



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
PATHARKANDI COLLEGE
C-26418**

**PATHARKANDI
Assam
788724**

**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:	PATHARKANDI COLLEGE PATHARKANDI Assam 788724	
2.Year of Establishment	1990	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	13	
Programmes/Course offered:	24	
Permanent Faculty Members:	26	
Permanent Support Staff:	15	
Students:	998	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering the academic needs of minority and socio-economically poor sections. 2. Grant-In-Aid College recognized under section 2f and 12B of UGC. Co-education college with more female students. 3. Community participation and alumni engagement played remarkable role for development of college	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 24-08-2023 To : 25-08-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. JAGDISHKUMAR JOSHI	Director,GUJARAT UNIVERSITY
Member Co-ordinator:	DR. VISHWAS GAIKWAD	FormerDirector,SAVITRIBAI PHULE PUNE UNIVERSITY PUNE
Member:	DR. SHAM LAL GUPTA	FormerPrincipal,GGM Science College
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

Section II: CRITERION WISE 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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The **Patharkandi College** is affiliated to the Assam University, Silchar and strictly follows the university designed course curriculum. The Co-educational government college is having Arts as well as Science Streams having 24 combinations in BA, B.Sc honors as well as general UG courses in CBCS mode. A few faculty members of the college are a part of the university's curriculum designing committee. As an affiliated college, it has to adhere to the academic calendar virtually for all important academic, co-curricular and extra – curricular activities. The college also prepares its own calendar of events and activities. The college lays stress on the contemporary relevant cross-cutting issues of gender, health, environment, human values and professional ethics in a manner that such issues get adequate outlet both in curricular and extra – curricular modes. While designing the curriculum the university has taken into consideration, regional, national and global needs of the society.

Internal exams are conducted as per academic calendar of the college, which mostly correspond to the university academic calendar. The college observes and celebrates important days like college foundation day, world environment day, international yoga day, international woman's day. Remedial classes are held for slow learners and students with poor performance

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The academic departments of the institute organize Workshops/Seminars/Conferences/Guest Lectures on topics related to their curriculum regularly. This helps keep students in tune with the academic programmes and updated with recent advancements in their respective subjects. The supporting documents indicate the active participation of students in various activities and workshops. The institute thus implements participative and experiential learning. The supporting documents also reflect the effective use of social media and, Google Meets. The use of ICT tools appears to be quite limited in the teaching-learning process. The more ICT Tools such as smart-boards, interactive projectors, and software should be used in teaching-learning process.

An examination cell of the institute is functional, and the examination process is conducted in a smooth way. Students are informed well in advance of the examination schedules and exam-patterns. The college conducts two internal tests in each semester. This makes continuous internal assessment somewhat rigid. More emphasis has to be given to various modes of evaluation, such as open-book tests, on-field training and internships, and tests having open-ended questions to develop practical and analytical skills in students and provide scope for critical thinking in respective subjects among students. The mechanism and policy of the examination grievance redressal committee should be formed. The record and statistics of the grievances handled and redressed needs to be maintained.

The supporting documents provide the expected Programme Outcomes (POs) and Course Outcomes (COs) for different academic programmes run in the college. These have been identified/prepared by the institute. The institute has a vast scope for improvement in measuring Programme and Course Outcomes. No method of measuring Programme and Course Outcomes is observed.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3	
<p>The Patharkandi College has, since inception, maintained a cordial and mutually productive relation with the people of neighboring villages and achieved a remarkable success in maintaining a high degree of social responsibility. Extension services and activities in the neighborhood have been a regular norm of this college. The college has adopted a nearby four villages and devised a well-planned strategy to contribute to the welfare and uplift of the village community. Not only in its adopted village, but in the neighborhood areas of the college, several flood-relief works, road repairing works etc. have been carried out under the aegis of the NSS and NCC units and other important committees and cells of the college. Apart from this, several health and environment awareness program, road safety awareness, orientation cum training program for farmers were also conducted by the college over the years. Last year, Women cell of Patharkandi College initiated a self-defense training program for the female students of the college. An “Awareness program on Women Welfare: Education Health and Hygiene” was organized on December 20, 2021. To enhance the activities of Research, Innovations, and Extension of the College, a few departments of the science stream has submitted minor research projects to various funding agencies for possible funding and the same is under review. The Department of Chemistry and Zoology has individually submitted major research projects to SERB. Further, the Department of Physics has submitted a minor research project to SBI Youth foundation to initiate innovation activities. A total number of 27 research papers have been published by the faculty members in the UGC-listed journals during the period 2017-18 to 2022-23. During this period, the faculty members were also involved in publishing book chapters in edited volumes, and papers in national/international conference proceeding as well and the total number of such publications is around 16. The college has also started mushroom cultivation, Vermicomposting unit, and green house on the college campus by Department of Botany. In addition to that department of Zoology has also initiated a fishery project.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

