



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

HALDIA GOVERNMENT COLLEGE

**DEBHOG, HALDIA, PURBA MEDINIPUR
721657**

www.haldiagovtcollege.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

As a co-educational institute, Haldia Government College offers degree courses in Arts and Science. The college has good infrastructure at different levels of the B.A. and B.Sc. courses. In 2015 two Post Graduate courses were introduced in the college, in the departments of Geography and Chemistry. **The college has been accredited by the National Assessment and Accreditation Council (NAAC) with a Grade “B+” (CGPA 2.52) in 2017.**

A brief history of the college: Haldia is a famous river-port town situated on the banks of the Hooghly River. It is an expanding industrial belt in eastern India. The Department of Higher Education, Government of West Bengal, realizing the educational needs of this rapidly growing town and its adjoining areas, decided to establish the second government college in the erstwhile district of Medinipur in 1988. As a result, Haldia Government College was instituted and after the bifurcation of Medinipur district it became the oldest Government college in the district of Purba Medinipur. Under the affiliation of Vidyasagar University, the college came into being in 1988 and was inaugurated by the former Chief Minister of West Bengal, Shri Jyoti Basu, on 20th November. Since then, it is continuously catering to students’ need of higher education.

Locational advantage: The College is located beside the broad four-lane highway between Rani Chak and City Centre bus stop. It is well connected with NH-116 and also the South-Eastern Railways. NH-16 is also not too far from the college. It is also well connected with other parts of West Bengal through rivers and waterways.

Vision

Considering the challenge of making India a global leader in terms of knowledge and modern advances, as delineated in the NEP 2020, the vision of the institute unfolds in the present socio-economic scenario as follows:

- The college was established with a vision in keeping with the rich history of the erstwhile district of Midnapore that boasts of exemplary mass literacy rate and distinguished intellectual contribution.
- The vision of the institute is to become the desirable destination for the aspiring youth across all socio-economic sections by building up a quality teaching-learning framework that prioritizes equity and affordability.
- The institute strives to equip the students with relevant know-how that will prepare them to handle the challenges of life in the context of the present scenario of increased competition.
- The institute aims to provide value-based learning that will not only enhance the skills of the students, but also enable them to evolve as socially conscious citizens of modern India, aware of their rights and
- To weave the ethos of contemporary national and global knowledge industry into the legacy of traditional knowledge system of India is one of the important pillars of the vision.
- It is an integral part of institute’s vision to uplift the overall ambience of academic pursuit amongst local population by providing all kind of support and motivation to the learners, most of whom hail from very poor socio-economic background.
- To enhance the employability of the youth and boost their entrepreneurial spirit is the foremost aspect of

the vision of the college.

Mission

- To impart a comprehensive education that appreciates multi-disciplinary approach and combines the best of modern advances in science and technology and Indian knowledge system.
- To take a special drive for science department students to ensure the students can make their presence felt in premiere research institutes of India and abroad.
- To secure equal opportunities for students of all sections of society so that they are free from the pressures of discrimination imposed by class, caste, gender, religion, ethnicity, race and other social and financial constraints.
- To encourage the youth to realize their true potential and attain academic excellence overcoming the problems faced by backward and underprivileged sections of society.
- To create an atmosphere conducive to proper grooming of girl students who are often deprived of the same facilities as boy students.
- To make students aware of their environment and help them to preserve ecological balance.
- To inculcate in the student, the spirit of curiosity and thirst for knowledge that prepares them for sustained academic research in the science, social science and liberal arts in future.
- To raise awareness among them regarding issues of national and global significance so that they can play a distinguished role in nation building.
- To enable and initiate them to handle the challenges of life in the context of the present scenario of increased competition and demanding levels of commitment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A strength is an institutional advantage which positively contributes to the college in attaining its objectives.

1. Well qualified, experienced and dedicated teaching faculty as well as non-teaching staff. Almost 75% of faculty members hold Ph.D. They are also actively engaged in research activities.
2. Being a government institution, faculty is recruited through the West Bengal Public Service Commission and the student admission strictly follows merit and reservation policy of Government. The administration of the college is highly transparent.
3. The college has twelve departments out of which two departments offer postgraduate programmes.
4. The NSS and NCC units of the college are very active. They organise various community-based programmes in regular interval.
5. The students and staff come from all communities and areas that are socially, economically, or culturally backward. This helps the institution to identify diverse ideas and opinions.
6. The college has hostel facilities for students as well as faculty members. The institute provides a safe and secure environment for girl students.

