SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

THAKUR PANCHANAN MAHILA MAHAVIDYALAYA

MAGAZINE ROAD, NEAR RABINDRA BHAWAN, P.O.-COOCH BEHAR, P.S.-KOTWALI

736101

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The dream of a Women's Degree College in Cooch Behar district was realized in 1981 with the establishment of Thakur Panchanan Mahila Mahavidyalaya at the heart of Cooch Behar town. The institution is named after the noble personality of Ray Saheb Thakur Panchanan Barma, the renowned social reformer hailing from the indigenous Rajbangshi community of Cooch Behar. The institution is the only girls' college in the district of Cooch Behar, West Bengal. It was established in the year 1981. At the time of establishment, the college was affiliated to the University of North Bengal. But now w.e.f. July 31st, 2015, the institution is under the affiliation of Cooch Behar Panchanan Barma University. Initially the college started with a few students of Sunity Academy, the Government School for Girls., it started with a semi-permanent structure near Rajbari Campus on 2nd July, 1982. The foundation stone of the present college building at the new site was laid by respected Jyoti Basu, the then Honorable Chief Minister, Government of West Bengal on 2nd December, 1997. The inaugural ceremony of the newly constructed college building was held on the auspicious 25th Boishakh, Rabindra Nath Tagore's birthday, 9th May, 1999.

The college obtained UGC's recognition under section 2 (F) and 12 (B) in December 1993 and was accredited in 2004 by NAAC and was awarded C+ Certificate. The college is the first in the district to undergo the process of Accreditation

The college offers only BA Honours and General Course under CBCS System and at present Major Courses, under 4YUGP (NEP). BA Honours/Major is offered in eight subjects: Bengali, English, Education, Geography, History, Philosophy, Political Science, Sanskrit and BA Programme in ten subjects: Bengali, English, Economics, Education, Geography, History, Philosophy, Political Science, Sanskrit and Sociology.

Thakur Panchanan Mahila Mahavidyalaya has a stellar track record of transforming the lives of the countless young women students. It continues to strive to promote universal and equitable access to education and developing in the students the knowledge, confidence and requisite skills to become the life-long learners and successful competitors in a dynamic global marketplace.

Vision

Since our institution is the one and only Women's College in the entire district, we always hold a broader vision before us: "Women Empowerment through Higher Education." Thakur Panchanan Mahila Mahavidyalaya aims to be an institution of excellence in higher education and research through the development, innovation and application of knowledge towards creating well-rounded, multiskilled and socially responsible global citizens for a people centric ecologically sustainable society. The vision of the Institution dictates the need of a quality education which not only helps in overall development but also fosters the need of man making. Thakur Panchanan Mahila Mahavidyalaya strives towards the fostering of academic excellence and the promotion of a humane society. The vision of the institution is to evolve through collective leadership into a centre of academic excellence which while retaining its regional roots is able to encompass and articulate national spirit, global concerns and the wider social imperatives. It seeks to achieve a wholesome synergy between academic practices, social empathy, cultural proclivities and co-curricular responsibilities so that all stakeholders may benefit in general and students particularly, may develop to their fullest potential.

Mission

- To ensure Academic Quality in Higher Education.
- To ensure access and equity to all deserving and meritorious students with a preference for the poor and marginalized sections irrespective of caste and creed.
- To strive for intellectual endeavour that facilitates collaboration, problem solving, critical and creative thinking through diverse teaching-learning processes and methods.
- To promote pluricultural values aimed at the integration of all stakeholders in the campus.
- To nurture leadership qualities among the students to become agents of social change.
- To collaborate and network with institutions of higher learning and other agencies for expansion and promotion of quality education.
- To contribute to the well-being of the nation and its people and intellectual excellence.
- To accompany each other on his /her journey to self-discovery through the promotion of holistic development of the person.
- To form young women of competence, commitment, conscience and compassion.
- To instill values of self- discipline, teamwork and collaboration among the staff and students.
- To promote academic exchange and the sharing of knowledge with institutions of higher learning and research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

•As the only women's college of the district, the institution contributes significantly towards woman education and woman empowerment.

• The institution offers a number of Add-on/Certificate courses in a bid to enhance the skill set of the students.

•The Wi-Fi connectivity throughout the campus, a smart classroom and three other classrooms with ICT enabled tools imparts a digitized impression to the institution.

•The faculty members are very keen to make the students well-aware of local issues that are very much intertwined in their lives especially through the extension activities and outreach programmes through the vibrant units of NSS and NCC.

•The environment of the institution is deemed to be carbon negative as there are a number of trees besides an ancient Heritage tree. The institution ensures to induce environmental consciousness in the students.

•Awareness about health and hygiene is also spread among students through a number of initiatives like Thalassemia test camp, blood donation camp, yoga, and gymnasium.

•The administrative setup of the college is very democratic and decentralized in nature. The Governing Body under the leadership of the Administrator discusses issues relating to finance, infrastructure, faculty recruitment etc. Internal Quality Assurance Cell ensures quality through framing plan of action and its execution through a number of quality initiatives. The Bursar, supported by the Finance and Purchase Committees, manages internal finances and financial audit of the college to ensure effective utilization of funds. Teacher's Council forms sub-

committees including Admission, Examination, Routine, Library Committees, Grievance Cell, Anti-ragging Cell, Student's Welfare committee, Games and Sports committee, Cultural committee, Magazine committee, NCC Committee, NSS Advisory Committee, Staff Welfare Committee, Career Counselling Committee Research Cell Committee, SC/ST/OBC/Minority Cell, Placement Cell, Alumni Association, ICC to deal specific issues.

•The college ensures fairness in admission following the reservation rules and other regulations of the government. For fairness and transparency, admission is totally done through online mode since 2017 onwards and strictly followed the guidelines of UGC, the affiliating university and the Department of Higher Education, Government of West Bengal including reservations regulations. All information was available in the college website during the admission process.

Institutional Weakness

- College campus is not very spacious and college does not have a very spacious playground for students. So, College has to made arrangement in nearby field for conducting out-door games and sports. There are multiple obstacles in developing infrastructural facilities in the new campus.

- There is an auditorium but it is not well furnished with adequate technological facilities for executing cultural programmes and seminars.
- Hostel facilities is not available for the students.
- Number of ICT tools is not optimum.
- Library automation is not fully completed.
- The number of teaching and non-teaching staff should be increased.
- More classrooms are required.
- Alumni Association need to be registered.

Institutional Opportunity

- Research activities among the members of the faculty as well as among the students could be enhanced in macro and micro level.
- Science wing can be started at the new campus to encourage students to opt for science and produce science graduates.
- Hostel for Girls can be built up to overcome the logistics problems of the students of distant places.
- There is scope for opening of Post Graduate courses in regular and distant mode to encourage the students for higher studies.
- Short term skill based vocational courses could be arranged to enhance the potential of the students.
- Some subjects like Sociology could be upgraded to Honours (Major) level to accommodate more students in Honours level.
- With funds available a well-furnished Auditorium could be constructed.
- Alumni engagement could be increased for the improvement of the institution.
- Self-financed courses may be opened.

Institutional Challenge

- The major challenge in the development work is the paucity of funds.
- As an institution catering to only a limited number of disciplines to exclusively girl students diminish the diversity of knowledge pool in the institution.
- The overall decreasing interest in the education of the general degree colleges is a major challenge of the day which may grossly be attributed to the lack of employability.
- The intake capacity in each discipline has been increased for a number of reasons but it has made it more challenging to retain the overall quality of teaching-learning process.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an affiliated college, the institution follows the curriculum of Cooch Behar Panchanan Barma University. Some of the faculty members who are members of the Board of Studies contribute in framing of the curriculum. For effective curricular planning and delivery, academic calendar is prepared following the holiday list and schedules of examinations and commencement of classes provided by the affiliating university. The Routine Committee prepares the master routine in the beginning of each semester. Each department prepares a departmental routine in tandem with it. The teaching plan is prepared by the individual teachers of respective departments according to the course structure. Generally, the Curriculum delivery methods are lectures, board work, PPT Presentations, screening of films and similar use of audio-visual tools, laboratory work for the practical based subjects, e-learning, online mode of teaching and seminars. Invited lectures by eminent scholars from the concerned fields also enrich the understanding of the students. A mentor-mentee system also exists particularly for the slow learners.

As part of academic flexibility, 22 Add-On Courses with 17.72% participation of the students were conducted in the last five academic sessions. Participation in the Add-on courses offered by the college widen the field of interdisciplinary knowledge of the students.

Regarding curriculum enrichment, it is evident from the curriculum prescribed by the affiliating Cooch Behar Panchanan Barma University that the university is fully aware of the significance of integrating crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. The institution also seeks to develop ecological awareness among students through both curricular and extra-curricular methods.

Project works, field-based excursions and educational tours enable the students to have a hands-on experience. In the last five academic sessions, 1029 students (36.82%) undertook project works.

The institution obtains and analyses feedback from the stakeholders such as students, alumni and teachers to improve the academic performance and the ambience of the college. The detailed Feedback Analysis Report and Action Taken report are duly uploaded on the institutional website.

Teaching-learning and Evaluation

The Admission Committee of the college ensures fair and transparent admission procedure through online

admission portal. The average enrolment percentage in the last five years is 68.1%. The college strictly follows the reservation policy as per government norms*. Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy during the last five years* is 92.76%. The college follows the Choice Based Credit System (CBCS) since the 2017-2018 academic session. Though the p**ercentage of full-time teachers against sanctioned posts during the last five years (92.62%) is satisfactory, t**he teacher-student ratio needs a lot of improvement. The percentage of *full-time teachers with NET/SET/SLET/ Ph. D. is* 72.46%.

The student-centric teaching-learning process incorporates different methods of experiential learning like field trip, survey and project work. The field work and survey involved in such field trips allow the students to have firsthand experience of the real problems, challenges and resources of the environment and society. Such works also challenges the students' capability of problem-solving. Group discussion and departmental seminars offer the scope for participative learning. Students also participate in quiz competitions, debates, declamation contest and Youth Parliament.

The teachers make the most of the modern technology in the Wi-Fi enabled campus with one smart classroom and three other classrooms equipped with ICT enabled tools. PPT presentation, Screening of films and similar audio-visual contents are some of the most frequently used tools by the teachers. IQAC organized a workshop on the Use of ICT enabled tools in the classroom.

The college conducts continuous internal assessment and arranges for semester end examinations in the college efficiently and transparently. Grievances of the students in relation to the internal and external examinations are taken care of in case the need arises.

The Programme Outcomes and Course Outcomes are displayed on the institutional website. The teachers inform the students about the outcomes and assesses the attainment of PO and CO at the end of the academic session. The average pass percentage of the students in the last five sessions is 80.61%. Student Satisfaction Survey is also conducted.

