant towards every cultural practice
- The Add on courses help the students to know things which are not a part of the main syllabus but adds to their professional skills and values and ethics of their moral construct

Impact:

- The extension and outreach programmes create a significant impact among the students to foster a sense of shared responsibility and duty towards society, culture and environment
- Students get an experiential learning about the problems that are being faced by the people in the community around them
- Students learn about empathy, team work and leadership skills while going through the extension programmes. The programmes help to build a positive relationship between the college and the community surrounding it.

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:**

The institution, faculty or the students are yet to receive any such award.

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: 48

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
16	10	05	06	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: 28

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:

Physically, the college covers a campus area of 2.98 acres and at present, the building area covers 0.20 acres and a built up area of 8,640 sq mt which is sub divided into two blocks – the academic and the administrative sections and a college hostel, build by the funds received from the Higher Education Dept., Govt. of West Bengal, and funds from MPLAD and MLA funds and from funds given by the Zilla Parishad. Since the academic and the administrative blocks are in the same building, it ensures a smooth functioning of the academic and administrative activities. The institution provides some physical facilities for the smooth functioning of the academic, administrative and co-curricular activities:

The college ensures an optimal level of infrastructural and physical facilities for teaching and learning.

- Well ventilated classrooms spread across three floors.
- There are 11 classrooms in the campus
- There is a Computer Lab for the students, where 16 computers are being provided for the use of the students
- There is a seminar room with audio-visual facilities, cordless microphones and projectors
- The seminar room is also used as a smart classroom for power point presentations to the students
- The college library has 1309 books, which are provided to students for reading and lending
- Computers and internet facilities are provided for administrative purposes
- Wi-fi enabled campus for teachers and staff
- Playground is there for outdoor sports
- CCTV cameras for the security of the students, staff and teachers
- Rain water harvesting system for the cultivation of rain water
- A garden maintained by the NSS Unit of the college to encourage the students to go green
- Hostel facility for the minority girl students

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: 61.48

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
611610	197461	56040	999999	549667

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 college shifted to its present location in 2015 and from then on efforts have been made to upgrade the library resources of the college. Since the college is a relatively new one, it faces a lot of problems regarding the collection and receipt of adequate funds to buy books and subscribe to quality journals for the students. At present, there are 1309 books in the library, which the college authority understands, are inadequate for the students. The books are mainly syllabus oriented and cater to the areas within the syllabus of the different courses and subjects. However, since the college is yet to appear for the first cycle of NAAC accreditation it has no sources of funds to procure books for the library or subscribe to quality journals. Whatever books have been bought so far is through the college fund, which in itself is an inadequate source since it depends only on the collection of fees from the students. Since most of the

students come from socially and economically marginalized sections of the society, the college has deliberately kept the fees of the students at a bare minimum level so that the poorest of the students can afford to take admission in this college for pursuing higher education. So, the result of all this is that the college is left with very little funds to provide for the upgradation of the library in terms of buying more books and subscribing to quality national/international journals.

The Principal is trying her utmost to procure funds for buying books for the library as also to install the KOHA software. However, if the college is able to do relatively well in the NAAC accreditation process, then it is hopeful that it will receive funds from the competent authorities to procure the adequate number of books for the students, subscribe to national/international journals and make them available to the students and install the KOHA software for the proper cataloguing of books in the library.

The college has organized a book fair within the campus to encourage reading habits among the students.

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:

The college, Panchla Mahavidyalaya, has always tried to focus consistently on the IT development of the college and application development for academic and administrative support, IT based infrastructure have been improved over the last few years. The Dept. of Higher Education, Govt. of West Bengal has provided with funds for the upgradation of the IT infrastructure of the college for the academic benefit of the students.