Institutional Weakness

A weakness is a factor requiring improvement internally.

1. Though the college imparts high quality learning in all major branches of knowledge, the college is lacking in advanced programmes that facilitate inter-disciplinary and transdisciplinary learning and research.
2. Compared to the number of departments and students, the number of supporting staff is inadequate. This affects the smooth execution of academic and administrative activities.
3. The drive for quality improvement of the college is hindered by the lack of full administrative autonomy with respect to the limitations on financial powers delegated to the Principal. Financial limitations restrict the college from designing new programmes or developing new infrastructural facilities.
4. There is lack of industry-institute interaction and partnership. The institute is yet to develop/start any research centre which can further the research interest of the faculty members.
5. As a section of our students come from less privileged background they do not enrol for higher education.

Institutional Opportunity

An opportunity is an external situation that, if acted upon, may have a positive impact on the institution.

1. Haldia Government College is the first publicly funded undergraduate college in the district. The Government support has made the institution stronger and more credible. All stakeholders including students feel safe and secure being part of a government institution.
2. Possibility of generation and utilization of more solar energy in the campus and transforming it to a Green Campus.
3. Being situated at an industrial town there is further scope of developing industry-institute collaboration.
4. The faculty members being highly qualified and research oriented there is scope for developing research centres.

Institutional Challenge

A challenge is an external factor or situation that, if not rectified, may make the institution vulnerable

1. Lack of adequate government funding is adversely affecting the attempts to developing the infrastructural facilities of the institution.
2. Since a section of the students come from economically and socially marginalized background and are first generation literates, lack of proficiency in English and paucity of high-quality text books in vernacular poses a great challenge to both the teacher and the students.
3. The faculty members, being Government employee, can be transferred at any point of time which sometimes result in poor student-teacher ratio. Overall, the student-teacher ratio needs to be improved.
4. Lack of autonomy in academic matters such as syllabus making, examination pattern etc. also pose a serious challenge in imparting quality education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Haldia Government College, affiliated under Vidyasagar University, follows the syllabi structured by Vidyasagar University for all the under graduate and post graduate courses. The institution is currently offering 11 Honours and Honours with research courses and four multidisciplinary courses under NEP-2020 and two Post Graduate courses. The main aim of the institution is to impart education to make all the students a better citizen as well as to make them a better human resource by enriching their knowledge and skill.

In the beginning of each academic session, the institute prepares an academic calendar and a master routine for effective delivery of classes throughout the semester. Deliberation of lectures includes traditional chalk-board method, power point presentation through ICT mode, practical classes, project, field tour etc. In every semester two internal assessments are conducted and several class tests are also taken at different point of study. University conducts end semester examination.

Apart from syllabus-oriented courses, our college offers several value-added courses for students. In last five academic sessions the institute have completed 39 value added courses where more than 20 percent of total students participated.

Haldia Government College lays emphasis upon imparting holistic education to the students. Curriculum of maximum courses has several provisions to throw light upon professional ethics, gender, human values, environment and sustainability. Teaching-learning process of this college has successfully integrated all the above-mentioned issues in three forms namely classroom teaching, seminars-webinars-special lectures, and field activities.

Maximum departments offer project work to its students at different semesters. These project reports are evaluated by external examiners during end semester examinations. Environmental Studies project work is mandatory for all first year students under CBCS course and four years UG programme (under NEP). Some departments organise field visits also.

At our institute, feedbacks are collected from the students, teachers and staff and employers. Feedbacks cover dimensions like academic functions, curricular framework, infrastructure, campus environment etc. All these feedbacks are then analysed to identify the major issues mentioned by different stakeholders. Internal Quality Assurance Cell (IQAC) addresses the issues in IQAC meetings and come up with suitable solution to resolve the problems.

Teaching-learning and Evaluation

The institution is dedicated to impart knowledge to students coming from various backgrounds and abilities. To ensure that all the students can reap the benefits of the teaching learning process, the institution is continuously monitoring the flexibility of the process and the outcome of the students. Institution provides wifi- enabled classroom, laboratories, library for effective, modern and transparent teaching-learning process to the students.