Patharkandi College currently has one arts building, where on the first floor, the newly provincialized science stream is situated as a temporary arrangement. The college has a minority girls' hostel facility which is yet to be made functional. The college is spread across over 11.12 acres of land out of which 1886.5 square meter area is covered under building area. The college has a total number of 28 rooms, excluding five Laboratories to execute the teaching-learning process. In addition to that, there are 2 digital classrooms cum seminar rooms and 3 projectors to enable ICT classroom environment. The campus is partially Wi-Fi. There are 30 computers in the college catering to the needs of all the departments as well as the office. There is provision of CCTV surveillance covering all the strategic spots of the college Library has integrated Library Management System (ILMS) KOHA, and E-resources as in NLIST-INFLIBNET. The Library has approximately **2352** books and journals.

The college has a playground with an area of three bighas in which approximately two and half bighas are used for different kinds of games and sports. There is an urgent need to upgrade the indoor as well as the outdoor sports facilities.

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

Qualitative analysis of Criterion 5

As per the direction of the Government of Assam, the college offers more than 90% of admission fee waiver to economically underprivileged students. A student welfare fund is also maintained that offers financial assistance to the students whenever necessary. Students securing highest marks are awarded at the end of each academic year with the prestigious Quomrul Hoque Memorial Gold Medal. The college motivates students to participate in different extra-curricular and co-curricular activities throughout the year. The NSS and NCC are involved in campus cleanliness, environmental sustainability, and community linkages with neighboring areas and villages. The institution has an active students' Union Body which gives the students an opportunity to acquire the sense of leadership, the skill of management and togetherness.

For grievance redressal and monitoring, the institution has committees such as discipline committee, anti-ragging committee, committee against sexual harassment, grievance cell, etc. Patharkandi college celebrates the days of National importance, such as Republic Day, Independence Day, National Voters' Day, International Yoga Day, apart from celebrating National Science Day, National Mathematics Day, Rabindra Jayanti, etc. where students are actively engaged and mentally groomed to understand the importance of the history of these events. The career counseling and placement cell of Patharkandi College, regularly organizes lecture series on available placement opportunities after graduation and urges the students to appear for state and national level competitive exams. The institution also has an active Alumni Association which is registered under the Society Registration Act. The alumni share their ideas and opinions for the betterment of the institution in Annual Alumni Meet organized regularly by the college community. A few Alumni of the college contribute in different form the development of the college. The alumni students donated so many fans, refrigerator, sofa set, Principal table, cupboard, VIP chair and office chairs etc.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance
6.2	Strategy Development and Deployment
6.2.1 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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)
6.5	Internal Quality Assurance System
6.5.1 QIM	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

Qualitative analysis of Criterion 6

The institute carries a vision to empower a cross-section of society to attain community and social development through education based on a sound value system. It aims to impart qualitative and valuable services to all nearby localities through higher education. It has played a significant role in this remote region's Higher Education for over two decades. The college functions with a well-defined internal organisation structure that coordinates with the university, government authorities, and other apex bodies of higher education. The handbook of code of conduct is created by the institute and followed by its stakeholders.

The institute follows appointment and service rules laid down by the Assam Government and Assam University, Silchar. The pay scales of faculty and staff are fixed as per the rules of the state government and affiliating university. The supporting document indicates the regular conduct of meetings of the governing

body of the college. Various resolutions are made for improvements in the functioning of the college. The governing body monitors the various academic and administrative activities. The active involvement of student representatives and alumni members in the decision-making process of the institute is possible to enhance various aspects of academics and administration.

The college needs to strengthen a performance appraisal system for the assessment of the academic performance of teachers. The institute encourages faculty members to participate in refresher courses, induction, and faculty development programmes for their career development. Teaching faculty members and non-teaching staff are beneficiaries of the National Pension Scheme. Forming a staff welfare committee at the college level is recommended to address various issues concerning the staff, for the welfare of the staff and to provide a channel for interaction between staff and the governing body.

The college planning committee monitors the funds received from fees, salary grants from the state government, and other funds from donors, external agencies and alumni. Considering the specific geographical location and the unique cultural background of the locality where the college is situated, some NGOs should be identified to provide financial and other assistance to the institute.