- The campus has been enabled with internet service of 125 Mbps bandwidth on 24×7 support, providing the access to teachers and the administrative staff of the college so that they can use it for the benefit of the college
- New computers have been purchased in the last 5 years for upgrading the IT facilities of the college
- The institution has spent 5.9% of the total budget in the up gradation of the IT facilities in the college in the last 5 years

- The institutional website is maintained and updated regularly, especially in terms of circulation of notices so that all the concerned stakeholders may get information about updates of events in the college
- The Wi-Fi routers have been installed for improving the network related issues in the campus, which ultimately helps in taking ICT enabled classes
- LAN and network connections are duly monitored by technical assistants
- All the modules used for admission and accounts and University related examination works like uploading of marks are supported by high-speed internet facility
- The college has a dedicated Learning Management System (LMS)
- College has an online feedback mechanism for stakeholders like students, teachers and alumni
- College has 360 degree Performance Appraisal System
- CCTV surveillance is installed all across the campus for the security of the teachers, staff and students, supported by a Wi-Fi connectivity
- LCD projectors, water purifiers, CCTVs are maintained and upgraded based on annual maintenance contract (AMC). Technical support is provided for the maintenance of these things
- There is a smart classroom enabled with a projector and smart board, supported by Wi-Fi connectivity
- Question papers from the previous years in the University examination are digitized and uploaded in the institutional website for the students to download them

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: 27

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

Response: 18

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: 66.75

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
999999	403497	184659	400572	633052

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: 88.25

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
432	567	482	375	247

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	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: 51.66

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
392	222	137	248	232

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: 34.63

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
36	32	2	1	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
41	59	72	23	10

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: 0

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
0	0	0	0	0

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: 13.6

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
16	8	12	16	16

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:

There is no registered Alumni Association in the college. However, the college is trying to get a Registered Alumni Association in place.

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:

Mission:

- To create a platform for the socially and economically backward sections of the society to receive higher education
- To empower the women coming from those sections of the society through higher education
- To provide the platform for academic and skill development for the socio-economically backward sections of the society
- To create a skilled workforce out of the first generation learners
- To foster a spirit of social inclusion among the students
- Provide a scope for a holistic learning among the students
- To make the students morally responsible citizens of India with a knowledge of sustained growth

Perspective plan towards accomplishing the vision and mission:

With the introduction of CFF from the 2023-24 academic session and the ongoing CBCS system in the second and third years, the college is planning to reform its policies and implement them through the future Institutional Plan:

- The college has already run some Add On Courses in 2021-22 and 2022-23 sessions and it is planning to run more such courses in future to diversify the process of holistic learning
- To upgrade the library by including more books and journals for increasing the academic interest of the students
- By encouraging the students to participate more in the co-curricular activities and career counseling programmes
- To enhance the student support system
- To ensure more transparency in the student evaluation system by training them how to tackle University Examinations
- By increasing the community outreach of the college through more outreach programmes conducted by the college centrally and through its NSS Unit, so that a more comprehensive relationship is built between the college and its immediate neighbouring community
- By encouraging more students to participate in the life skill programmes of the college like tailoring and beautician courses
- Teaching is a continuously evolving process with a scope for continuous improvement. The feedback from the students and the parents help in improving the scope and quality of the teaching-learning process

Decentralization:

The college has a mechanism to provide operational and functional autonomy to the various wings to work towards a decentralized system:

- The action plan of the college with its vision and mission is ensured through definite organizational framework, prospective planning, and dynamic leadership and decentralized administration. The Principal as the Head of the Institution monitors academic administration and management through well established statutory/non-statutory committees
- The Governing Body of the college is headed by its President and Principal as the Secretary and comprises of members from the teaching and non-teaching staff of the college and other external members. The Governing Body takes its decisions through recommendations from the Finance Committee, IQAC and the various sub-committees wherever and whenever there is a need for consultation.
- The Teachers' Council holds meetings regularly and makes recommendations to the college authority whenever such a recommendation is deemed fit to be made in the interest of teachers and students. This encourages a decentralized approach to governance of the college.

Participative Management:

- The sub-committees, under the leadership of their coordinators handle and chart out the activities effectively in a complete and constructive manner
- The students, the non-teaching staff and the teachers are encouraged to participate in all the activities of the college
- Feedback is taken from the students and the parents to improve the overall academic and administrative quality of the college

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

6.2 Strategy Development and Deployment**6.2.1**

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

Response:

College rules and code of conduct:

- Teaching and Non-Teaching posts are created by the Govt. of West Bengal

- Rosters for Teaching and Non-Teaching posts are authenticated by the Backward Classes Welfare Department, Govt. of West Bengal
- Requisitions for teachers are sent to the West Bengal College Service Commission (WBCSC) whenever there is a vacant post lying against the advertisements published by the WBCSC from time to time

The appointment policy of permanent teachers in substantive posts is guided by UGC rule:

- Recommendation from WBCSC
- Governing Body approval
- Appointment letter issued by the Principal against the approval of the GB
- Joining of the incumbent
- GB confirmation of the joining
- GB recommendation for Pay fixation
- Pay fixation from the DPI, Govt. of West Bengal
- Confirmation of service by GB after probationary period

Transfer is allowed as per the rules and norms of the Govt. of West Bengal. However, recommendation and other processes remain the same as stated as above.