In every academic year, the student enrolment percentage remains over sixty percent with respect to intake capacity. Being a government college, students from poor economic background comes to avail higher studies at very low cost. The admission process is conducted by maintaining the reservation rule of the Government

strictly.

The institute has a good student teacher ratio. In last academic session the institution had 1424 students with 50 full time faculty members in various departments with a 29:1 teacher-student ratio.

The institution is enriched with distinguished faculty members with NET/SLET/PhD.

The result of final semester examination is quite satisfactory. The pass percentage is over 99%.

The curriculum of all programmes and courses gives a clear idea about the expected outcome of the programme and the courses offered under that programme.

All the departments have formed Departmental Advisory Board where external members are also included to provide impartial opinion regarding betterment of the course outcome. The attainment of any programme outcome and course outcome are evaluated either directly, like result of continuous internal assessment or students' progression or indirectly like departmental meetings and feedback from the students.

Research, Innovations and Extension

Haldia Government College encourages students for research and innovation for cultivation of knowledge. Institution's Innovation Council (IIC) of the college was formed on April 17, 2023, with the intention of inspiring, fostering, and encouraging young students to work on novel endeavours. The IIC has also established

an IPR cell and it has also organised a conference on IPR to create awareness among the students. As per the recommendation of NEP-2020, Indian Knowledge System (IKS) and Common Curriculum Framework (CCF) have been incorporated and introduced by the affiliating University from academic session 2023-24. Several departments and committees of our college have organised more than 90 seminars/ workshops on various topics including research methodology, NEP, intellectual property rights etc. in the last five years.

In last five years, the faculty members have published more than 110 UGC-CARE enlisted research article in various high impact international and national journals. Some faculty members are serving as PhD guide of research scholars in collaboration with other universities or research institutes. Students of postgraduate departments are publishing high impact articles from this institute. Some faculty members of this college have post-doctoral research experience in India and abroad while some have working experience in industry, which helps the students in their career counselling. The institute have already applied to open a research cell in science faculties and final inspection for setting up the research cell will be completed soon. This will provide the scope for faculty members to guide PhD students in the college. The faculty members are publishing books and book chapters in regular interval.

In the last five years, Haldia Government College has established more than 25 MOUs/Collaborations with different institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research.

In addition to all these, the NSS and NCC units of our college have performed more than 40 community outreach programmes and various extension activities in the college as well as in the locality. These enhance the scope for students to go beyond their curriculum and sensitize themselves to the social issues and contexts.

Infrastructure and Learning Resources

Haldia Government College is housed in a sprawling campus area of 19.44 acre with 12 academic departments with seven sciences and four humanities and one self-financed vocational course (TTM) and the Central Library. Main academic building of the college provides wifi-enabled classrooms, ICT facilities, laboratories, computer facilities with wi-fi and LAN, library for better learning environment. Several annex buildings are allotted for Principal's quarter, Teachers' hostel, Boys' hostel, Girls' Hostel, staff quarters, and canteen. The institute also have a gymnasium for physical fitness and training. Science departments of the institution have laboratory facility to deliver various topics, mentioned in the curriculum, more accurately.

The institute has one central library with more than 40,000 books (including old & rare books), about 35 Journal titles and subscription to N-LIST INFLIBNET (access to online journals) to provide the students the opportunity of having a treasure of knowledge. The central library is enabled with KOHA-ILMS for accessing numerous books and study materials on the internet.

In last five years, several infrastructural developmental works have been completed like horizontal expansion of canteen, installation of internet leased line, installation of high-end scientific instruments from RUSA 2.0 grant and state government development grant. A total amount of Rs. 1.82 crores have been utilized for infrastructural augmentation. Several maintenance related works have also been completed like renovation and expansion of playground, class room and staff room maintenance and others of Rs.1.48 crores from RUSA 2.0 and state government development grant.

Internet leased line facility in the college campus have been installed by PWD-IT division sector from RUSA 2.0 fund. All the stakeholders can avail wi-fi connectivity with 40 mbps speed in the campus. Besides this other broadband connection from BSNL and private supplier are also installed in selected areas of college.

