



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 2)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
AGHOREKAMINI PRAKASHCHANDRA MAHAVIDYALAYA  
C-44736  
BENGAI  
West Bengal  
712611**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

1.Name & Address of the institution:	AGHOREKAMINI PRAKASHCHANDRA MAHAVIDYALAYA BENGAI West Bengal 712611	
2.Year of Establishment	1959	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	22	
Programmes/Course offered:	38	
Permanent Faculty Members:	77	
Permanent Support Staff:	24	
Students:	2180	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The college is located in rural area and catering the educational needs of underdeveloped sections of society. 2. A sprawling campus with 09 blocks housing the departments and support services. 3. Proactive Physical Education department encourages sports and games with Yoga and Meditation.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 28-11-2024 To : 29-11-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. BHAGIRATHI NANDA	Professor,SRI LAL BAHADUR SHASTRI RASTRIYA SANSKRIT VIDYAPEETHA NEW DELHI
Member Co-ordinator:	DR. VISHNU SHIKHARE	Professor,College of Education Barshi
Member:	DR. MUTYALA SATYANARAYANA	FormerDean,VSM COLLEGE RAMACHANDRAPURAM
NAAC Co - ordinator:	Dr. Neelesh Pandey	

## Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>

### Qualitative analysis of Criterion 1

The College established in rural area in 1959, has been catering the educational needs of local students pursuing higher education. Majority of the learners belongs to first generation and hail from under developed/privileged sections of the society. The college is striving to uplift the life of the students by introducing employable, entrepreneurship activities and enhance learning levels through OBE outcome-based education and NEP. There are 38 UG conventional programmes offered besides 42 value added courses and certificate courses. MOOCS/NPTEL courses are to be preferred. The syllabus is followed with affiliated university University of Burdwan. Self-learning is practiced through library readings. Besides workshops, seminars are organized by the departments to update the subject knowledge. Field works, project works, field trips, educational tours, guest lectures are also organized by the departments. Students are oriented towards program outcome, course outcome by each department during induction programme. The students may be encouraged to avail the benefits of the value-added courses by introducing market oriented, employable certificate course etc. Though not as a separate programme of cross cutting issues like HVPE, Environmental Sustainability, yet some modules of them reflect in the existing curriculum. In addition, the activities like workshops, seminars, invited talks, its reports with documentary evidences supports the metric. 36% of students undertake project work/ field work/ internship on various thrust areas of their subject's specialization. The institution obtains feedback on curriculum regularly from designated stakeholders and action is taken on the issues which are implemented by the faculty/ departments concerned after discussion in IQAC meetings which monitors the entire process of feedback activity.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<b>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</b>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></b>
2.6.2 QIM	<b><i>Attainment of POs and COs are evaluated.</i></b>  Explain with evidence in a maximum of 500 words

#### Qualitative analysis of Criterion 2

The admission process is transparent and in accordance with the guidelines and regulations of Govt. of West Bengal and affiliating University. Online UG admission is in place through a Govt/ University centralised admission portal using CAMS software from 2024-25 onwards. Only 50-55% of sanctioned seats are filled in, however in some subjects the filled seats are in single digit. The STR is very high. The institution follows student centric T-L methods, integrating the usage of ICT enabled tools. Teacher quality needs further improvement in all respects. Despite the ICT-enabled environment, students from economically disadvantaged backgrounds may face challenges in accessing online resources. Create a digital equity platform to provide students with devices and internet access, ensuring inclusivity in education. Remedial classes for slow learners are conducted but may not fully address individual learning gaps. The grievance of students pertaining to evaluation both in CIE and University exams are addressed promptly by the institution. All the departments have clearly stated P.SOs, P.Os & C.Os and explained the students in the beginning of the academic year. The same were also displayed in the Dept. notice board and website Prospectus and handbooks are given to all students and serves as a ready reckoner for academic activities, institutional initiatives and events planned by the departments. Except The methodology of schematic representation is to be explained, however direct database of evaluations of academic records. Indirect method was employed using CIE, instead of taking feedback of alumni, industry and employers. The evaluation system relies on written examinations and traditional assessments. Diversified evaluation methods by incorporating portfolio assessments, peer reviews, and digital projects are to be considered. Although students engaged in projects and field studies, opportunities for advanced research are limited due to resource constraints. The University exam results are appreciable with some rankers or University toppers in some subjects. Good response is observed in Student Satisfaction Survey.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<b>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</b>
3.4	Extension Activities
3.4.1 QIM	<b>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.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>