The appointment policy of State Aided College Teachers (SACT) is guided by WB Government.

- Requisition by the Department
- Placed in the GB meeting
- Advertisements as per standard protocol (to be appointed as contractual full timers before the G.O for SACT came)
- Panel of experts
- Interview
- Merit List panel
- GB approval
- Appointment
- Approved by Govt. of West Bengal on 01.01.2020

The IQAC and the Principal work together to put into action government policies and plans in matters of employment and service conditions and promotion.

All progressive academic initiatives are implemented through rigorous planning which is initially proposed in the Academic Sub-committee and the IQAC. Financial decisions are first endorsed by the Finance Committee and then are finally ratified by the Governing Body.

- Governing Body (GB): GB is responsible for the operation of all aspects of the institution including its finance, human resource, and educational activities and infrastructure development. It formulates the policies and deliberates on the financial, administrative and academic matters of the college so that the college can serve its stakeholders as per the stated vision and mission of the college
- Internal Quality Assurance Cell (IQAC): The IQAC of the college takes effective measures to monitor the overall academic quality of the students. It ensures that Continuous Internal Evaluation is done and an analysis is done based on those evaluations for the further

improvement of the students. The IQAC organizes seminars and conferences and extension lectures through the various departments to encourage a holistic learning among the students. The IQAC acts as the link between the students and teachers with the Principal and the GB for improving the overall academic improvement of the college.

- Finance Committee (FC): The Finance Committee is entrusted with the duty of maximizing the utilization of the resources of the college for its development. It helps the administration to fulfill the financial responsibilities. The committee reviews and prepares the budget proposal under the direction of the Bursar and the Principal which is then sent to the GB for final approval.
- Academic Sub-committee: It is responsible for the maintenance of standards of education, teaching and learning, inter departmental coordination and drawing up the academic calendar at the beginning of each session.

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: B. 3 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:

Performance Appraisal System:

Teachers' appraisal is based on two approaches-

- Career Advancement Scheme (CAS)
- 360 degree Teachers' Performance Appraisal

The performance of each faculty member is assessed according to the annual self-assessment for the Performance Based Appraisal System (PBAS) which is checked and verified by the concerned HODs, the IQAC Coordinator and the Principal.

Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) that is based on the API score. The faculty members are assigned additional duties and responsibilities beside their usual academic duties, like working for the sub-committees, arranging for the cultural and co-curricular activities of the college and contributing to administrative duties of the college. The institute gives appropriate weightage for the contributions in their overall assessment, as per the regulations of the UGC and the Higher Education Dept., Govt. of West Bengal.

Non-Teaching Staff:

The Non-Teaching Staff of the college are also assessed through annual performance appraisal. Appraisal of the Non-Teaching Staff is done by the Principal and the Bursar. The Principal meets with the Non-Teaching Staff regularly and hears about their grievances, if any. She tries to improve the performances of the Non-Teaching Staff by recommending corrective measures to them and their hard work is well appreciated.

The college has effective welfare measures for its Teaching and Non-Teaching Staff:

- Financial
 - Financial assistance is provided to teaching staff to attend FDPs, RCs and conferences from the session 2023-24. The college has a financial crunch and hence this provision could not be made before
 - Loan facilities from Provident Fund as per Government rules
 - Pension Gratuity and Leave Encashment to permanent teachers as per Government norms
 - Felicitation of teachers when they received their PhD degree

- Professional Development
 - Permission is duly granted to participate in Refresher Courses and FDPs to the teachers for their professional development
 - From the 2023-24 session, upon the recommendation of the IQAC, the GB of the college has permitted to release the fees of FDPs/RCs to teachers from the college fund
 - The non-doctoral teachers are encouraged to enroll for PhD programmes
 - The college gives Study Leaves to teachers, provided it is sanctioned by the DPI, Govt. of West Bengal

- ICT Facilities
 - Wi-Fi enabled campus for the teachers and the non-teaching staff
 - Desktop facilities with internet connection is given to the teachers and the non-teaching staff
 - ICT enabled one smart class with projectors
 - A portable projector is there to turn any classroom into an ICT enabled one