Research, Innovations and Extension

The college endeavour to instill an atmosphere of research and creativity by creating an ecosystem for innovations. Internal Quality Assurance Cell constantly encourages the faculty members to undertake research work. The teachers are also encouraged to attend seminars, workshops and short-term courses in order to keep themselves abreast with the latest trends in research and innovations. The Research Cell of the college is also formed to enhance the quality and quantity of research work in both the teachers and students. The students are inspired to create new knowledge when they are assigned project works. The students and teachers organize and participate in departmental, national and international level seminars to facilitate exchange of ideas. 16 seminars and workshops were organized by the college in the last 5 years. Teachers published 12 research articles in UGC Care listed journals and 29 articles in edited volumes. A number of teachers are also engaged in research work in pursuance of PhD degree. To ensure ethical practices in the in the field of research, IQAC organized a "One Day Workshop on Intellectual Property Rights." Indian Knowledge System has always been an integral part of the education imparted by the institution. The curriculum prescribed by Cooch Behar Panchanan Barma University amalgamates Indian values with a global outlook. The institution offered an Add-on course on "Indian Knowledge System." The institution has also signed MoUs with 22 institutions to open up opportunities for collaborative quality initiatives.

Committed to produce socially aware and responsible citizens, the institution ensures a fusion of classroom education and social awareness through extension activities to condition the students with the necessary skill set and inclination to apply their knowledge to solve social issues. The NCC and NSS unit of the college play a significant role in providing the students with opportunities to engage themselves in welfare activities for the community. They have participated in 28 extension activities and outreach programmes and their contribution has been appreciated multiple times.

Infrastructure and Learning Resources

Thakur Panchanan Mahila Mahavidyalaya tries to ensure optimum utilization of the infrastructure and physical facilities. There are thirteen classrooms including one smart classroom and three other classrooms equipped with projectors. Sound system is also installed in the large halls. There is a well-equipped laboratory of the Geography department. The reading room section of the library also houses a browsing centre with six computers with internet facility. Computers are also placed in the staffroom for the teaching faculty, the office of the librarians, the office, IQAC room and accounts section. There is a stage and sound system in the seminar hall or room no. 11 which is used to organize seminars, workshops, yoga sessions and cultural programmes. The library is stocked with more than seventeen thousand books. The institution has subscription to NLIST offering online access to e-books, journals and articles in databases. Over Rs. 9 lakh was spent in the last five years for infrastructure development and augmentation and over Rs. 24 lakh was spent on maintenance of physical facilities and academic support facilities.

Annual Sports is organized in M.J.N. stadium and the students enjoy the facility of badminton and volley ball court in the college ground. Indoor facilities for table tennis and carrom are also provided in the students' common room. There is a well-equipped gymnasium. Under the green canopy of the iconic heritage tree, there are two open air stages which are used for Saraswati puja, cultural programmes.

There are a number of washrooms for the use of the stakeholders located suitably in different areas of the campus. A sanitary pad vending machine and an incinerator are also installed in one of the toilets for the students. Purified and cold drinking water is available in multiple locations. Food is also served in the canteen. Ramp facilities are also available for the Divyangjans. Flower plants and a garden of medicinal plants adorn the campus. Power Generators in the Generator room ensure continuous power supply. The cycle stand beside the guard's room at the entrance gate is used by all the stakeholders. The college is always secured under CCTV surveillance.

Student Support and Progression

A significant percentage of students have been benefited by scholarships provided by the Government during last five years.

College offers various add-on courses for enhancing skills of the students. One Add on course on Technology in Modern World: Application of GPS was organised. Another Add-on course on Personality Development was organised to enhance soft skills in the students. Two more Add on courses were offered to develop language and communication skills. A number of activities are conducted and facilities like gm are provided to develop life skills including yoga, physical fitness and health and hygiene. The students are also assisted with guidance and career counselling.

There is zero tolerance policy regarding ragging and sexual harassment cases in the campus. To ensure restriction on such malpractices, a number of committees like Grievance Redressal cell, Anti-Ragging Cell, Women Cell and Internal Complaint Cell are formed. Campaigns against ragging in the form of posters in the campus are organised. The students need to submit anti-ragging declaration during admission. The students may lodge their grievances in the Complaint box.

A number of students are enrolled for higher education in premier institutions and some students have been employed during this period. Our students secured academic rank in university examinations, and get admitted in premier institutes like JNU, BHU etc. They also get awarded for their exceptional talent, in sports, cultural events, Quiz competitions, Youth Parliaments etc.

The alumni association contributes financially and academically in the development of the institution.

Governance, Leadership and Management

The strategies adopted by the institution to effectively materialize its vision include imparting quality education, career counselling and guidance, add on courses to increase skill set and employability, inducing consciousness about democratic values like gender equity, patriotism and environment consciousness. So, the college offers the opportunity to earn graduate degree and the skill set necessary in the job market.

The institution is not only committed to provide the best possible facilities, but also ensures that the fruits of such initiatives reach the intended stakeholders by the means of a host of committees, such the Students' Welfare Committee, Grievance Redressal Cell, or the SC/ST/OBC/Minority Cell. The formation of a host of academic and administrative committees reflects the democratic nature of the leadership and governance. The college thrives under a leadership that prioritizes both effectiveness and efficiency. This leadership establishes clear policies for academic and administrative activities. Decision-making is decentralized, with collective input from periodic meetings guided by both short-term and long-term institutional perspective plan.

The institution implements e-governance in areas like administration, finance and accounts, students' admission and support and examination. The institution has performance appraisal system and a host of welfare measures for all the stakeholders. It also offers opportunity for progression. 15 teachers participated in Faculty Development Programmes.

The college adheres to stringent financial transparency practices. Utilization of the fund is monitored by respective committees (Finance committee/Building committee/ Purchase committee etc. formed by the GB) in order to minimize the cost of procurement / installation. The college conducts regular internal and external audit of its accounts.

Internal Quality Assurance Cell strives to contribute significantly for institutionalising the quality assurance strategies and processes. IQAC is instrumental in maintaining the quality of the teaching learning process and overall improvement of the academic ambience of the college. To this end, IQAC has developed a number of strategies like regular meetings, conducting Academic and Administrative Audit, Collaborative Quality Initiatives with other institutions etc.

Institutional Values and Best Practices

Thakur Panchanan Mahila Mahavidyalaya is committed to provide the quality education to the students of all sections and to promote the academic and career success of the students by making them multi-skilled and socially responsible global citizens for a sustainable society.

Gender audit regarding the distribution of male and female students is unnecessary. However, the institution conducts gender audit to find out the distribution of male and female members among the teaching and non-teaching staff and to ensure adequate amenities for the women. The institution ensures promotion of gender equity through a number of mechanisms. There are different committees and sub-committees that aim to ensure safety and security of the women like Women Cell, Grievance Redressal Cell, Anti-Ragging committee and Internal Complaint Cell.

Our college provides an inclusive environment for students of diverse socio-economic, cultural and religious backgrounds. However, their diverse backgrounds do not stand in the way of their uniform sense of belongingness as a member of Thakur Panchanan Mahila Mahavidyalaya family. The Institution strictly follows the Reservation rules for admission as per directives of Central and State Governments as well as the affiliating University. The Scheduled Caste, Scheduled Tribe, Other Backward Class, Minority and Differently Abled students of the College gets proper education in an inclusive environment.

Our college tries to instill environmental consciousness among students through a number of activities on Water Conservation and Environmental pollution. The college premises is declared a Plastic Free Zone. Energy and water wastage is strictly restricted. Management of degradable and nondegradable waste is done in a proper way. Green audit is conducted. NSS and NCC organise Swachhta Rally, Cleanliness drive, Tree plantation drive inside and beyond the campus. Besides, green campus initiatives, the college also prioritizes the awareness about health and hygiene of the students through a number of initiatives like Thalassemia test camp, blood donation camp, yoga, and gymnasium. Fittingly, the best practices of the institution are Clean and Green Campus and Fostering health and well-being.

As the only women's college of the district, our college holds a distinct position in the educational scenario of the region and the college strives to realise its vision of an enlightened society with empowered women.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THAKUR PANCHANAN MAHILA MAHAVIDYALAYA
Address	Magazine Road, Near Rabindra Bhawan, P.O.-Cooch Behar, P.S.-Kotwali
City	Cooch Behar
State	West Bengal
Pin	736101
Website	www.tpmm.org.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Rupa Bhawmick	03582-222695	9083110059	03582-222695	tpmm.naac@gmail.com
IQAC / CIQA coordinator	Krishnendu Bera	-	9635409591	-	krishnendu.bu@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	23-12-1993	View Document
12B of UGC	23-12-1993	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	Magazine Road, Near Rabindra Bhawan, P.O.-Cooch Behar, P.S.-Kotwali	Urban	0.95	104.419

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	Higher Secondary	Bengali	350	219
UG	BA,English,	48	Higher Secondary	English	300	142
UG	BA,History,	48	Higher Secondary	English,Bengali	350	275
UG	BA,Political Science,	48	Higher Secondary	English,Bengali	200	129
UG	BA,Philosophy,	48	Higher Secondary	English,Bengali	200	139
UG	BA,Geography,	48	Higher Secondary	English,Bengali	100	29
UG	BA,Sanskrit,	48	Higher Secondary	Bengali,Sanskrit	150	48
UG	BA,Education,	48	Higher Secondary	English,Bengali	150	77

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				30			
Recruited	0	1	0	1	2	1	0	3	16	13	0	29
Yet to Recruit	0				0				1			
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				21
Recruited	9	2	0	11
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	3	3	0	6
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	1	0	0	1
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	1	0	2	3	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	15	9	0	24
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

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Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1058	0	0	0	1058
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	512	469	493	370
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	10	6	5	5
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	239	225	213	189
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	569	439	515	296
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1330	1139	1226	860

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In response to the paradigm shift towards holistic and multidisciplinary education during the past few decades, the institution has embarked on a transformative journey. Its mission is to cultivate well-rounded individuals by fostering the integrated development of their intellectual, aesthetic, social, physical, emotional, and moral capacities. This vision manifests in a diverse curriculum encompassing a broad spectrum of subjects within the Arts and Social Sciences, catering to the diverse needs and aspirations of the regional student population. In tune with the National Education Policy (NEP), the college offers an array of credit-based Multi-Disciplinary Courses that a student has to choose

	from. Studying Environmental Science is also made mandatory for all the students. The students undertake project works related to Environmental Studies. Add-on Courses, transcending departmental boundaries, emerge as potent instruments for delivering multidisciplinary and interdisciplinary education. These joint programs, offered in collaboration with two or more departments, offer students a unique opportunity to engage with diverse perspectives and forge connections across disciplines. The college offers a number of Add-on courses every year. Furthermore, the institution actively seeks partnerships with local industries to facilitate vocational training, internships, and knowledge exchange, fostering a dynamic learning environment that prepares students for the complexities of the professional world. Through these multifaceted initiatives, the institution strives to cultivate well-equipped, adaptable, and socially conscious graduates who are ready to thrive in the ever-evolving landscape of the 21st century. The university also allows the students the flexibility of multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education. The students may also avail of the opportunity to undertake interdisciplinary research work in their 4th year in order to find solutions to the problems and challenges of the modern world.
2. Academic bank of credits (ABC):	The transformative concept of the Academic Bank of Credit (ABC), enshrined within the National Education Policy (NEP), presents a paradigm shift in student mobility and academic flexibility. This innovative framework empowers undergraduate students with the agency to navigate multiple entry and exit points throughout their program within a prescribed timeframe. This futuristic approach to educational attainment bestows students with the dual advantages of employability at various points of certification and the opportunistic pursuit of upskilling or qualification advancement. Recognizing the transformative potential of the ABC, our affiliating University has initiated the development of a roadmap for its seamless integration. The University Authority has decided to implement Academic Bank of Credits in response to letter vide D.O.F. No. 1-1/2022(ABC) dated 13.05.2022 issued by the University Grants Commission (UGC) to