Student Support and Progression

The institute is committed to support the students in every possible way in their venture towards academic excellence and holistic development.

The institute appoints nodal officers from faculty members for easy execution of all scholarships provided by state government and central government. The nodal officers often arrange camp to solve any scholarship related issues, if any. Apart from these, free-ship scheme of tuition fee is also provided by state government. College authority supports students using poor fund. In last five years about 70% of total students have benefitted from all sources of scholarships.

In the last five years the institute has organised more than 45 programs for capacity development and skill enhancement of the students through its different departments, committees and a collaborative YouTube Channel "The Uncertainty Principle". More than thirty career counselling programmes have been organised by the college and many students including students from other colleges and universities all over Bengal have benefitted from these programmes in the last five years. The college has established Grievance Redressal Cell, Anti Ragging Committee and Internal Complaints Committee (ICC) to address any kind of grievance of the students including ragging and sexual harassment. An online Grievance submission mechanism is also operative.

A large number of pass-out students from this college have progressed to higher studies in state universities and

other national universities. As per the record of the institution, in the last five years, about 40 percent passed out students are established or are pursuing higher studies. The students from science departments often qualify competitive examinations such as JAM, JEST, CUET etc and pursue MSc or integrated MSc-PhD degree in different prestigious institutions. The students of the institution regularly participate in several sports and cultural activities organized by the college or other institutions. More than 20 awards/ recognitions have been obtained by the students of the college for outstanding performance in sports and cultural activities in the last five years.

The institute always feels proud for its alumnus. A registered alumni association of the institution are there and several activities are carried out by our alumni association.

Governance, Leadership and Management

As a Government College, the institution follows the policies and administrative set-up laid down by the Higher Education Department, Government of West Bengal. The institute has carefully crafted a viable mission and vision of the institution and formulate policies to pursue those mission and vision abiding by the rules.

The vision of the institution is to provide affordable, value-based learning through holistic education to a large section of the rural and semi-urban youth. The mission of the college is to secure equal opportunities for students across all sections of society.

The institution has its own perspective plan towards smooth running and implementation of its academic, administrative, and financial activities. The entire college administration is run following an organisational structure displayed at college website. The infrastructural augmentation as well as physical and academic maintenance related work and expenditure are carried through a specific committee in a planned manner. Several committees of the college function under the supervision of Teachers' Council.

There are several welfare measures for the teaching and non-teaching faculty members such as Co-operative society, West Bengal Health Scheme for medical treatment, LTC for teachers, teacher's hostel facility, different types of leaves. For promotions of teachers, CAS has been followed as framed by UGC and State Government. All faculty members are encouraged to participate UGC approved FDP. Administrative training programmes are organised for non-teaching staff as well.

The institute has implemented several e-governance services for all stakeholders. The entire administration is run by HRMS and IFMS portal maintained by state government. The admission procedure of students and fees payment on various occasion is conducted through online portal. University has implemented examination form fill up, marks upload etc all through online portal. Any grievance intimated by the students during online procedures are addressed with an immediate effect through dedicated helpline.

The internal quality assurance cell plays pivotal role for the sustainable development and achievement of academic excellence of the institution. Every year academic and administrative audit (AAA) is conducted under IQAC supervision. The college participates in NIRF and has ISO 9001:2015 certification. IQAC supervises the entire NAAC accreditation process.

Institutional Values and Best Practices

To play a significant role in the society that goes beyond curricular framework, Haldia Government College has taken up several activities dedicated to the issues like gender equity, environmental and energy crisis, sustainability, modern and technology-based teaching learning environment, hygienic, clean and safe campus etc.

The institution has undertaken gender audit and accordingly adopted a Gender Action Plan in order to maintain gender equity.

To increase the green cover in the campus, planting trees is an integral part of the ethos of this institution. For water conservation, Rain Water Harvesting system has been adopted beside three water bodies inside the college campus that are used to water the campus plantation. There is a rooftop solar panel to provide an alternate source of energy for college office. The college has adopted a waste management policy to dispose different types of waste generated at college campus.

The institution has different facilities such as wash room with ramp, wheel chair, installation of braille sticker for different rooms to provided disabled-friendly barrier free environment.