- General Support Facilities
 - Water purifier system for everyone in the campus, including the students
 - Canteen for the teachers, staff and the students
 - Identity cards for teachers and students
 - Casual Leave, Medical Leave, Earned Leave, Maternity/Paternity Leave, Child Care Leave, Study Leave (only for teachers) for the teachers and non-teaching staff as per the rules of the Govt. of West Bengal
 - WB Govt. Health Scheme for the teachers and staff for those who want to avail it

- Recreational Activities for physical and emotional well-being
 - Annual picnic for the teachers and the non-teaching staff
 - Participation by the teachers and non-teaching staff in games on the Annual Sports Day

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 / workshop s 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: 26.25

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
10	10	0	1	0

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
07	07	07	07	07

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 college executes its financial strategies through mobilization and utilization of funds under the Finance-Sub-committee which comprises of internal and external members

- Proposal placed, approval sought and fund identified

- Requisition from the Departments
- Tender purchase/FC/GB
- Budget placed
- FC approval
- GB Approval

- Approval of proposal/purchase/Work Order

- Tender Purchase/FC

- GB

- Fund Sources
 - MPLAD/ MLA resources
 - Zilla Parishad, Howrah
 - Raghudevpur Gram Panchayat
 - Higher Education Dept., Govt. of West Bengal
 - College fund through the fees paid by the students

- Utilisation
 - Tender purchase/FC
 - GB
 - Notice/Advertisement (as per rule)
 - Tender Purchase/FC/GB
 - Purchase work done
 - FC and GB (Payment Order)
 - Payment

- The Finance Sub-committee meets at least three to four times a year to examine the accounts and to scrutinize proposals for expenditure and ensure financial transparency through internal and

external audits

- To consider the annual accounts and financial estimates of the college and recommend the annual budget and estimates to the Governing Body for approval
- To fix the total recurring and non-recurring expenditure of the year based on the income and resources of the college
- Utilization of government grants received from MPLAD, funds from the MLA, funds from the Higher Education Department, Govt. of West Bengal and funds received from the Zilla Parishad and Panchayat as per the norms of the concerned departments and authority
- College fund is used for infrastructural development, student centric activities and programmes within the college campus

Following mechanisms are implemented to utilize the fund potential of the institution:

- Certificate/Add on courses are conducted
- Seminars/Extension lectures are conducted
- Regular sanitization of the college was done during the Covid period

The audit aims to review whether the processes involved in the financial transactions are done as per norms and rules of the government. If any deviation is found, the auditors provide the college with solutions to improve the transparency in financial transactions. The auditors also recommend how to rectify the current financial policy with the present best practices among educational institutions.

- Internal audits and government audits make the financial transactions transparent and objective and make the whole process accountable
- Stock audits are being done and maintained for asset maintenance
- The Internal audit is being done by the GB appointed CA and under the supervision of the Principal, the Bursar and members from the Governing Body
- The external audit is done by an auditor appointed by the DPI, Govt. of West Bengal
- IT and GST returns are submitted and filed within the stipulated time.

Finally, all reports related to audit are placed before the Finance Committee and the Governing Body for their approval.

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:

The college has formed the IQAC with external members in 2023, but before that the IQAC functioned with the internal members comprising of the faculty members.