	manage the Academic Records of the Students of this University. The Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate "credit transfer" mechanism from one programme to another, leading to attain a Degree/Diploma/PG-diploma, etc. Therefore, all the students of this University are to register themselves on Academic Bank of Credits (ABC) through the website www.abc.gov.in and obtain an ABC ID is mandatory for all the students to produce ABC Id at the time of registration. All the students must register themselves with Digilocker at www.digilocker.gov.in for fetching e-copies of their Marksheets/Degrees/Diplomas/Certificates etc. from the Digilocker website so that the University can upload the documents to the Digilocker Platform. This practical stance fosters an environment conducive to skill-based learning and inter-institutional mobility, thereby enriching the landscape of higher education. As the contours of the ABC and the accompanying policy framework become clearer, our institution stands fully committed to embracing its provisions wholeheartedly. We are confident that the implementation of this groundbreaking initiative will usher in a new era of dynamic and personalized learning, empowering students to chart their academic trajectories with greater autonomy and purpose.
3. Skill development:	The National Education Policy (NEP) envisions a radical change in education, prioritizing not just the upsurge in Gross Enrolment Ratio, but also the holistic development of youth through emphasis on skill development. These factors are deemed crucial for achieving the objectives of Atmanirbhar Bharat (Self-reliant India). Our institution, solely offering undergraduate (UG) courses, remains steadfast in its aim to cultivate and champion a vibrant learning culture. We strive to ignite and sustain intellectual curiosity among our students, encouraging them to not only acquire knowledge, but also to actively apply it in future endeavours, be it projects or entrepreneurial ventures. The institution has been offering credit-based Skill Enhancement Courses since the introduction of Choice Based Credit

	System. In the latest curriculum introduced after NEP, the students are still required to undertake at least one Skill Enhancement Course before they can graduate. Spoken English, Proof Reading in Bengali, Proof Reading in English, Professional Ethics, Theatre, Recitation, Soft Skill and Personality Development are the Skill Enhancement Courses offered in the current session. The students are also required to undergo internship through which they are expected to develop their problem-solving capabilities and widen their knowledge of the prevalent socioeconomic scenario through firsthand experience with the practical practitioners of the non-academic world. The institution also offers a number of Add-on/Certificate courses in a bid to enhance the skill set of the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum employed within this institution adheres meticulously to the Choice-Based Credit System (CBCS). This framework serves as a vital conduit for the dissemination of our nation's rich heritage, encompassing the treasured trove of traditional knowledge pertaining to its diverse culture, arts, literature, and beyond. The curriculum of the departments like Bengali, Sanskrit, History, Philosophy, Political Science and even English includes studying the culture, history, language and philosophy of ancient India. We are unwavering in our commitment to the preservation, development, and vibrancy of India's linguistic tapestry. Consequently, our institution implements a plethora of initiatives towards this noble endeavour. Foremost, we prioritize the utilization of the mother tongue as the primary medium of instruction, recognizing its profound impact on cognitive development and cultural identity. This, however, does not diminish the significance of English, which continues to occupy a prominent position within our classrooms. The students of History, Geography, Political Science, Philosophy, Sociology, Education and Economics are taught bilingually. Furthermore, we acknowledge the unique position of Devnagari script as the foundation of Sanskrit language, and its inclusion is duly emphasized within the curriculum. Simultaneously, recognizing the importance of global discourse and knowledge exchange, we also accord substantial importance to the study of English literature. This exposure serves as a vital gateway to

	the broader expanse of international scholarship and cultural understanding. The teachers are also encouraged to participate in workshops, seminars and short-term courses on Indian Knowledge System. Furthermore, the teachers are also encouraged to synthesize elements from the domain of Indian Knowledge System into their research works. An Add-on course on Indian Knowledge System was conducted in 2023 to induce a sense of renewed interest and admiration for Indian ancient traditional knowledge, Indian arts and Indian culture and traditions in the mind of the students. The library of the college plans to organise the books relevant to Indian Knowledge System in a way so that an interested stakeholders can access all the available resources in the designated self or corner.
5. Focus on Outcome based education (OBE):	Embracing the transformative principles of Outcome-Based Education (OBE), the institution has embarked on a journey to seamlessly integrate this framework with its existing curriculum. This proactive approach manifests in the regularized articulation and departmental vetting of Program Objectives (POs) and Course Objectives (COs) for each discipline prior to each semester. Furthermore, the institution remains steadfast in its commitment to maintaining rigorous academic standards and continuous quality improvement across all academic spheres. This dedication translates into meticulous curriculum alignment with current knowledge requirements and specified learning outcomes. The cornerstone of this endeavour lies in formative assessments, regular curriculum mapping updates, and a responsive approach to addressing teaching and learning challenges. Ultimately, this comprehensive strategy guarantees that each student culminates their educational experience having successfully achieved their pre-defined learning goals. Recognizing the transformative potential of mentoring in the wake of the global pandemic, the institution has actively considered a robust mentor-mentee system. This fosters a dynamic learning environment where faculty members nimbly adopt the roles of instructor, trainer, facilitator, or mentor, depending on the targeted learning outcomes.
6. Distance education/online education:	Because of the disruptions posed by Covid-19 pandemic, our Internal Quality Assurance Cell (IQAC) commendably undertook a comprehensive

study and presented actionable recommendations to the college authorities. These recommendations focused on fortifying the institution's preparedness for seamless transition to online education during such unforeseen circumstances. Consequently, a team of dedicated teachers were identified to spearhead this crucial initiative. This proactive approach has translated into the successful implementation of various online learning initiatives, including: • Promotion and incentivization of online courses: Teachers encouraged their students to opt for various online free courses from platforms such as Coursera, Wedemy, etc. • Enhanced access to digital repositories: Students were taught, online, how to use various open source online repositories. • Robust student support services: Phone and WhatsApp were used extensively to provide personalized academic and technical assistance to students. • Mobile applications for language learning: Integrating platforms like Duolingo to foster self-directed language acquisition. • Online examinations: Implementing secure and effective online assessment methods to ensure academic continuity. The imperative of social distancing during the recent pandemic further propelled the widespread adoption of these online learning modalities. This successful adaptation serves as a testament to the visionary leadership of the IQAC and the institution's unwavering commitment to academic excellence, even in the face of unforeseen challenges. The institution plans to continue the practice of online education in order to move to a blended mode of learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club (ELC) has been formally set up in Thakur Panchanan Mahila Mahavidyalaya on 28.08.2018 as a necessary measure for promoting civic and electoral awareness targeting the new voters. All the details about the formation and activities of the club are displayed on the website of the institution and may be accessed following this link: http://tpmm.org.in/Electoral%20Literacy%20Club.html

2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the club is a functional body and representative in character. As per the guideline of ECI, the club consists of teachers and students. Amartya Ray, Assistant Professor, Department of Political Science and Elora Sarkar, SACT, Department of Political Science are currently acting as the Nodal officers of this club. Dr. Mousumi De Sarker, Assistant Professor, Department of Political Science, Srabani Paul, SACT, Department of Political Science and Biswanath Roy, SACT, Department of Political Science act as the Mentors of the club. All the students of the college are members of the club. However, one student from each semester of each department and one representative each from NCC and NSS units form the executive committee of the club. The current members of the executive committee are: 1. Priti Mallik, 2nd Sem, Political Science, 2. Karpita Barman, 4th Sem, Political Science, 3. Tapashree Chakraborty, 6th Sem, Political Science, 4. Sudhya Yasmin, 2nd Sem, English, 5. Nijhum Adhikary, 4th Sem, English, 6. Sagarika Barman, 6th Sem, English, 7. Nandini Roy, 2nd Sem, History, 8. Amrita Paul, 4th Sem, History, 9. Priyasha Paul, 6th Sem, History, 10. Paramita Deb, 2nd Sem, Bengali, 11. Jui Dhar, 4th Sem, Bengali, 12. Anamica Debnath, 6th Sem, Bengali, 13. Banasree Banik, 2nd Sem, Geography, 14. Hrishika Das, 4 Th Sem, Geography, 15. Sheshatri Ganguly, 6th Sem, Geography, 16. Barnali Paul, 2nd Sem, Education, 17. Ananya Chakrabarty, 4th Sem, Education, 18. Papiya Nandi, 6th Sem, Education, 19. Puja Bokshi, 2nd Sem, Philosophy, 20. Tanuska Barman, 4th Sem, Philosophy, 21. Nayantara Das, 6th Sem, Philosophy, 22. Sneha Das, 2nd Sem, Sanskrit, 23. Sonai Dey, 4th Sem, Sanskrit, 24. Shreya Nandi, 6th Sem, 25. Piu Dey Sarkar, 6th Sem, Programme, 26. Rikta Goswami, 4th Sem, NSS, 27. Sanjita Mohanta, 6th Sem, NCC.
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,	The students try to spread awareness about election process and encourage participation in the election process in the campus and beyond. The club has organised awareness campaign on 04/03/2022. The club also collaborated with SVEEP Cell, Sub Divisional Officer, Cooch Behar to organise a drive on 30/08/2022 to encourage students to enroll themselves as voters. The ELC also collaborated with District Election Officer, Cooch Behar to organise

commercial sex workers, disabled persons, senior citizens, etc.	Voter Awareness Programme on 05/04/2024 before Loksava Election, 2024.
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.	1. Philosophy department conducted a field work on "Awareness among People about Election" in ward no 17 of Cooch Behar municipality. 2. The NSS unit of the college also organised Voter Awareness Programme on 13/03/24 through an Essay Writing Competition on "My First Vote." 3. A Declamation Contest on Patriotism and Nation Building was organised on 30/11/2-18 in collaboration with Nehru Yuva Kendra. 4. A poster Making Competition was organised as part of the celebration of Azadi Ka Amrit Mahotsav on 10/08/2022. 5. A seminar was organised on "75 Years of Independence" on 12/08/2022.
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 percentage of students who have enrolled as voters in the electoral roll is very high. Still the institution and ELC in collaboration with NSS, NCC, other departments in collaboration with SDO and District Election Officer, Cooch Behar encourage all the students to register themselves as voters.