The institute have conducted green audit, energy audit and environment audit.

‘Blended Mode of Learning for Education’ and ‘Green Campus initiative’ are the best practices of our college. The college decided to promote the blended mode of learning by integrating myriad digital resources and techniques into the conventional classroom-based learning protocol. Online classes and YouTube videos from official channels of the college and several faculties contribute extensively to this purpose. In the last three years, more than 70 online programs have been conducted which has served a lot to strengthen the teaching learning process further.

The institute has best practice in systematic execution of green environment initiatives for maintenance of biodiversity and pollution free environment within the campus. Though the college is situated in an industrial-urban background on NH 116, the campus with its lush green vegetation and water bodies acts as a host to different species of flora and fauna.

The most abiding characteristic that could be termed as the distinctive feature of this college since its inception is Engagement with Students, Engagement with Environment and Engagement with Community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HALDIA GOVERNMENT COLLEGE
Address	Debhog, Haldia, Purba Medinipur
City	HALDIA
State	West Bengal
Pin	721657
Website	www.haldiagovtcollege.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pijush Kanti Tripathi	03224-252278	9474347710	-	hgchaldia@gmail.com
IQAC / CIQA coordinator	Dipankar Sadhukhan	03224-252044	8017186625	-	dipankar.sadhukhan2@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-09-1997	View Document
12B of UGC	24-09-1997	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	Debhog, Haldia, Purba Medinipur	Urban	19.44	2415.4

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	BSc, Chemistry, Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Chemistry.	English	0	0
UG	BSc, Chemistry, General	36	0	English + Bengali	0	0
UG	BSc, Chemistry, Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Chemistry.	English	58	25
UG	BSc, Geography, Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Geography.	English	93	68
UG	BSc, Geography, General	36	0	English + Bengali	0	0
UG	BSc, Geography, Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with	English	0	0

			50% marks in Geography.			
UG	BSc,Physics, Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Physics.	English	0	0
UG	BSc,Physics, General	36	0	English + Bengali	0	0
UG	BSc,Physics, Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Physics.	English	29	6
UG	BSc,Mathematics,Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Mathematics	English	69	5
UG	BSc,Mathematics,Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Mathematics	English	0	0
UG	BSc,Mathem	36	0	English +	0	0

	atics,General			Bengali		
UG	BSc,Statistics,General	36	0	English + Bengali	0	0
UG	BSc,Statistics,Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Mathematics.	English	58	18
UG	BSc,Statistics,Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Mathematics.	English	0	0
UG	BSc,Economics,General	36	0	English + Bengali	0	0
UG	BSc,Economics,Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Mathematics.	English	0	0
UG	BSc,Economics,Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in	English	11	1

			Mathematics.			
UG	BA,Bengali, General	36	Pass marks in at least five subjects in HS or equivalent examination	Bengali	0	0
UG	BA,Bengali, Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Bengali.	Bengali	0	0
UG	BA,Bengali, Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Bengali.	Bengali	118	62
UG	BA,English, Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in English.	English	0	0
UG	BA,English, Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in English.	English	118	85
UG	BA,English,	36	Pass marks in	English	0	0

	General		at least five subjects in HS or equivalent examination			
UG	BA,Education, Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Education.	English + Bengali	0	0
UG	BA,Education, Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Education.	English + Bengali	142	102
UG	BA,Education, General	36	Pass marks in at least five subjects in HS or equivalent examination	Bengali	0	0
UG	BA, Sociology, Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Political Science / History / Psychology.	English + Bengali	104	47
UG	BA, Sociology, General	36	Pass marks in at least five subjects in HS or	Bengali	0	0

			equivalent examination			
UG	BA,Sociology,Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Political Science / History / Psychology.	English + Bengali	0	0
UG	BA,Physical Education,General	36	Pass marks in at least five subjects in HS or equivalent examination	Bengali	0	0
UG	BA,Tourism And Travel Management, Major	36	Pass marks in at least five subjects in HS or equivalent examination	English	0	0
UG	BSc,Anthropology,Honours or Honours with Research	48	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Biology/ English.	English	32	10
UG	BSc,Anthropology,Honours	36	45% marks in the Aggregate in H.S. (10+2) or Equivalent Examination along with 50% marks in Biology/	English	0	0