- Formation of regulation, curriculum and syllabus: PO, CO, PSOs, Tutorial and Remedial classes for slow learners. Since the college is an accredited one, the IQAC has no authority to form curriculum and syllabus
- The IQAC takes initiatives in forming the Academic Calendar and Curriculum Planning at the beginning of each academic session
- Accreditation and ranking: AISHE and preparation for 1st cycle of NAAC Accreditation
- Regular meeting with students through induction programmes before the commencement of classes for academic audit
- Organisation of Seminars, Conferences extension lectured for the academic development of the students
- The IQAC, in collaboration with the IQAC of Puras Kanpur Haridas Nandi Mahavidyalaya and the departments of English and Bengali of the college, organised an International Online Seminar on 'Of Centres and Margins: Origin, Conflicts and Issues from 25th to 27th of June, 2021, which was a huge success.
- Overseeing the holding of Internal Continuous Assessment for identifying the slow learners
- Promotion under CAS of the teachers: The IQAC scrutinizes the PBAS of the teachers and recommends the Principal to proceed with their CAS as per the norms and regulations of the UGC and the Dept. of Higher Education, Govt. of West Bengal
- The IQAC asks the teachers to maintain a self-appraisal booklet to record the number of classes taken
- Project based learning was introduced from 2018-19 session when the University of Calcutta introduced the CBCS system in the curriculum
- Career counseling sessions are conducted for making the students aware of the opportunities ahead of them after completing graduation
- Induction programmes are conducted by the departments for newly admitted students to make them aware of the vision and mission of the college and introduce them to the syllabus and the systems of evaluation
- The IQAC encourages collaborative activities in the form of faculty exchange and holding seminars in association with other institutions, especially with institutions with which the college has MoUs in place
- The IQAC encourages introducing training programmes for students to enhance the skill development, looking at the requirements of the market and industry. The college has started training courses like Beautician Course and Tailoring Course
- The IQAC takes a leading role in submitting the AISHE report annually
- IQAC plays a central role in preparing the Academic, Administrative and Gender Audit. The Academic Audit is first done by the teachers and then authenticated by the IQAC Coordinator and the Principal. Then, it is authenticated by the external members comprising of an Audit team, being made up by the Principals of other colleges

- The IQAC has initiated a movement towards quality audit and hence it has done quality, energy and green audits for the betterment of the institution in the future
- The IQAC plans to hold seminars in Artificial Intelligence, IPR and Indian Knowledge System in the near future

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:

Right from its inception, Panchla Mahavidyalaya has had more women students than male students, and this is a significant feature of the student demographics of the college. Since the college is located in a socio-economically backward area, women empowerment is of paramount importance for the overall development of the community in Panchla. Hence, the college has played a pioneering role in empowering women through higher education, most of whom are first generation learners. The college has taken up a lot of extension activities to provide equitable educational and other opportunities to the girl students of the college. The girl students take part in all the co-curricular activities of the college and they have contributed to the wall magazine 'Korok' and the Bengali department's magazine 'Swapnoboha'. The women students also remain the forefront in the social outreach programmes conducted by the NSS Unit of the college and they participate in the community marches to observe drives for awareness campaigns like prevention of dengue, prevention of AIDS and importance of planting trees. The girl students have also performed well academically and their results in the University examinations have been satisfactory. The college also receives applications from the girl students for scholarships like 'Kanyasree' and then forwards them to the concerned departments of the state government for them to consider the applications and disburse the scholarships according to the merit of the application.

- All girls, irrespective of their religion, caste or creed have equal access to get admitted to the college
- A Gender Audit Report is drafted to assess the gender sensitization facilities of the college
- The college offers tailoring and beautician courses exclusively to the girl students to enhance their skill level while they step out into the professional world after completing graduation
- The college has also arranged for self-defence classes for the girl students to make the girls independent in terms of protecting themselves in the society
- The college has a Grievance Cell and a Sexual Harassment Cell and they monitor the safety and security of the girl students. So far, the Cells have received no complaints from any student regarding sexual or gender harassment.
- The NSS Unit of the college has arranged for programmes of gender sensitization and women empowerment
- The Cultural Sub-committee observes International Women's Day each year
- Annual sports of the college is held every year and in that event, there is a huge participation from the girls students of the college

Facilities available:

1. Safety and security: The entire campus is under CCTV surveillance. This provides security to the women students.
2. Counseling: The college has organized career counseling sessions for all the students. These sessions have benefitted the women students immensely as they have given a sense of direction to the girl students about the opportunities they have in the professional field after passing their graduation
3. The college has a common room for the students for their recreational need
4. Special Days are observed in the college:
 - International Women's Day
 - Annual Sports Day
 - World AIDS Day
 - World Environment Day
 - Independence Day

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 college is located in an area which has a large concentration of people belonging to the religious minority group and there is communal harmony in the community surrounding the college. So, the college has an added advantage of giving an experiential learning to the students regarding communal harmony. The NSS Unit of the college has observed the Constitution Day and this was aimed at sensitizing the students towards inclusivity in society as the main thrust of the Indian constitution is communal and social inclusivity. The programme has introduced the students to the basic tenets, principle and spirit of the Indian constitution which helped the students to understand the importance of communal harmony as enshrined in the Indian Constitution.