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
2795	3274	3682	3235	2752

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: 33

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
33	33	33	30	9

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
18.28666	14.11408	13.35705	11.05383	19.02647

File Description	Document
Upload Supporting Document	[View Document](View%20Document)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution follows the curriculum of Cooch Behar Panchanan Barma University. Some of the faculty members of the institution are members of the Board of Studies of the university. They contribute significantly in framing the curriculum of the specific subjects. For effective implementation of the curriculum, at the beginning of each session, the newly-inducted students are introduced to the overall vision and mission of the institution through an orientation programme. They are also made aware of the programme outcome. In the beginning of any course, the course outcome is also outlined to the students. The IQAC prepares the academic calendar following the holiday list and schedules of examinations and commencement of classes provided by the affiliating university. The academic calendar includes the list of holidays, the days to be observed by the college, the period of vacation and recess, the date of commencement of the academic session and the tentative dates of the Internal Assessment as well as final semester examinations. Unless an unforeseen calamity like the outbreak of Covid-19 pandemic disrupts normalcy, the departments strive to follow the schedule for Continuous Internal Evaluation as proposed in the academic calendar. However, the students are duly notified in the event of any deviation from the academic calendar. In consultation with all the departments, the Routine Committee prepares the master routine in the beginning of each semester. Each department prepares a departmental routine in tandem with it. The departmental Heads also organise a departmental meeting in the beginning of the session to distribute the units of the syllabus among the teachers. The distribution of syllabus is also shared with the students. The teaching plan is prepared by the individual teachers of respective departments according to the course structure. Generally, the Curriculum delivery methods are lectures, board work, PPT Presentations, screening of films and similar use of audio-visual tools, laboratory work for the practical based subjects, e-learning, online mode of teaching and seminars. Tutorial classes are taken to address the problems of the slow learners. The online mode of teaching was successfully implemented during the pandemic. The quality of class room teaching is enhanced by encouraging faculty members to improve and update teaching learning method through participation in Orientation Course, Refresher Course etc. Invited lectures by eminent scholars from the concerned fields also enrich the understanding of the students. Participation in the Add-on courses offered by the college widen the field of interdisciplinary knowledge of the students. Project works, field-based excursions and educational tours enable the students to have a hands-on experience. The mentor-mentee system also ensures that the students can access their specified mentor whenever necessary. After being inducted in a course, the students are divided into groups according to their performance in a test and a mentor is assigned for each group. Apart from academic help form the mentors, the mentees may seek guidance regarding career choice, management of psychological stress or trauma and even financial and social problems. The slow learners are specially looked after by the mentors.

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: 22

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2

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

Response: 17.72

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
1236	437	0	1115	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

It is evident from the curriculum prescribed by the affiliating Cooch Behar Panchanan Barma University that the university is fully aware of the significance of integrating crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. Additionally, the college takes special care to inculcate in the minds of the students a value system that will guide the young generation to develop an ideal human society free from corruption and gender-bias. The institution also seeks to develop ecological awareness among students through both curricular and extra-curricular methods.

Professional Ethics:

The issue of professional ethics is evidently integral to the study of Philosophy and Education. The Unit IV of DSE 3A/4A (CBCS) of Education department is dedicated to professional ethics. The syllabi of Political Science and Sanskrit also encompass ethical issues. The IQAC organized "One day Workshop on Intellectual Property Rights."

Gender:

The syllabi of a number of disciplines like English, Bengali, History, Political Science, Philosophy and Sociology focus on gender related issues. A whole paper (CEH 14) is dedicated to Women Writing in the syllabus of English. The GE 1 paper of Philosophy deal with issues like Human rights, discrimination on the basis of sex, race, gender, caste, religion and Feminism. Paper C 7 of Sociology deal with issues like Domestic violence against women, Dowry, and Divorce. While SEC 3 deals with Gender Sensitization and Women Empowerment, SEC 4 of Sociology department is dedicated to "Women and Society." Besides the curriculum, the institution tries to sensitize all the stakeholders about gender issues through observation of a number of days like "Women's Day" and "Mother's Day." A seminar on "Impact of Partition on Woman" was also organized by the English department. The NCC and NSS units of the college also spread awareness regarding gender issues through their extension activities. During Special Camp, NSS volunteers performed a drama on "Child Marriage."

Human values:

The study of all the disciplines, especially those of humanities and Social Sciences aims to foster human values. Concepts such as Democracy, Liberty, Equality, Justice, Rights, Nonviolence, Patriotism are at

the core of the study of Political Science, Sociology and Philosophy. Commemorative days like Independence Day, Republic Day, Constitution Day, Teachers' Day, Youth Day are also celebrated to induce human values in the students. The students also exercise human values through social works like relief work during natural disaster and helping the under-developed section of the society. Such extension activities are especially carried out by the volunteers of NSS and NCC.

Environment and Sustainability:

Environmental issues are encompassed in all the disciplines as Environmental Studies offers a great flexibility for interdisciplinary integration. Ecofeminism, eco-poetics, ecological ethics are some of the examples of such multidisciplinary approaches. All the students are required to study Environmental Studies as AECC paper. A number of Add-on courses was also offered on topics related to environment and sustainability like "Conservation of Biodiversity and Ecological Balance," "Social Structure of Rural and Urban Environment in the District of Cooch Behar" "Birding," "Wildlife Conservation" etc. The NCC and NSS units continuously work for the environment in their programmes like tree plantation drive, workshop and survey on plastic pollution and rallies.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 36.82

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

Response: 1029

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](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 68.1

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
860	1226	1139	1330	1295

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1742	1742	1742	1742	1622

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: 74.45

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
519	573	586	616	585

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
784	784	784	784	731

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: 84.7

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:

The teaching-learning process in the college is student centric. While each department endeavours to incorporate methods of experiential learning in the process through activities like field trip, survey and project work, it is a part and parcel of Geography department. Other departments also take the students on educational excursions to places of historical, cultural and ecological importance. The field work and survey involved in such field trips allow the students to have firsthand experience of the real problems, challenges and resources of the environment and society. The students also look after the garden of medicinal plants in the college campus. The students also get the opportunity to have an experience of the outer world through extension activities like cleanliness drive, tree plantation, awareness programmes in the community conducted through NSS and NCC. The project works assigned to the students for the continuous internal evaluation also often require field-based activities. Such works also challenges the students' capability of problem-solving. Group discussion and departmental seminars offer the scope for participative learning. The students are also asked to present their project work in the departmental seminars. Students also participate in quiz competitions, debates, declamation contest and Youth Parliament. Students can showcase their creativity in the wall magazines. The students can also hone their artistic skills in the various cultural programmes organised by the college.

The teachers make the most of the modern technology by using the four projectors along with a smart classroom facility in the college. The Wi-Fi enabled campus allows the teachers to access online resources in the classroom. Four classrooms are equipped with ICT enabled

tools. PPT presentation is the most frequently used tool by the teachers. Screening of films and similar audio-visual contents is a regular practice in some departments like English. The use of specialised software, computer and internet is also requisite for the practical classes of the Geography department. Teachers access research articles and thesis from various online sources and databases like JSTOR, Shodhganga, especially those provided through NLIST. The students have direct access to the online portals in the computer centre placed within the Reading Room section of the library. The teaching learning process was shifted completely to the online mode during the Covid-19 pandemic. Google Meet was the preferred platform for the online classes. All the departments extensively used the social media platforms especially WhatsApp for quick and constant communication with all the students. Sharing study materials and links to relevant online content was easy for the teachers. IQAC organised a workshop on the Use of ICT enabled tools in the classroom to encourage and enable the teachers to increase the frequency of the use of ICT enabled tools.

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: 92.62

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
34	34	34	34	13

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: 72.46

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
22	22	21	18	17

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

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:

The evaluation process under the Choice Based Credit System comprises of two key components: i. Continuous Internal Evaluation and ii. Semester end examination.

i. Mechanism for Continuous Internal Evaluation: The Continuous Internal Evaluation is conducted solely by the institution although the modalities have been fixed by the university. The students are made aware of the evaluation pattern in the induction meeting. While 40% of the total marks assigned for Internal Evaluation is awarded according to the percentage of attendance of the students, the remaining 60% is awarded according to the performance of the students in different types of evaluative measures conducted throughout the semester. The final score of the Internal Assessment is uploaded on the portal of the university by the teachers. The departments have the autonomy to choose one or more modes from the following methods: class test, project work, field work, seminar presentation and group discussion. The Internal Examinations aim to foster experiential learning. During the Covid-19 pandemic, the students submitted their project work in the online mode. The tentative schedule of Internal evaluation is provided in the Academic Calendar. However, as this mode of evaluation is a continuous process, the teachers constantly keep the students notified regarding the dates of test or of submission of assignment through the WhatsApp group of each department. If the students are dissatisfied with their Internal evaluation, they may report to the respective department or to the Grievance Redressal Cell. They may also choose to drop a complaint in the Complaint box. The teachers evaluate the students' performance in a rigorously transparent and unbiased way following the university regulations. So hardly any case of grievance is reported. Regular feedback regarding the transparency of the system is taken from the students and IQAC takes serious note of it.

ii. Mechanism for Semester end Examination:

The Semester end examination is directly conducted by the university. In stead of the flexibility and autonomy of the college in regard to Internal evaluation, strict adherence to the schedule and pattern of the university is the norm during the semester end examination. The teachers are assigned examination related duties like paper-setting, moderation, evaluation of answer script, scrutiny and review by the university. The college serves timely notice to the students to ensure the timely enrollment of the students for Semester end examinations. The students are also notified about the date of issuance of online Admit card and marksheets. The Examination Subcommittee of the institution is responsible for conducting the examinations in the campus smoothly with the cooperation of all the teaching and nonteaching staff of the college. In the case of any grievances related to the conduct of examination in the college, the students may lodge their complaint with the Grievance Redressal Cell. However, if the students are dissatisfied with their result, they have to apply for Post-publication Review or Post-publication Scrutiny directly to the Controller of Examination. However, the institution does not only notify the students about the date of applying for PPS or PPR, the students are also provided with guidance and help in this regard from the college office.

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:

Complying with the objectives of the programmes and courses set by Cooch Behar Panchanan Barma University, the Program Outcomes (POs) and Course Outcomes (COs) are formulated by the departments of the college. Identification of program outcomes and course outcomes are done for all the programmes offered in college. In order to help the students in developing a preliminary idea about a course and programme, the Programme outcomes and Course Outcomes are duly displayed on the "Academics" section of the website of the institution. The students can access the syllabus prescribed by the university along with the detailed descriptions of the Programme Outcomes and Course Outcomes. It makes it easier for the students seeking admission to the college to make wise decisions in selecting a course. It also helps the students in choosing a course where options are available. The teachers are also benefited from it while preparing teaching plan. The Programme Outcomes are outlined to the newly admitted students in the Induction Programme on the very day of commencement of the session. The teachers reiterate and elaborate on the stated Course Outcomes before starting to teach a new course. The students develop a prior idea of what to expect from a course before attending the classes of a particular course. Programme outcomes are the descriptions about specific skill requirements and accomplishments to be fulfilled by the students. Programme Outcomes incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation. Course outcomes describe the essential and enduring disciplinary knowledge, abilities to be attained by the students. So, the institution also assesses the level of attainment of Programme Outcomes and Course Outcomes.

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:

The Programme Outcomes and Course Outcomes are not merely displayed on the website but the level of attainment of the Programme Outcomes and Course Outcomes is also seriously evaluated. Each department adopts strategies to ensure that attainment of the Outcomes is properly evaluated. The institution evaluates the attainments of every student in an organised manner using both direct and indirect methods. The departments evaluate the attainment of each student by following this formula: (CGPA x 10 x 80%) Direct method + (Teacher's

Assessment out of 20) Indirect Method.