Supporting documents indicate the instrumental role of IQAC in organisation of various seminars, conferences, workshops, curricular, co-curricular and extra-curricular activities. IQAC formed criterion-wise teams of faculty members to work on different aspects of each criterion. IQAC has conducted several meetings during the assessment period. The monitoring of academic activities is done at regular intervals by IQAC.

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	Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The institute conducts different programmes, such as lectures on women's safety and training programs related to self-defense of girl students. Various safety measures on the campus of the institute include CCTV surveillance, iron grills, and fire extinguishers. The institute organises many co-curricular activities. The supporting documents reflect the active participation of all institute stakeholders in organisation and celebration of different events.

The institute celebrates and observes some commemorative days, events, and festivals. It creates tolerance and

harmony towards cultural, regional, linguistic, and communal socioeconomic diversity and sensitise students towards different values. It is recommended to arrange more cultural events specific to the different communities and localities where students come from. This is to inculcate cultural values, norms, and beliefs among students that are the foundation of any culture.

Prayash is one of the best practices followed by the college. It refers to the guidance provided to students for different competitive examinations of the state and central government. The guidance is in the form of a training programme. This activity has to be conducted continuously each year to get some outcome out of it. The expertise from different subject areas and the students who got success in competitive exams should be called to get involved in the activity. It will motivate students and help them in preparations for competitive examinations. **Proatsahan** is another best practice followed by the college. It refers to the awareness of Yoga in the masses and spreading its importance. The NSS unit of the college initiated this activity and follows guidelines of the AYUSH ministry of the government of India. Maintaining a record of people involved in the activity and the benefits they got from participating is advised. The statistical analysis of a number of beneficiaries and the positive impact of **Proatsahan** activity should be published in the form of a research.

The students of this college come from very diverse sections of the society. Most of the students of this college belong to rural part and tea gardens in the surrounding area. The college's distinctiveness lies in handling challenges in imparting and delivering higher education to these students. The present enrollment of students in the institute reflects the successful handling of various challenges by the institute. These efforts deserve great appreciation from society and the government. Infrastructure development, the implementation of appropriate technologies, community participation, and multilingual education are some challenges of higher education in remote areas of the country. This college is no exception to these challenges. It is therefore recommended to identify one weakness/challenge at a time and do collaborative work with the government, university, NGOs, and community participation to overcome it. The institute has to refine its perspective plan to deal with each challenge practically and take the institute to the next level in its progression.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

1. The college is easily approachable from all adjoining areas through proper roads.
2. Providing higher education to the economically backward and marginalised students of remote rural area
3. Remedial classes for slow learners are organised.
4. The college has sufficient land for its future growth.
5. Healthy Student - Teacher Relationship
6. Active and registered Alumni Association.

Weaknesses:

1. High dropout rate due to the BPL background of the students
2. Inadequate use of ICT.
3. The college lags behind in research and consultancy and internal resource mobilization.
4. Inadequate availability of the infrastructure.
5. College is lacking in innovative skill-oriented and market-job – oriented courses.

Opportunities:

1. To introduce need based new streams and skill/value based courses.
2. To strengthen collaborations and MOUs with reputed national and international institutions and industrial organizations.
3. To establish linkages with funding agencies
4. To take appropriate initiatives for the proper implementation of NEP.
5. To introduce SWAYAM, MOOC, MOODLE courses.
6. To introduce a few PG Programmes.

Challenges:

1. Rampant Socio-economic backwardness, geographical remoteness and utter lack of quality public infrastructure and poor internal connectivity.
2. Lack of adequate funds for the growth of the college.
3. To establish language lab
4. To encourage the faculty for the intensive use of ICT in teaching learning process.
5. Attaining proficiency of students at par with metropolitan students.
6. Newly introduced science stream need to have dedicated infrastructure.

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)

- • Add – on and enrichment skill development and value added short – term courses to be introduced.
- • Increased use of ICT in teaching – learning and evaluation must be adopted.
- • IQAC need to be made pro-active and functional
- • Teachers to be encouraged to participate and conduct national and international seminars and conferences
- • College need to establish linkages and sign MOU’s with academic bodies and institutions of national and international importance.
- • Programme/Course attainments need to be evaluated using statistical tools.
- • College may offer P.G. Programmes as desired by the students .
- • Enrich Library
- • The students should be encouraged to take online courses of MOOC and SWAYAM.
- • Urgent Need to promote Computer literacy and communication skills of the students

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. JAGDISHKUMAR JOSHI	Chairperson	
2	DR. VISHWAS GAIKWAD	Member Co-ordinator	
3	DR. SHAM LAL GUPTA	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date