The curriculum of the University of Calcutta has areas on social and constitutional awareness, leading to knowledge of social harmony. In the newly introduced CCF system, there is a paper called CVAC (Compulsory Value Added Course) on Constitutional Values. This paper aims at making the students aware about those sections of the Indian constitution which captures the spirit of social inclusiveness and moral growth of the citizens in terms of accepting every individual irrespective of caste, creed, sex, gender and religious faith.

To empower the students from the minority community, the college accepts applications from the students on scholarship exclusively for students belonging to the minority community. This scholarship is given by the Govt. of West Bengal and the college forwards the applications for scholarship received from the students of the minority community to the concerned department of the Govt. of West Bengal for their perusal.

Other programmes organized by the college include:

- Blood donation camp- this is organized mainly by the NSS Unit of the college and fosters a sense of community well-being and social responsibility among the students
- International Mother Language Day – this is organized by the Cultural sub-committee of the college and fosters a sense of cultural and linguistic inclusivity among the students
- Debates, Quiz and Students’ seminar – These are organized by the IQAC of the college and fosters a spirit of group bonding, public speaking and enhancing the academic acumen of the students through a display of research oriented approach.
- The NSS Unit of the college has done community outreach programmes like observing prevention of AIDS, dengue and malaria and other such programmes to foster a bond between the community and the students so that the students develop as responsible and morally strong citizens of India. Teachers’ Day celebration is also held to develop a strong bond between the teachers and students, culminating in a larger social bond later on.

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:

1. Title of the Practice: **Employability as a marker of Students' Empowerment**

2. Objectives of the Practice:

Panchla Mahavidyalaya caters to the socio-economically backward sections of the society, where the students are in dire need of some kind of employability. While the graduation course in itself increases the employability of the students, the college has also taken steps to increase the employability of the girl students as a major step towards the women's empowerment in the locality. The main objectives of this best practice are as follows:

- The college has signed a Memorandum of Understanding (MoU) with Nari o Sishu Kalyan Kendra and Anudip Foundation for increasing the skill level of the students for the job market and self employment
- Increase awareness and sensitivity regarding gender equality, personal hygiene and needs of the job market
- Cultivate practical knowledge and hands-on training in the area of skill development
- Cultivate a sense of habit among the students to participate in activities related to self grooming
- Special training sessions related to making of sanitary napkins for women\

3. The Context:

Panchla is a block within the Howrah district which is rural and though there are quite a few industrial belts within the district, there is a dire need to prepare the students to get into those sectors through skill development in employability. The college mainly caters to the socio-economically backward sections of the society, for which the college intends to give skill development to them so that they can either opt for a job or go in for self-employment after the completion of their graduation. This has a two pronged use:

4. The Practice:

The practice itself involves the following activities in two categories:

- Training to make sanitary napkins
- The girl students go to the centre of Nari o Sishu Kalyan Kendra to get the training for making of sanitary napkins
- The girl students are initially groomed and trained on the necessities of personal hygiene among women
- The girl students are demonstrated on the health hazards the women may face if they do not use sanitary napkins
- The girl students then get hands-on training on how to make the sanitary napkins
- The girl students who get the training then participate in community outreach programmes to

educate the women in the locality about issues of personal hygiene among women

- The women students can generate self-employment by selling the sanitary napkins

6.Problems encountered:

- Lack of funds of the college debar the college from helping these students financially for attaining these training programmes
- The socio-economic backwardness of the students often work as a detrimental force among the students to attend these programmes due to lack of financial support and they do not have the time to attend these trainings as they have pressures back at home to take responsibilities of familial duties and chores Since the students come from socio-economically backward sections of the society, their foundational education is not always strong enough to receive the content of these training programmes
- There are social taboos related to use of sanitary napkins by women in the local community
- The distance between the training centres and the homes of the trainees often work as a negative impetus

Resources required:

- Infrastructural support – More students will be interested to receive these training programmes if the college can arrange them within the campus
- Financial support – If the college has enough funds to sponsor the students for these training programmes, then more students might register for them

The following documents are being attached as supporting documents related to the Best Practice – I (Employability as a marker of Students' Empowerment)

(2) Title of the Practice – Online ' Student Profile Mapping' Portal

Objectives:

To determine the abilities of students in an objective and quantifiable manner and identify

the slow and advanced learners so that appropriate support can be provided by the institution.