1. Direct Methods: The direct method involves the assessment of the students' performance in the Continuous Internal Evaluation and in the Semester end University Examination. This method is prioritized and given more weightage as it is based on objectively verifiable data which is also well-documented.

a. Continuous Internal Evaluation: The teachers can track the progress of the students continuously through the mechanism of Continuous Internal Evaluation. As stipulated by the affiliating university, college conducts internal evaluation of each course. 20% of the total marks of each course is awarded through this mechanism. It translates into 10 marks for each course (4 for attendance and 6 for the performance in the actual tests). The students are evaluated through a combination of multiple assessment tools like project work, field-based activities, class test, group discussion and seminar presentations. This mechanism also offers the opportunity to mentor the students continuously and guiding them in the right direction to attain the Programme Outcomes and Course Outcomes by continuously reviewing and criticising their performance constructively.

b. Semester end University Examination: The performance of the students in the semester end university examinations is the most important indicator of the level of attainment of programme Outcomes and Course Outcomes. Accordingly, the CGPA obtained by the students at the time of course completion is given the highest weightage in calculating the degree of attainment.

2. Indirect Methods

a. Feedback system: For a comprehensive understanding of the degree of attainment of programme Outcomes and Course Outcomes, the assessment of all the stakeholders is of paramount importance. So, the institution ensures to obtain, analyse and display the feedback from the teachers, students and alumni to gauze the overall performance of the institution.

b. Focus on Holistic Development: The approach of the teachers during the Continuous Internal Evaluation ensures that not only the discipline-specific knowledge of the students is evaluated but the degree of the holistic development of the student is also assessed.

c. Students' Progression: The institution also keeps a record of the students progressing to higher education. The achievement of the students in enrolling themselves in the prestigious universities and other higher education institutions provides a sense of assurance that the institution is successful in attaining the Programme Outcomes and Course Outcomes.

d. Placement and Employability: The institution also endeavours to track the progress of the students

long after graduation. Their success in National level competitive examinations and getting a job increases the degree of attainment of Programme Outcomes and Course Outcomes. Therefore, the institution tries to help the students through career counselling and guidance.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 80.61

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
392	957	855	611	386

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
780	990	870	698	633

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: 3.88

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
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 college endeavours to instil an atmosphere of research and creativity by creating an ecosystem for innovations. Internal Quality Assurance Cell constantly encourages the faculty members to undertake research work. The teachers are also encouraged to attend seminars, workshops and short-term courses in order to keep themselves abreast with the latest trends in research and innovations. The Research Cell of the college is also formed to enhance the quality and quantity of research work in both the teachers and students. The students are inspired to create new knowledge when they are assigned project works. The students and teachers organise and participate in departmental, national and international level seminars to facilitate exchange of ideas. Teachers publish their research papers in journals and edited volumes. A number of teachers are also engaged in research work in pursuance of PhD degree. To ensure ethical practices in the in the field of research, IQAC organised a "One Day Workshop on Intellectual Property Rights" on 19/05/2023. The invited resource person Dr. Subrata Kumar Manna, Assistant Professor of Bengali, University B.T. & Evening College, enlightened the participants with mechanisms of enhancing the quality of innovation and safeguarding ideas. He also emphasised on the significance of small innovations in the progress of the nation. The institution has also signed MoUs with a number of

institutions to open up opportunities for collaborative research works.

Indian Knowledge System has always been an integral part of the education imparted by the institution. The curriculum prescribed by Cooch Behar Panchanan Barma University amalgamates Indian values with a global outlook. Attempt to integrate modern education with the rich tradition of education in India can be easily discerned in the disciplines like Sanskrit, Bengali, History, Philosophy, Geography, Education, Political Science, Sociology and even English. Following the implementation of NEP, the endeavours have been renewed to eradicate the misguided apathy towards the rich heritage of India through an informed appreciation of the rich treasure house of Indian scholarship and heritage. The teachers are encouraged to integrate elements from Indian Knowledge System into their research work. The institution offered an Add-on course on "Indian Knowledge System" to revitalize the students' awareness about the glorified tradition of culture, scholarship and history of India in the 2022-2023 academic session. The books related to Indian Knowledge System are also reorganised in the library as such resources deserve separate designated corner. The library also features a special corner for the books on regional culture, literature and history. In a bid to celebrate the regional literature of Cooch Behar in Rajbangshi language, "One Day Seminar on Rajbangshi Bhasay Sahitya Chorca: Sekal O Ekal" was organised on 03/02/2023. "Bhawaiya," the famous folk music of Cooch Behar is also performed regularly in college programmes and a special cultural programme on "Bhawaiya" titled "Bhawaiya Sangeet: Kotha O Surer Mohonay" was also organised on 04/04/2023.

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: 16

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
9	4	1	1	1

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: 0.09

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
0	1	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: 0.45

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
6	4	3	0	2

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:

Committed to produce socially aware and responsible citizens, the institution ensures a fusion of classroom education and social awareness through extension activities to condition the students with the necessary skill set and inclination to apply their knowledge to solve social issues. The NCC and NSS unit of the college play a significant role in providing the students with opportunities to engage themselves in welfare activities for the community.

The NSS unit of the college is committed to serve the wider society and engages in multiple extension activities and outreach programmes. In the 2018-2019 session, the NSS volunteers organised Fund Raising drive for Kerala Flood victims. They organised "Cleanliness Drive" at Salbagan, the town's only forest which is dirtied by the picknickers. NSS unit also organised Awareness Programme on Health and Hygiene, Road Safety and Child Safety among the school children. The volunteers managed to serve the society even in even during pandemic situation by taking training on Protection and Prevention of Covid 19. They also spread awareness through poster and video making, songs and recitation. In the session 2020-2021, NSS unit of the college collaborated with Cooch Behar Panchanan Barma University and Cooch Behar College in organising a three-day Cleanliness Drive. The programme included seminar, rally, poster-making competition and cleanliness drive in the campus of the three collaborating institutions with the objective of spreading the message of maintaining cleanliness and safety measures during pandemic. In 2020-2021 session, NSS unit organised Covid-19 Awareness Drive through rally,

mask distribution and poster making. All the students of the college participated in it. In the 2022-2023 session, extension activities like Swachhta rallies and cleanliness drive at Cooch Behar palace complex, tree plantation, awareness campaign on personal hygiene, prevention of mosquito-borne diseases, healthy food, sexual abuse, mobile addiction, evils of tobacco use are carried out in the neighbourhood by the volunteers of NSS unit during the week-long special camp in the adopted village. A survey on the usage and disposal of plastic was also carried out by the NSS unit of the college after a Workshop on Reduction of Plastic Pollution.

Similar activities are also carried out by NCC. A number of days like Republic Day, Independence Day, International Yoga Day, World Environment Day, World Ocean Day are celebrated through different activities including parade, rallies, tree plantation and Har Ghar Tiranga Campaign to spread values and good practices like patriotism, health and hygiene and environmental awareness. Swachhta rally and cleanliness drive in prominent places of Cooch Behar like Madan Mohan Temple, MJN Hospital and Sagardighi are also regularly organised by NCC. They also spread awareness on the evils of Tobacco through rally on Anti-Tobacco Day. Such involvement of the students in extension activities and outreach programmes deepens their love and compassion for, awareness about and zeal to improve their society and environment. The institution is committed to foster holistic development of the students by instilling in them a sense of social and civic responsibility, leadership qualities, democratic attitudes, national integration and social harmony.

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 contribution of our institution through extension activities and outreach programmes has been appreciated by the government and government recognised bodies. A list of the awards/recognitions received by the institution is provided here academic session wise:

Sl no	Session	Award/Medal/ Recognition	Activity/ Programme	Team/ Individual	Level	Awardee	Awarding Authority
1	2018-19	1st in three categories	Swachata Samaroh	Team	District	NCC, Thakur Panchanan Mahila Mahavidyalaya	7 Bengal Girl's BN NCC

2		Certificate of Excellence	Kanyashree Prakalpa implementing College	Team	District	Thakur Panchanan Mahila Mahavidyalaya	Govt of West Bengal
3	2019-2020	Recognition for Participation	Swachhta Pakhwada	Team	District	NCC, Thakur Panchanan Mahila Mahavidyalaya	7 Bengal Girl's BN NCC
4		Certificate of Excellence	Kanyashree Prakalpa implementing College	Team	District	Thakur Panchanan Mahila Mahavidyalaya	Govt of West Bengal
5	2021-2022	3rd prize	Parade on Republic Day	Team	District	NCC, Thakur Panchanan Mahila Mahavidyalaya	Cooch Behar District Administration
6	2022-2023	2nd prize	Kanyashree Prakalpa implementing College	Team	District	Thakur Panchanan Mahila Mahavidyalaya	Govt of West Bengal
7		Best Marshal	Youth parliament Competition	Individual	District	Shibani Barman	Department of Parliamentary Affairs, govt of West Bengal
8		Certificate of Appreciation	Sristishree 2023	Team	District	Thakur Panchanan Mahila Mahavidyalaya	SDO, Cooch Behar

File Description	Document
Upload 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: 23

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
10	6	0	2	5

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: 22

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:

Thakur Panchanan Mahila Mahavidyalaya tries to ensure optimum utilization of the infrastructure and physical facilities. There are thirteen classrooms including one smart classroom. Three other classrooms are also equipped with projectors. Sound system is also installed in the large halls. There is a well-equipped laboratory of the Geography department. The reading room section of the library also houses a browsing centre with six computers with internet facility. Computers are also placed in the staffroom for the teaching faculty and the office of the librarians. There is a stage and sound system in the seminar hall or room no. 11 which is used to organise seminars, workshops, yoga sessions and cultural programmes. It is also utilized for academic purposes. The library is stocked with more than seventeen thousand books. The library is going to be automated very soon. The institution has subscription to NLIST offering online access to e-books, journals and articles in databases. The office, IQAC room and accounts section are also equipped with the necessary computers, printers and copiers.

Annual Sports is organised in M.J.N. stadium but there are facilities for games and sports in the college campus itself. The students enjoy the facility of badminton and volley ball

court in the college ground. Indoor facilities for table tennis and carrom are also provided in the students' common room. There is a well-equipped gymnasium for the use of the students. One room is allotted to NCC. Under the green canopy of the iconic heritage tree, there are two open air stages which are used for Saraswati puja, cultural programmes. Throughout the year they serve as a popular sitting area for the students.

There are a number of washrooms for the use of the stakeholders located suitably in different areas of the campus. A sanitary pad vending machine and an incinerator are also installed in one of the toilets for the students. Purified and cold drinking water is available in multiple locations. Food is also served in the canteen. Ramp facilities are also available for the Divyangjans. Flower plants and a garden of medicinal plants adorn the campus. Wastebins are also placed in different places to ensure a clean and green campus. Power Generators in the Generator room ensure continuous power supply. The cycle stand beside the guard's room at the entrance gate is used by all the stakeholders. The college is always secured under CCTV surveillance.

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: 10.23

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
6.87634	0	0.49150	0	0.391

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](#)

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:

Thakur Panchanan Mahila Mahavidyalaya Library is situated in the 1st floor of the annex building. Textbook and Reference are the two distinct areas/rooms in the library. Textbooks are stored and the circulation procedure is carried out at the lending department. The library offers the service of lending books to a variety of individuals, including students, full-time teachers and SACT teachers, and non-teaching staff members.