Qualitative analysis of Criterion 3	
<p>Research advisory committee exists. No specific research and consultation policy, plagiarism software and central instrumentation lab. 3 Post Doctoral Fellow students in the department of Bengali and 5 Ph.D. students in the department of Bengali and Physics. One faculty of Physics was awarded research fellowship from SERB of DST. E-journals, Inlibnet facility is available. No specific research collaborations exists. Institutional research journal ‘Manan’ is published by department of Philosophy. Leverage digital platforms for IKS, such as developing mobile apps, virtual museums, or e-learning resources, to make traditional knowledge accessible globally. Though the focus on Indian heritage and values is exists, yet limited efforts are observed in fostering global competencies among students. Vermicompost and mushroom cultivation and plant sapling unit are some initiatives of entrepreneurship activities. No seed money is provided by the institution to undertake the research activities by the faculty. Workshops, Seminars, invited talks are conducted on research methodology, IPR and entrepreneurship activities to create awareness among students. Despite the presence of IPR and Entrepreneurship Development cells, the creation of startups or patent filings are lacking. The output of research publications is low especially in Arts, Commerce subjects impacting low h-index. Extension and outreach activities in neighbourhood community and adopted village are carried out by NSS, NCC and some Depts. The institution conducted 66 extension activities majorly on the issues of environment, health, blood donation, gender sensitization, leadership campaigns, etc. with the involvement of local community. No awards for extension activities received by the institution either by State or National. NSS and NCC are also involved in 31 extension activities in outreach communities. Out of 16 linkage/MoU/Collaborations not much MoU with industries, NGOs, Corporate house, organizations etc. except with the other colleges in the catchment area for faculty and student exchange programmes.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>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.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>

#### Qualitative analysis of Criterion 4

The college boasts a 14.2-acre campus, providing ample space for academic, recreational, and administrative activities. The campus includes nine buildings that house various academic and administrative departments, creating a conducive environment for learning and student engagement. The institution is having adequate physical facilities to cater the needs of all students and staff. At some places of facilities inadequate light and aeration was observed, it being an institution of 65 years old construction. Some buildings are dilapidated condition used for scrap storage. Facilities for classroom instruction is spacious in 43 classrooms, 23 laboratories are seminar hall, LCD projectors and facilities for sports and games, gym, etc. The expenditure incurred in all 5 years (except during Covid period) for infrastructure augmentation is fairly good. The central library has partial automation with KOHA software from 2012 onwards. The library has 30,551 books; 23 magazines, OPAC, N-List, etc. Inlibnet is subscribed for e-journals and e-books. Wi-fi, Xerox, CCTV facilities are available in library along with 2 small reading rooms. Organizing regular workshops or training sessions on how to use library resources, access digital journals, and make the most of platforms like INFLIBNET is needed. Only 30mbps internet and 41 computers out of 71 have internet available for all 2180 students, 77 faculty. The ratio of computer and students is 1:36 is highly inadequate. Even 8 LCD projectors with no smart boards for all 43 classrooms is also not sufficient. The computers are of old version and needs high focus on IT updation and strengthening the institution. Establishing an IT help desk with dedicated staff for troubleshooting and support to faculty and students with digital tools and software is dire need. The maintenance of infrastructure both physical and academic needs top priority especially in all playfields maintainance, and other areas of the campus duly allotting specific budget for the purpose. While the college has an impressive array of sports equipment, regular maintenance and monitoring of these facilities needs prior focus. SOP may be planned by IQAC for this metric.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