The Context:

Students often face diverse challenges with respect to their skill attributes: while some may belong to economically backward families and have access to limited resources; some may be intellectually bright or slow irrespective of their economic status; others may have different skills, emotions and behaviour. A systematic assessment of these attributes of the students may help in providing an insight into their strengths and weaknesses. The profile mapping exercise enables the institution to hone the students' strengths and overcome their weaknesses.

The Practice:

< >Students need to login with their login ID and password and answer an online questionnaire. Scores on 'General Quotient (GQ)' and 'Empowerment Quotient (EQ)' are calculated on the basis of the answers provided. The General Quotient comprises of Academic score, Intelligence score and Knowledge score. The Empowerment Quotient assesses different types of abilities. It also makes a comparison of the particular student in comparison with his/her peer group. Finally, a weighted average of GQ and EQ gives the final score, which represents the capability of the student. The manual method of psychometry test or profile mapping is too engaging and time consuming, whereas the online mapping is fast, accurate and error-free. Marks obtained in class/internal tests are not always reflective of the students' ability; external factors may affect their time spent on studies, understanding of the subject and answer writing skills. However, online mapping appraises their innate capabilities. Often, teachers depend on students' class performance or behaviour to gauge their level of knowledge or aptitude. However, this method is suitable only for articulate students. Online mapping is equally effective for shy and introvert students. The teachers assert that their assessment about the students matches with the profile mapping results, which confirms to the authenticity of the mapping mechanism.

Problems Encountered and Resources Required:

< >The major problem pertains to availability of internet facilities in college. The existing computer infrastructure is inadequate so that online profile mapping takes longer than usual time. The students, mostly from poor families have limited access to high-speed data connection. Often the students are unable to understand the questions, and so need the guidance of teachers for filling the questionnaire. The resources required are competent software developer to implement the entire idea of online profile mapping alongwith adequate computer infrastructure.

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:

Panchla Mahavidyalaya started its journey in 2010 and the first batch was admitted in the session 2011-12. From then on, it has been serving to meet the demands of the area to provide affordable and quality higher education to the people of the area. The institutional distinctiveness can be highlighted as follows:

1. The college is located in Raghudevpur Panchayat, which is a rural area falling under the Howrah district of West Bengal. The college imparts quality higher education to the socio-economically backward sections of the society, and most of those students happen to be girls. This is a major institutional distinctiveness as the college gives higher education to girls coming from under developed sections of the society in terms of economy, social category and gender. This is a major contribution on the part of the college to empower the students, especially girls, through

- higher education so that they can proceed further in life by getting employed or enter sectors of self-employment, hence creating a major difference in the field of social and economic development of the region.
2. The location of the college itself is a distinctive feature. The college is located in a rural area and hence the college has a green campus with trees lined up within the campus and a large water body besides the main building. The green campus of the college also ensures a relatively low level of pollution.
 3. The stress on employability by the college authority is a distinctive feature of this college. The interested girl students are sent to Nari O Sishu Kalyan Kendra, a NGO, working for women's health and hygiene. The girl students of the college are sent there to receive training on making of sanitary napkins for women. This not only opens up new avenues of self employment for the girl students, but also makes them aware of different aspects of women's health, hygiene and nutrition.
 4. Learning Management System (LMS) of Panchla Mahavidyalaya stands out through its robust Learning Management System (LMS), prioritizing advanced technology for enhanced education delivery. The LMS optimizes learning experiences, offering seamless access to resources, assignments, and interactive modules. This digital platform fosters student engagement, facilitates faculty-student interactions, and supports remote learning. The college's emphasis on an efficient LMS underscores its commitment to innovative teaching methodologies, promoting accessibility and quality education, aligning with its vision of academic excellence in a technologically advanced
 5. The college runs three courses for the benefit of the girl students – Beautician, Tailoring and Self-Defence. All these are aimed at empowering the girls to take on the challenges of the future and become self-reliant and self-confident young women. The fact cannot be highlighted enough that girl students coming from socio-economically backward sections of the society are in dire need of jobs/self-employment to gain economic freedom. The college always tries to encourage the students to take part in the employment drives like career counseling sessions to make them aware of the job opportunities that lie outside after the completion of the graduation course.
 6. Since the college has students coming from different religious backgrounds, the college fosters the spirit of religious harmony and tolerance, thereby upholding the values of the Indian Constitution.
 7. The college has founded a Film Club, which screens socially relevant films to the students from time to time. Film screening not only enhances the interest of students towards the visual culture, but it also helps the students to relate those films with the texts in their syllabus and the larger society in which they are residing.
 8. The college brings out a wall magazine titled '*KOROK*' where teachers and students alike are encouraged to contribute. This wall magazine helps the students to express themselves creatively and participate in cultural evaluation. The college also brings out a magazine called '*Swapno Boha*' which gives the scope to the students to express their creative side.
 9. The college has organized a number of Career Counselling Sessions to help the students become aware of the various opportunities in their careers after they pass out of their graduation degree
 10. The college ensures the overall development of the students to become responsible citizens of India. For this, the students are made to participate in the social outreach programmes organized by the NSS. These social outreach programmes help the students to connect themselves to the larger society and understand their problems
 11. In order to encourage a clean and green campus with environment sustainability as a major goal, the college has installed a rain water harvesting plant to respond to the challenges of water conservation in an age of climate change