The library also houses a reference section containing various types of reference books. This area offers a comfortable reading space for both students and teachers, with six computers available for use. The library has about 18,000 books in its collection, all of which are under security camera surveillance. Books worth nearly one lakh have been purchased in the last five years.

The college has initiated the process of Library Automation using "Koha", a comprehensive library management software, to streamline our operations and improve efficiency. The database of 10000 books has been entered in the Koha database and is continually being upgraded.

The subscription for N-LIST was started in the year 2017 and continued till the 2019-2020 session. The subscription has been renewed in the current academic session.

In addition, the library has a wide variety of unique book collections, such as those devoted to Women's Studies, Indian knowledge System, Remedial Books, and Regional Literature, Culture & History. The reference area also contains a variety of dictionaries and encyclopaedias. Our plan for the future includes the establishment of a Book Bank program aimed at providing support to individuals from Economically Weaker Section.

File Description	Document
Upload 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:

During Covid-19 pandemic, the complete teaching-learning process was shifted to online mode. Our institution coped with this sudden shift efficiently. Recognizing the significance of e-learning, the college has invested in creating top-notch ICT facilities. This encourages stakeholders, including faculty and students, to embrace innovative teaching and learning methods. The college tries to keep up with the level of upgradation and innovation in the field of technology with its available resources. The computers are distributed in the office, browsing centre in the reading room, library and the staff room. There are 23 desktops in the college in total. Students use 6 computers in the reading room of the library. 3 computers are used directly for teaching learning in the smart classroom and geography laboratory. 2 computers are placed in the teachers' staffroom. Besides 10 laptops are distributed among the teachers of different departments. 10 computers are used for official work in the Principal's office, cash section and library. There are 2 computers in the IQAC room. A number of printers, scanners and copiers are also distributed in office, library and departments. Wi-Fi facility is also provided to all the stake holders. Sun Shine

Broadband Service is the internet service provider. BSNL was the internet service provider in 2018-19 and 2019-2020. However, the bandwidth of 2 mbps was not sufficient. Later, the internet service provider was changed to Sunshine Broadband Service with a bandwidth of 100 mbps. There is also limited Wi-Fi connectivity provided by JIO. Routers are placed at different locations besides LAN connectivity which ensures decent internet connectivity throughout the campus. 4 classrooms are equipped with projectors. Close Circuit Cameras have been installed at the key locations of the college to ensure almost full coverage of the campus. The Office of the Principal is also using the updated facilities of technology to carry out the administrative works. In 2018-2019, Our institution uses MIS module CAS 5.0 for managing students related data especially of admission and fees collection. Now it has been upgraded to College Automation System 7.1. Apart from this, it also envisions a paperless administration, likewise the notices, general guidelines, circulars are disseminated to all departments through messages, WhatsApp, email and the college website. The admission of students, examination, payment, salary, pension, provident fund of the teaching and non-teaching staff are all done through respective online portals. The library is currently under the process of modernization and digitization with the implementation of KOHA Integrated Library Management (ILM) system. The library also boasts a reading room facility with internet connection, and subscription to N-LIST. The college organised workshop on the Use of ICT enabled tools in classroom and ensured prevention of IT malpractices through Cyber Security Pledge.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 310.56

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

Response: 9

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: 12.01

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
1.13525	3.98873	1.27565	0.5435	2.16592

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

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: 72.18

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
2502	2476	2433	2614	1335

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](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: C. 2 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: 1.24

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
60	48	0	38	49

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof 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](#)

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: 10.47

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
141	90	68	19	17

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
392	957	855	611	386

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: 0.35

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
8	0	0	1	1

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 11

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
4	0	0	4	3

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](#)

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: 7

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
19	3	0	9	4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The informal existence of the Alumni Association of Thakur Panchanan Mahila Mahavidyalaya is very old. The process of formalising the association began in 2021. A savings account in Indian Bank was opened on 11/06/2021. Alumni Association of Thakur Panchanan Mahila Mahavidyalaya was formed officially in a meeting held on 25/11/2021. The institution has started the process of registration of the Alumni Association. However, the outgoing students started to provide financial support since 2021. As of the end of 2022-2023 session, the contribution of the alumni was over 1 lakh rupees. The institution plans to utilize the funds saved in the bank account of Alumni Association for development purpose. Though the association is yet to be formally registered, the bond between the alumni and their alma mater has always been felt. The alumni take part in sports and cultural programmes of the college. Alumni Meet is organised on the occassion of Saraswati puja. They are welcomed in the annual feast and cultural programme on the occassion of Saraswati Puja. Those alumni who have excelled in any field are invited to motivate the students. The department of English organises a programme named "Insfire" where the former students who qualified NET are invited and felicitated. They share their experience to motivate the present students. The purpose of such activity is to build a connection between the students with the alumni. Feedback of the alumni is also taken. There is a separate webpage for Alumni Association on college website.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

As the only women's college of the district, the institution envisions a future of enlightened and empowered society where educated and economically independent women play a key role in the development of the nation. The institution does not set it as a goal to achieve once and for all but as continuation of the process of forward movement towards excellence. The strategies adopted by the institution to effectively materialize its vision include imparting quality education, career counselling and guidance, add on courses to increase skill set and employability, inducing consciousness about democratic values like gender equity, patriotism and environment consciousness. So, the college offers the opportunity to earn graduate degree and the skill set necessary in the job market. The primary pool of students of our institution are from backward classes, and also from economically weaker background, and mostly first-generation learners. Faculty are very active to fill in that generational gaps with the means of special instruments such as the Mentor-Mentee System. The faculty members are also very keen to make the students well-aware of local issues that are very much intertwined in their lives. Extension activities through NCC, NSS and field trips organised by various departments provide a social interface to the students. By aligning the college's vision and mission with the National Education Policy (NEP), the college management prefers the implementation of a four-year undergraduate program with a focus on skill development. Additionally, the college promotes multidisciplinary learning, and introduces short-term certificate and value-added courses to address evolving needs. The institution is not only committed to provide the best possible facilities, but also in ensuring the fruits of such initiatives reach the intended stakeholders by the means of a host of committees, such the Students' Welfare Committee, Grievance Redressal Cell, or the SC/ST/OBC/Minority Cell. The formation of a host of academic and administrative committees reflects the democratic nature of the leadership and governance. The college thrives under a leadership that prioritizes both effectiveness and efficiency. This leadership establishes clear policies for academic and administrative activities. Decision-making is decentralized, with collective input from periodic meetings guided by both short-term and long-term institutional perspective plan. Each academic year, subcommittees of the Teachers' Council oversee academic activities. Departmental responsibilities are distributed among teachers based on need. The principal's office, supported by joint teacher-staff subcommittees, manages administrative tasks. The college further exemplifies participative leadership by including external and student members in key committees like the Internal Complaints Committee (ICC) and the Internal Quality Assurance Cell (IQAC).

The various committees for functioning of the college may broadly be divided into the following categories:

Strategic Planning and Execution: Planning Board, IQAC, Purchase Committee.

Academic affairs: Admission committee, Routine committee, Examination committee,

Research and Development Cell, Library committee.

Students' support and activity: Placement cell, Cultural committee, Games and Sports committee, NCC committee, NSS Advisory committee.

Students' and staff welfare: Grievance redressal cell, Internal complaint cell, SC/ST, Minority Cell, Anti-ragging committee.

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:

In its journey towards excellence as a grants-in-aid college, the institution prepares its perspective plan according to the vision and mission of the college. The perspective plan of the institution is not only executed in the field of teaching-learning but it is also reflected in its administrative set up, appointment, service rules and policies. They are designed following the rules and guidelines issued by Government of West Bengal and University Grants Commission. The teachers are recruited through the recommendations of West Bengal College Service Commission except for the SACTS. The CAS benefits of the teachers are determined as per UGC guidelines and executed by the Department of Higher Education, Government of West Bengal. The organogram of Thakur Panchanan Mahila Mahavidyalaya reflects its democratic, decentralized and participative character of governance. The organizational structure works as follows:

• The Governing Body under the leadership of the Administrator discusses issues relating to finance, infrastructure, faculty recruitment etc.

• The Principal, assisted by Teachers' Council and the Non-teaching Staff, works as the chief administrator and manages the overall functioning of the college.

• The Departmental Heads in collaboration with the Principal and their respective departments accomplish the academic, financial and co-curricular requirements of the departments.

• Internal Quality Assurance Cell ensures quality through framing plan of action and its execution through a number of quality initiatives.

• The Bursar, supported by the Finance and Purchase Committees, manages internal finances and financial audit of the college to ensure effective utilization of funds.

• The Librarians supervise and maintain the upkeep of the library and upgrade its academic resources and facilities.

For fairness and transparency, admission is totally done through online mode since 2017 onwards and strictly followed the guidelines of UGC, the affiliating university and the Department of Higher Education, Government of West Bengal including reservations regulations. All information was available in the college website during the admission process.

For all academic and student related issues primarily come under the purview of Teacher's Council. Teacher's Council forms sub-committees including Admission, Examination, Routine, Library Committees. The college has also constituted Grievance Cell, Anti-ragging Cell, Student's Welfare committee, Games and Sports committee, Cultural committee, Magazine committee, NCC Committee, NSS Advisory Committee, Staff Welfare Committee, Career Counselling Committee Research Cell Committee, SC/ST/OBC/Minority Cell, Placement Cell, Alumni Association, ICC to deal specific issues. Apart from these Sub-committees College has also several clubs like Electoral Literacy Club and Eco Club. Teachers, Non-Teaching Staffs and particularly Students are actively involved in these committees.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

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 and avenues for career development/progression

- The teachers need to record their daily appraisal report in the attendance register that includes classes taken, meetings, seminars etc. attended and other academic works performed. The Principal and IQAC also take note of the performance of the teaching and nonteaching staff. Feedback is taken from students and other stakeholders. IQAC also conducts Academic and Administrative Audit.
- For Assistant professors, appointed by College Service Commission, the appraisal system is as per government rule of career advancement scheme. The number of classes taken by the teacher in each academic year, refresher/faculty development program they attended, article/book publication, research guidance, administrative work etc. are all taken into account during promotion. If the yearly and/or periodic score exceeds the minimum marks prescribed in the order 1373-Edn(CS)/5P-52/98 dated 07.12.2017 then it is processed for promotion. An expert team is formed with one or two subject experts from affiliating University, one from department of higher education and principal to measure the performance of the assistant professor.

- 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 besides academics. The Institute accords appropriate weightage for these contributions in their overall assessment.
- There are separate promotion rules of Dept. of Higher education for Non-teaching Staffs.

Welfare Measures for teaching and non-teaching staff:

- Employees are entitled to have Pensionary benefits, Gratuity and Leave Encashment as per rules of Government of West Bengal.