Qualitative analysis of Criterion 5	
<p>The 80% of students of institution are benefitted by various schemes Govt. scholarships in addition to college fund and students aid fund. However, no freeships except fee concession for low family income group students by the institution and student aid fund given to students of poor and needy based on previous academic performance. No other financial support by NGOs, industries, individuals, alumni and philanthropists exists. No specific soft skills training and English communication skill programmes are conducted, however most of the capacity development skills are related to life skills, whereas ICT/ Computing skills activities are limited and; remaining activities are pertinent to VAC/ Certificate courses as in 1.2.1. Though not specific coaching for designated competitive exams conducted, some invited talk sessions by organisations/ institutes are conducted on career counselling. Grievance redressal cell is active and implementing guidelines of regulatory bodies and address the grievances in stipulated period maintaining zero tolerance. The student's progression is comparatively low in terms of placement output, higher education, sports and cultural awards. Conducting institutional sports and participation of students in sports events in comparatively low. The alumni association registered recently in 2022-23. Bylaws exists and no financial support to the institutional development. However, the non-financial activities like free health checkup, tree plantation, organising seminar etc. are a few activities undertaken by alumni. Establishing an Alumni Advisory Board to formalize this interaction and involve alumni in long-term strategic planning for the college with strengthen the association. Developing a long-term action plan to recover missed opportunities and enhance the association's role in institutional development is to be considered, there is very low leveraging alumni networks to create internships, job placements, or collaborations for current students. Develop a strategic roadmap outlining short-term and long-term goals for the Alumni Association, focusing on institutional growth and impact oriented community outreach activities.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>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.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>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</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

As perspective plan documents is a blueprint that outlines institutions vision, mission, goals and strategies to achieve them, the IDP of 261 pages draft for HEIs prepared by the UGC in 2022 may strictly by followed besides fullest implementation of NEP recommendations for institutional sustained growth. Decentralised participative governance exists in the institution. In addition, teacher council and student council takes part in all activities of the institution. For effective governance 35 policies are required. The institution has 19 policies and the remaining may be thought of after thorough discussion in GB, IQAC etc. and publish as an exclusive document. The authority of staff appointments is in accordance with the Govt. of West Bengal and affiliating University. It being a grant-in-aid institution, the service rules, procedures, welfare schemes etc as per with the rules in vogue. Though it is an affiliated college, a statutory composition of GB is a welcome change for effective implementation of the proposal submitted to GB. Various Sub-committees with faculty, Finance committee, planning board are constituted for decentralised functioning of the institution. E-Governance of administration, Finance & Accounting, students' admission and support exists and annual reports are submitted to the GB. The software (CAMS) is supplied by the affiliating University for this purpose. IQAC undertakes implementing PBAS for all faculty in UGC format and evaluated by IQAC and Principal. The same is also implemented for non-teaching staff in institutional Proforma. Besides, extending all Govt. welfare scheme and Co-operative society benefits, the career development of all staff addressed by the institution. The staff are provided with financial support for PTAC. The staff participate in FDP, MDP and other professional development and administrative training programmes. No funds are mobilised from NGOs, Philanthropists, alumni, etc. except DST-SERB grant sanctioned to one faculty of department of Physics. No remarks on audit report are noted. The role of IQAC need to be strengthened in terms of academic infrastructure issues and requirements. AAA conducted and Quality initiatives are to be intensified with ATR.



Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>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)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

#### Qualitative analysis of Criterion 7

The institution has facilities for women staff and students and promoted gender equity by way of conducting 2 add on courses – Gender and politics and Women empowerment besides awareness on safe drive, Cyber crime, women’s day, gender sensitivity, invited talks etc. Gender audit is conducted and analysed the report but no displays in Women Empowerment Cell. Girls’ students and women faculty represent various institutional committees and activities. The facilities of alternate energy 10KV A solar power, rain water harvesting, chemical waste pit. Vermi compost yard etc. exists. The institution follows waste management process of liquid, solid and chemical waste etc. Green and Energy audit are prepared, campus green initiatives are taken up by the Dept. of Botany, NSS, NCC volunteers and the students of departments. Environmental promotion activities like awareness on environment, health check-up, tree plantation, pollution awareness, cleaning the community in adopted villages and in college campus are some of them taken up as outreach and extension activities. There is a policy document on environment and energy usage, environment audit and energy audits are carried out. The institution-built ramps, washrooms for specially for PWD students. Initiatives for cultural, regional and linguistic, inclusiveness is followed by way of conducting the activities concerned. Communal harmony initiatives and socio-economic inclusiveness in helping financially weak students through student aid fund and inculcating social responsibility, social values are included in the academic syllabi. Sensitization of students and employee about constitutional obligations is taken up by department of Pol. Science through invited talks. The two best practices selected are 1) Organic farming 2) Distribution of Saplings and Medicinal plants in local community are in NAAC format. The sports and yoga activities are shown as distinctiveness of the college because of having good sports infrastructure and achievements of students in yoga and various games and sports both national and international levels.

#### Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

##### Overall Analysis

##### Strength:

- Sprawling campus for further expansion of infrastructure to introduce more job & market-oriented skill enhancement programmes, PG courses, integrated innovative programmes in self-finance mode.
- Noteworthy well-equipped sports and NCC and NSS departments to undertake activities and achievements.
- Good performance in academics in spite of first-generation students.
- Publication of prospectus, handbook, magazine and institutional research journal.
- On par with autonomous colleges, constitution, GB, FC, Planning board, student and teachers' council exists.
- Poor boys supported financially by students' aid fund, merit scholarships for poor and needy, fee remission by the institution.
- E-governance with effective ERP software (CAMS).

### **Weaknesses:**

- Overdue of second cycle of re-accreditation resulting lowest STR, a few PhD faculty.
- Lack of proportionate development in spite of 12B and 2f in 2004 by the UGC.
- No PG course are started in 65 years tenure of college.
- Full time PhD scholars, research fellowships and guideships.
- Mobilisation of funds from statutory organizations, industries, NGOs for research projects, fellowships, freeships to students etc.
- Teacher wise publication of research papers, book chapters, resulting low h-index of the institution.
- Placement in MNCs, Govt. departments, industries, corporate sectors.
- No self-finance courses/ programmes to earn revenue through enhance fee structure.
- Very few LCD projectors, with no smart classroom (no smart boards) and other digital initiatives/ IT infrastructure.
- Low attendance of students and poor communication and absence of English language lab.
- Old version computers and highly disproportionate to student strength.
- Partial automation of library with less book editions and subject journals.

### **Opportunities:**

- Fund mobilization from Govt. departments of GOI with contemporary research proposals as the institution has 12(B) and 2f status of UGC.
- Introducing PG programmes, skill development courses, integrated courses as recommended by NEP 2020.
- Extending bandwidth of internet and other IT infrastructure upgrading the existing ones.
- Collaboration with industries, NGOs, Corporate house, Organisations, institute for invited talks, research projects, financial assistance to poor students, certificate courses as per their demand, extension activities, internships, OJTs etc.
- Exploring the contribution of alumni to institute free ships, scholarships, endowment prizes sponsoring activities of institution tec.
- Strengthening IQAC for Quality initiatives- AAA, ICT learning etc to prepare a comprehensive IDP with time lines.

### **Challenges:**

- Receiving awards from State and Central Govt. for research and extension activities with impact analysis.

- Enhancing the percentage of admission by introducing self-finance courses of skill and job-oriented programmes.
- Increase the research output of faculty and more activities that folds in innovative ecosystem including entrepreneurship initiatives.
- Enhancing percentage of placement and data of collecting pursuing higher education admission.
- Mobilisation of funds from GOI, industries, NGOs, Corporate houses for institutional activities and research, ICT infrastructure support.
- Improving attendance of students employing effective strategies.
- Making comprehensive policies and its implementation for effective administration of HEI.

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- • Employable, market oriented restructured self-finance courses may be introduced as 3 / 4 years degree courses as recommended by NEP-20.
- • Online courses – MOOCs/MPTTEL – SWAYAM may be started along with VAC.
- • Strategies may be worked out to enhance enrolment percentage and attendance of students viz. Employable courses, skill oriented with creative and critical thinking modules and awareness and motivation through counselling etc.
- • Research output – Paper publication, Book chapters etc. through project works in thrust areas of local community which may be supported by NGOs, local Govt., organizations etc, besides proposals to various GOI departments/agencies.
- • Faculty motivation towards acquiring PhD and online courses MOOCs/NPTEL in their subjects concerned.
- • The institution invariably may integrate ICT and other modes of teaching methods utilizing smart boards, visualisers, web teaching etc.
- • Proper attainment methods are to be worked out by IQAC/ Departments.
- • Priority on placement, progression to higher education, coaching for competitive exams is to be focussed.
- • Services of alumni, NGOs, local industries, voluntary organizations may be explored for many activities of the institution.
- • Mobilisation of funds from alumni, industries, NGOs, etc. besides exploring various existing central schemes, dept. of GOI ministries, skill development etc. for institutional development and further activities – conferences, seminars, symposia etc.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. BHAGIRATHI NANDA	Chairperson	
2	DR. VISHNU SHIKHARE	Member Co-ordinator	
3	DR. MUTYALA SATYANARAYANA	Member	
4	Dr. Neelesh Pandey	NAAC Co - ordinator	

Place

Date