12. In order to encourage the students towards digital empowerment, the college has set up a computer lab for the use of the students.
13. The college has a run Spoken English courses to empower the students in this area as most of the students who get admitted to this college come from a vernacular background, and this kind of training helps them to gain an exposure in this field
14. The college organizes Students' Seminar from time to time to give an exposure of research and innovation among the students. The students are encouraged to give their original input to the topic of discussion, thereby making them aware of how research is to be done, if they are interested in it as a future career.
15. The college is respectful towards the multicultural, multi-ethnic, multi-lingual and multi-religious diversity of India and seeks to foster the spirit of tolerance and harmony among the students.

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

5. CONCLUSION

Additional Information :

The college is located in a rural area where the students are mainly from the socio-economically backward sections of the society. As a result the college always keeps in mind their employability and skill development, especially for the girls, who are in dire need of employment opportunities. Hence the college has taken the following steps:

1. The college regularly runs Add On and Certificate Courses so that the students can be exposed to better skill development, and equip them with a space which develops their personality, beyond the regular curriculum
2. The college runs tailoring, self-defence and beautician courses for the girl students to expose them to a hands-on training in courses which will help them to make themselves develop the skill in self-employment opportunities
3. The college has arranged to send the girl students to make sanitary napkins and dispose them properly, thereby not only helping them to become more self-reliant in terms of opportunities, but also groom themselves and others in personal hygiene
4. The college sees that regular classes are held so that the regular curriculum is taken care of
5. The college publishes Academic Calendar at the beginning of each session for a proper planning in curriculum deliverance and encourages the teachers to prepare a curriculum plan for themselves
6. The college has chosen the Indian Knowledge System paper in the optional CVAC paper in Semester – II for the B.A 3 Year MDC Course and 4 Years Major Course to encourage the students to know more about Indian Knowledge Systems through the regular curriculum
7. The college has a number of Memoranda of Understanding with other institutions to encourage Faculty Exchange among the teachers of the concerned institutions
8. The IQAC oversees the academic progress of the students and if they fall short of the expectations, it arranges for special classes to make up the weakness among the students

Concluding Remarks :

In conclusion, it can be said that Panchla Mahavidyalaya is trying its level best to impart quality higher education to the students. It must be remembered that the college is affiliated to the University of Calcutta, and hence it has to adhere to the curriculum fixed by the University. So, it has hardly any autonomy as far as curriculum designing is concerned. However, even within this given structure, the college arranges to give extra exposure to the students by arranging for seminars and workshops to expose the students to knowledge domains which lie outside the immediate scope of the regular curriculum. The college caters to socio-economically backward sections of the society and the main component of the students is women. This gives an added advantage to the college in terms of gender upliftment and women's empowerment in the area. The college is severely short of funds as it is yet to be accredited by NAAC and hence it has to depend mainly on the tuition fees collected from the students for its recurrent expenses and it has developed its infrastructure with the help of funds received from the State Government and the MPLAD funds and funds received from the local Panchayat.

The Governing Body constantly tries for the infrastructural development of the college by arranging for funds from time to time from allowed sources. The Principal is always aware of the various events taking place in the college and she keeps tab of the academic development of the college through the IQAC and the Academic Sub

Committee. The college also tries to establish connections with the local industry and the local self-employed individuals, so that students get some employment after they pass out their graduation course. The college also tries to maintain, in its own limited way, a green and clean campus so that the students become environmentally aware of their surroundings.