- Teaching staff of the college gets all the leave benefits like casual leave, medical leave, earned leave, study leave, maternity leave, child care leave, on duty leave for orientation program, refresher course, short term course, participation in seminar, workshop etc.
- There is separate leave rule from the Department of higher education for State Aided College Teacher (SACT).
- There are pension and gratuity, leave encashment for 300 days and benefit of GPF for the government appointed teachers and non-teaching staff.
- For non-teaching and SACT there is provision of bonus granted by govt. of West Bengal every year whose salary is below 35000/ per month.
- Provision of refundable and non-refundable loan from GPF.
- Bonus for casual staff before Durgapuja and Eid.
- TA is provided to the employees for official work from the college fund.
- Superannuated teachers and non-teaching staff in appreciation of their service is felicitated.
- All the non-doctoral staff members are encouraged to get enrolled for Ph.D program. No objection certificate is provided to pursue in-service PhD programmes.
- Encourages non-teaching staff to attend various administrative training programmes required for smooth conduct of the official works.
- Group Savings Linked Insurance Scheme for teaching and nonteaching staff.

File Description	Document
Upload 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](#)

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: 6.52

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
2	6	5	2	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
18	17	18	19	20

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](#)

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 adheres to stringent financial transparency practices. Utilization of the fund is monitored by respective committees (Finance committee/Building committee/ Purchase committee etc. formed by the GB) in order to minimize the cost of procurement / installation. The college conducts regular internal and external audit of its accounts. The external audit is conducted by statutory auditor every two years and the auditors are appointed by the DPI, Education Directorate of Government of West Bengal. The yearly audit reports are submitted to the DPI, Govt. of West Bengal. The DDO supervises the regular maintenance and updating of the books of accounts with the help of Bursar. The accounts of the college have been audited by the statutory auditors up to 2019-10. Internal audits of received funds from governmental and nongovernmental sources are conducted annually by a registered Chartered Accountant firm, and placed before the Finance Committee. This ensures proper utilization of funds and facilitates the preparation of accurate utilization certificates for funding agencies. Accounts of the college have been internally audited by the CA firm for 2020-2021, 2021-2022 and 2022-2023. They are ready for Statutory Government Audit.

The main source of resource of the college is fees collection from the students. Standing strategy for mobilization of fund is to invite donations from employees, alumni and philanthropist especially from the local community for specific account.

Ø The West Bengal government provides grants to the college for the salary of its teaching and nonteaching staff. This amount is directly credited to the employees' salary accounts via the Human Resource Management System (HRMS). The college must submit formal claims for approval to the state government in order to do this.

Ø Some funds are generated from private entities as well. For example, the institution received Rs. 1.51 lakh from P.C. Chandra Radhamadhav Institution in 2022-2023 for Water Infrastructure Development.

Ø Building Committee, Purchase Committee and Library Committee help in the preparation, allocation and utilization of funds.

Ø Purchases are done through a tender/quotation system.

Ø All transaction is supported by the vouchers and bills are processed by the accounts section, the Bursar and the Principal.

Ø Collections are deposited in the bank and expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode.

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:

Internal Quality Assurance Cell of Thakur Panchanan Mahila Mahavidyalaya strives to contribute significantly for institutionalising the quality assurance strategies and processes. IQAC is instrumental in maintaining the quality of the teaching learning process and overall improvement of the academic ambience of the college. To this end, IQAC has developed the following strategies and executed in a structured way:

- Monitors and reviews the teaching-learning process, infrastructural facilities and students' performance at regular intervals
- Prepares Academic Calendar
- Framing plan of action and its review
- Conducts regular meetings and upload the minutes on college website
- Through regular interaction with the Heads of the Departments ensures uninterrupted teaching learning process and always strives to improve the quality of the same
- Provides guidance and assistance for the introduction of Add-on courses
- Encourages departments for evaluation of the attainment of students in respect to Course Outcome (CO) and Programme Outcome (PO) and seeks report in this respect for future course of action
- Sensitizes the departments for organizing Students' seminar
- Initiatives taken to equip the classrooms with ICT enabled tools
- Organises workshop and seminars
- Motivates constantly for promoting E-learning through Digital library facilities like INFLIBNET-NLIST
- Regularly collects and analyses feedback from students, alumni and faculty members and attempts to redress the grievances if any in consultation with the competent authority
- Initiatives taken for speeding up of library automation process
- Makes efforts to sign MoU with different academic institutions and business community for collaborative activities
- Motivates faculty members to involve in active research work
- Inspires teachers to participate in Orientation Programmes, Refresher Courses etc.
- Encourages to publish research papers in esteemed journals and edited volumes
- Encourages to conduct Green Audit, Academic Audit, Energy Audit and Gender Audit as quality assurance initiatives in the institution
- Encourages the teachers to keep records of all academic activities including students' attendance, support mechanism for slow learners, internal assessment documents, student progression document and mentoring of students.
- Information regarding teachers' participation in seminars and workshops, BOS, fieldwork/ project work, or other activity is recorded
- Facilitates the promotion of the teachers under CAS
- Participation in NIRF and AISHE
- Takes initiatives for clean and green campus

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: B. Any 3 of the above

File Description	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](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Thakur Panchanan Barma Mahila Mahavidyalaya is a women's college with a vision of an enlightened society with empowered women who play a key role in the development of the nation. Till date, no student has identified as belonging to non-binary gender. Thereby, gender audit regarding the distribution of male and female students is unnecessary. However, the institution conducts gender audit to find out the distribution of male and female members among the teaching and non-teaching staff and to ensure adequate amenities for the women. The institution ensures promotion of gender equity through a number of mechanisms. There are different committees and sub-committees that aim to ensure safety and security of the women like Women Cell, Grievance Redressal Cell, Anti-Ragging committee and Internal Complaint Cell. Financial support in the form of scholarship for the girl students is also provided to the students under the *Kanyashree* scheme of Government of West Bengal. The participation of the institution in *Kanyashree* scheme has been repeatedly appreciated. Awareness of gender equity, gendered identity, the construct of gender, the role and problems of women in India and beyond is spread among students through the syllabi of different departments. The syllabi of Political Science, English, Bengali, Philosophy, History and Sociology include topics such as Gender Rights, Human Rights, Domestic Violence, Feminism, Eco-feminism, Women Education, Inequality, and Women Empowerment. The students actively showcase their awareness on the issues related to women in the various cocurricular activities. A number of days like Women's Day and Mother's Day are celebrated in the college by NCC. NSS performed a drama on the Prevention of Child Marriage during Special Camp, 2023. The same drama was performed and appreciated in the *Sristishree* Cultural Programme organised by the office of SDO, Cooch Behar on 04.04.2023. The NSS volunteers have spread awareness about sexual abuse of children among the school students during their special camps in 2018-2019 and 2022-2023. The Sociology department organised a Child Marriage awareness programme. The students of political Science department participated in an awareness camp on gender-based violence on 23/12/22. There is a common room for the students. A sanitary pad vending machine and an incinerator are also installed in one of the washrooms meant for the girl students. Separate washroom facilities for female teaching and nonteaching staff are also available. The campus is also equipped with several CCTV cameras besides the security guards to ensure safety of the students.

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: C. 2 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](#)

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](#)

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:

Our college provides an inclusive environment for students of diverse socio-economic, cultural and religious backgrounds. However, their diverse backgrounds do not stand in the way of their uniform sense of belongingness as a member of Thakur Panchanan Mahila Mahavidyalaya family. The Institution strictly follows the Reservation rules for admission as per directives of Central and State Governments as well as the affiliating University. The Scheduled Caste, Scheduled Tribe, Other Backward Class, Minority and Differently Abled students of the College gets proper education in an inclusive environment. They get all the Central and State aided scholarships according to the governmental rules and regulations. Many students from the neighbouring districts and states of Coooch Behar opt to study in this college. Though gender diversity is non-existent in a women's college, students from different sections and classes of the society with linguistic and cultural variations constitute its demographic diversity. Many of our students belong to ethnic communities such as Bengalee, Assamese, Rajbanshi, Nepali, Koch, Mech, Rava and to religions such as Hinduism, Islam or Buddhism. However, our students learn to respect other religions, languages, and culture along with imbibing values of solidarity and sympathy through their day-to-day activities and active participation in different events and programmes of the college. Spontaneous participation of students in Saraswati Puja and Basanta Utsav (Holi) is also noteworthy. Students and the staff enjoy holidays on significant festivals of all religions. There is provision for sectional holidays as well. The institution seeks to instill the values, rights, duties and responsibilities of citizens in the mind of the students and employees through a number of programmes like celebrating Birthday of Netaji, Republic Day, Independence Day, Constitution Day. As responsible citizens, the teaching and non-teaching staff of the institution including some of the female teachers have complied with the obligation of performing election duty. The Electoral Literacy Club spreads awareness about role and responsibility of youth in democracy and the Eco club seeks to develop environmental awareness among students. The extension activities and outreach programmes through NSS and NCC instill social awareness and the zeal to serve the nation. Students learn and practice duties and responsibilities of citizen by providing community services to the people of the adopted villages through NSS. The institution celebrates a number of commemorative days of national and international importance like Birthday of Netaji, Republic Day, Birthday of Thakur Panchanan Barma, International Mother Language Day, International Women's Day, Mother's Day, Anti-Tobacco Day, World Environment, World Ocean Day, International Yoga Day, Independence Day, NSS Day, Constitution Day etc. The institution is sensitive to the requirement of inculcation of values, sense of awareness about rights and dutifulness related to constitutional obligations in the mind of students and employees. We take pride in the fact that an expressed environment of cordiality and harmony exists within the institution.

File Description	Document
Upload 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:

Best Practice 1

Title: Clean and Green Campus

Objectives:

To create awareness among students for environment protection.

To make campus eco-friendly.

To sensitize the students towards responsible living by planting trees and conserving energy for a better future.

To initiate, inculcate and reinforce 'green' habits in our students through **5Rs- R**efuse, **R**educe, **R**euse, **R**ecycle of 'waste' and **R**espect Nature.

Context

Environmental degradation has become a global threat today. This necessitates the creation of mass environmental awareness to minimize the damages done to the environment. Green campus initiative mainly focuses on the efficient use of energy and water; minimizing waste generation and reduction of contribution to emissions/ pollution, conservation of energy and also economic efficiency.

Practice

- Littering is prohibited in the campus. Wastebins for different types of waste are placed in different key locations. All stakeholders are asked to use the right wastebins meant for the disposal of a specific type of waste. NSS and NCC also conducts cleanliness drive in the campus.
- A number of commemorative days like World Environment Day, World Ocean Day are observed especially by NCC.
- NSS and NCC regularly organize "Swachhta Rally," Workshop, Poster making competition, and Cleanliness Drive, Tree plantation programme in and outside the campus.
- College maintains a garden of medicinal plants and a seasonal flower garden. There are a number of big trees in the campus, most notably the heritage tree with its green canopy shading a significant portion of the whole campus.
- Tube lights and bulbs are gradually being replaced with LED lamps. Posters are also pasted beside the switch boards urging the students to stop wasting electricity by the Eco Club of the college.

- Save water posters are also created by students and pasted beside the drinking water facilities.
- The Campus is declared a Plastic-free Zone. Use of single use plastic is strictly prohibited.
- Bird watching session is also organized to develop love of nature among the students.

Evidence of Success

- Waste management system of the institution has improved with less littering. Cleaning staffs are employed to manage the waste properly. Students have been inculcated the habit of keeping their classes neat and clean.
- The college community has become more conscious and involved in environmental preservation and cleanliness. NSS and NCC have organized cleanliness drive in many prominent landmarks of Cooch Behar namely Cooch Behar Rajbari, Madan Mohan Temple, MJN Hospital, Salbagan, Cooch Behar Panchanan Barma University and Cooch Behar College.
- At least 5 Swachhta rallies have been organized by NSS and NCC in the last five years.
- A significant percentage of the old electric lights/bulbs has been phased out. It is a policy of the college to purchase only LED or other energy efficient electrical devices in future.
- Green Audit is conducted.

Challenges:

- Financial constraints are a major drawback in taking many green initiatives like installing solar panels, installing rain water harvesting mechanism and recycling machines.
- The new installation on the old building is also not viable.

Best Practice 2

Title: Fostering health and well-being

Objectives:

- To foster health and well-being
- To make students aware of the health hazards posing threat to social hygiene.
- To develop in students a spirit of social service.
- To educate on the techniques of maintaining good health.

The Context

In the modern era, there has been a great threat to the physical and mental health of the people. This is largely due to the life styles of the people. It is well said that prevention is always better than cure. This theme has necessitated for the maintenance of keeping oneself fit. The college takes utmost care to create awareness among the faculty, the students and the community about their health and wellness.

The Practice

- As Cooch Behar has a high rate of Thalassemia, Thalassemia Detection Camp is held.
- Aids Awareness Programmes is organized on World Aids Day.
- Blood donation camps are also organized.
- There is a well-equipped gym in the campus. A trainer was also appointed.
- Students are provided with facilities for indoor and outdoor games.
- Students are encouraged to take part in Inter College sports Competitions and other similar events.
- Awareness about the significance of yoga is spread among students through organizing camp on International Yoga Day especially by NCC. NSS conducted yoga session as part of special camp.
- As part of Special Camps organized by NSS, awareness campaigns on personal health and hygiene, vector borne diseases are also organized. They also spread awareness among the little school children about healthy food habit.
- NSS performed a drama on Mobile Addiction to spread awareness among the students and parents of a school about the evil effects of excessive use of mobile by the children.
- During Covid-19 pandemic, NSS volunteers attended training session on the Prevention of Covid-19 in online mode and registered themselves as Covid warriors. They spread awareness about preventive measures like social distancing etc. through poster making and even videos disseminated through social media platforms.
- As part of Students' Week Celebration, the students organized rally to spread awareness about Covid-19 and also distributed facemasks.
- Covid-19 Vaccination drive was organized in the college.
- Special care regarding sanitization was taken during pandemic times.
- Phycological counselling was also provided to students during lockdown period to ensure their mental health.
- Awareness campaign on the evil effects of tobacco is also organized by NSS and NCC.

Evidence of Success

Health Awareness Programmes and camps turned to be truly fruitful both for the students and staff of the college.

- The students and the members of teaching staff and non-teaching staff attended the Thalassemia camp.
- Students, alumni and members from the teaching and non-teaching staff spontaneously participate in the Blood Donation Camp.
- The students of the college, especially the volunteers of NSS and NCC did a commendable job during the pandemic period.
- One student secured First position in State Level Body Building Championship in the year 2019.
- Students of this institution have won awards in different sports and game at district level and inter college competitions.

Challenges

- The space inside the college premises does not allow a huge playing area. The college conducts the annual sports in MJN Stadium but it is not viable to use it throughout the year.

File Description	Document
Best practices as hosted on the Institutional website	[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:

Thakur Panchanan Barma Mahila Mahavidyalaya is a women's college with a vision of an enlightened society with empowered women who play a key role in the development of the nation. Since its establishment in 1981, the institution has always been a beacon of hope and empowerment for women from all strata of society across North Bengal in the field of higher education. Since our institution is the only Women's College in the entire district, we always hold a broader vision before us: "Women Empowerment through Higher Education." In the process of attaining the vision, our college provides an inclusive environment for students of diverse socio-economic, cultural and religious backgrounds. The priority and thrust area of our college is 360-degree holistic development model, producing graduates who are intellectually competent, morally upright, spiritually inspired, and socially committed. It has a stellar track record in transforming the lives of the countless young women students that have passed through its portals. Our institution continues to challenge itself to stay ahead of the curve and address the changing needs of its students and society in the most innovative, engaged, compassionate way   With a vision of excellence in education and research, the institute's mission is to produce well-rounded, multi-skilled, and socially responsible global citizens for an ecologically sustainable society by the seven-dimensional nurturing.

1. Academic excellence as a foundation

The college prioritizes academic excellence by integrating the University curriculum with a blend of modern and traditional teaching methods. In addition to the chalk-and-talk approach, the campus provides online resources, audio-visual study aids and smart classroom to promote e-learning. Specialized initiatives include tutorial and special classes, regular seminars, and insertion of crosscutting topics like Professional Ethics, Gender, Environment and Sustainability into the regular curriculum.

Key Achievements:

- First and Second position in UG Result, 2023, from the Department of English.
- Second position in UG Result, 2022, from the Department of English.
- More than 80% passed on an average during last 5 years.
- Entrance to eminent Indian Universities like Jawaharlal Nehru University and Banaras Hindu University etc. for higher education.

2. Experiential learning and Practical Skills

The college emphasizes experiential learning to bridge theory and practice, offering diverse opportunities beyond the curriculum:

Service Learning: Students integrate community service with academic coursework, addressing necessary societal needs.

Student Seminars: The departments routinely organise seminars in literature and social sciences.

Field Work and excursions: Students are taken on educational tours to places of historical, cultural and ecological importance.

3. Leadership and teamwork skill

The 360-degree development approach underscores the pivotal role of leadership and teamwork in preparing students for the professional world. Key initiatives include:

A week- long Special camp in the adopted village, Guriahati CT

NCC cadets actively participate in *Annual Camps*.

Department of Political Science supervises *Youth Parliament Competition* teams.

Major Achievements:

Youth Parliament Competition Team secured First position at District Level Competition.

4. Creativity and Innovation

Encouraging creativity and fostering innovative mindset are crucial elements of the development

paradigm. This attribute helps students face challenges with fresh perspectives and inculcating continuous innovation. Students participate in programmes like Poster making competition, Essay Writing competition, Singing, Dance and Recitation competition. The students and teaching community are encouraged to undertake research work. The institution plans to provide financial assistance to students and teachers to undertake Micro-research projects.

5. Physical and Mental Well-being

The comprehensive development model goes beyond academic and professional realms, prioritizing the holistic well-being of students through the provision of health and wellness facilities, services, and support. Key initiatives include:

- Group Health insurance for all students
- Thalassemia Detection Camp
- Motivating students for vaccination during the time Covid Pandemic and organisation of multiple Vaccination Camps.
- Well-equipped Gymnasium with an Instructor
- Awareness Campaign on Vector Borne Diseases

- Indoor and Outdoor Games facilities
- Sanitary pad vending machine and Incinerator

6. Cultural Diversity and Inclusivity

Our comprehensive approach towards development recognizes the importance of cultural diversity and inclusivity, and encourages open dialogue and fostering a sense of belongingness. Exposure to different perspectives and experiences enhance cultural competence, global awareness and prepares students to thrive in diverse multicultural settings.

Some major initiatives –

Observance of commemorative days such as Basanta Utsab, Saraswati Puja, Birth Anniversary of Thakur Panchanan Barma

7. Career Preparation

The educational goal is to prepare students for successful careers, facilitated by a dynamic Career Counselling Cell. Key initiatives include-

Career Counselling Session by RICE, Cooch Behar

Grooming Students for CUET & NET

A number of Add-on courses are introduced to enhance the skill-set of the students.

In conclusion, the 360-degree development of students of this college is a holistic and multifaceted approach that recognizes the interconnectedness of academic, personal and professional growth. This comprehensive approach ensures that the graduates emerge as well-rounded, adaptable and socially responsible individuals ready to make meaningful contributions to society.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Even in the face of a number of challenges, Thakur Panchanan Mahila Mahavidyalaya is committed to produce enlightened, skilled and socially conscious pool of high-quality students. The institution has developed a strategic plan to achieve its vision and mission.

 •**Enhancement of Employability**: The key focus of the institution will be enhancing the skill and knowledge base of the students to improve their employability in the highly competitive global job market. Though the institution has little control over the framing of curriculum, add on courses, short term certificate courses may be introduced by the institution with relatively higher autonomy. The aim of these courses will be to widen the skillset of the students and keep them updated in a fast-changing modern world of technological innovation.

•**Research and Innovation**: The institution will take care to instill interest for innovation and entrepreneurship among the students through encouraging them to take research work. Interested students will be provided with financial support and guidance. The students will be encouraged to develop their problem-solving capabilities to address the problems in their neighbouring community. The research work as well as the short-term courses will open up unconventional avenues of income for the students in future. The students and teachers must contribute to knowledge generation. The teachers are encouraged to participate in short term courses to diversify their knowledge base.

 •**Interdisciplinarity**: In response to the paradigm shift towards holistic and multidisciplinary education during the past few decades, the institution has embarked on a transformative journey. Its mission is to cultivate well-rounded individuals by fostering the integrated development of their intellectual, aesthetic, social, physical, emotional, and moral capacities.

•**Collaboration**: The scope of collaborative activities like research, teacher and students exchange has to be widened.

•**Experiential Earning**: Students will be encouraged to undertake project work, internship and field work.

•**E-learning**: Facilities for learning in online mode and distance learning should be opened up.

Concluding Remarks :

The institution has set a few goals to achieve in the coming years like

i. Increasing the pass percentage of the students gradually.

ii. Introduction of more add on courses.

iii. Provide financial support for undertaking research.

iv. Procurement of more computers for the students and opening up of computer courses.

v. Enhancement of internet facility and keep up with the technological updating.

vi. Automation of the library immediately.

vii. More ICT enabled classrooms.

viii. Organization of seminar and workshops.

Thakur Panchanan Mahila Mahavidyalaya strives for excellence and hopes to fulfil the goals with active participation of all the stakeholders.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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*
	
	        Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	        Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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*
	
	    2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**
	        Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>564</td><td>711</td><td>700</td><td>761</td><td>851</td></tr></table>
	        Answer After DVV Verification :
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>519</td><td>573</td><td>586</td><td>616</td><td>585</td></tr></table>
	    2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**
	        Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	
	    3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**
	        Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>1</td><td>5</td><td>2</td><td>4</td></tr></table>
	        Answer After DVV Verification :
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>1</td><td>2</td><td>0</td><td>0</td></tr></table>

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**
	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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	8	0	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	0	2

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.*
	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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	1	2	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	0	2	5

Remark : Value updated as per supporting documents.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.87634	1.59518	1.14846	0	0.391

Answer After DVV Verification :

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

6.87634	0	0.49150	0	0.391

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)*
	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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.62301	4.89877	4.05161	3.85347	7.86219

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.13525	3.98873	1.27565	0.5435	2.16592

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : Value updated as per the supporting document.

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years**
	5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

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

| 144 | 92 | 68 | 19 | 17 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
141	90	68	19	17

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

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

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

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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	0	0	1	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	5	0	11	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	3	0	9	4

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	5	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	5	2	0

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	18	19	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	18	19	20

Remark : Value has been updated in 6.3.3.2 for no. of non-teaching staff as per the IIQA 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.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: C. 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 33 Answer after DVV Verification : 33