			English.			
UG	BSc,Anthropology,General	36	0	English + Bengali	0	0
UG	BA,Humanities,Multidisciplinary	36	Pass marks in Higher Secondary or equivalent examination	Bengali	167	113
UG	BA,Social Science,Multidisciplinary	36	Pass marks in Higher Secondary or equivalent examination	Bengali	15	10
UG	BSc,Physical Sciences,Multidisciplinary	36	Pass marks in Higher Secondary or equivalent examination	English + Bengali	30	12
UG	BSc,Mathematics And Computer Science,Multidisciplinary	36	Pass marks in Higher Secondary or equivalent examination	English + Bengali	8	0
PG	MSc,Chemistry,	24	B.Sc.(H) in Chemistry	English,English + Bengali	32	26
PG	MSc,Geography,	24	B.Sc.(H) in Geography	English,English + Bengali	32	21

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				7				54			
Recruited	0	0	0	0	4	3	0	7	32	9	0	41
Yet to Recruit	0				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	11	0	0	11
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	0	3	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	2	0	17	8	0	30
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	1	1	0	14	0	0	16
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
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	510	0	0	0	510
	Female	903	0	0	0	903
	Others	0	0	0	0	0
PG	Male	52	0	0	0	52
	Female	34	0	0	0	34
	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	65	71	73	64
	Female	77	82	51	66
	Others	0	0	0	0
ST	Male	6	8	8	7
	Female	5	4	4	6
	Others	0	0	0	0
OBC	Male	30	26	26	32
	Female	38	24	30	31
	Others	0	0	0	0
General	Male	155	139	179	162
	Female	245	242	223	238
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		621	596	594	606

1. Multidisciplinary/interdisciplinary:	Haldia Government College conducted a one-day Workshop on Implementation of 4-Years' Degree Course Under National Education Policy on 28.06.2023 and a National Webinar on Changes in Higher Education in Context of NEP on 30 October 2023 which was led by eminent academicians and educationists. The Institute is affiliated to Vidyasagar University, Paschim Medinipur and follows the curriculum prescribed by the University. At present, the University is in the process of redesigning academic programmes to include Multidisciplinary /Interdisciplinary courses as electives. All the courses offered by institute are Choice Based Credit System (CBCS) and are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. As a practice, the college has been offering a number of certificates/value-added courses of interdisciplinary nature, every year. It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.
2. Academic bank of credits (ABC):	Our institutional preparedness in implementation of Academic Bank of Credits conforms to the guidelines of the affiliating university. Vidyasagar University being a state university is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2018 onwards, Vidyasagar University is in the process of generating NAD ID through the nad.digitallocker.gov.in platform through its affiliated colleges. The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal https://nad.digitallocker.gov.in platform. The institution already offers credit-based courses and projects as per the curriculum and organizes community engagement and social service activities for the fulfilment of the programmes. The college has sufficient collaborations and MoUs with various institutions and universities testifying to its satisfactory state of internationalization of education. Experience of faculty in curriculum design and pedagogy is enhanced through formulating a curriculum for value-added courses.
3. Skill development:	The Institution is already conducting the skill enhancement courses as designed by affiliating

	university from Semester III to VI in various programmes. The college in collaboration with The Uncertainty Principle, an online platform, has organised courses/programmes aiming to develop English communication, digital prowess and other soft skills. The institute has an established Career Counselling Cell which actively organizes various workshops and seminars which helps in polishing, promoting, strengthening, and fine-tuning the technical, vocational, soft skills of students to cope with the needs of emerging social and industrial opportunities.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In order to promote the local language, art, and culture, it is the regular practice at institute that all NSS activities conducted in adopted village, nearby schools are compulsorily executed in local language. The college celebrates Republic Day, Independence Day, Teachers' Day, Birth Anniversary of Nobel Laureate Rabindranath Tagore where all the teachers and students participate in various cultural events. Our college magazine and the wall magazines are also published in two languages namely Bengali and English where the students can focus their creative works as well as their views in their own languages. The medium of instruction in classrooms are bilingual (except in language departments). Students can write their exams in Bengali. Students are introduced to rich heritage of social thoughts of eminent Indian scholars and scientists such as Mahatma Gandhi, Rabindranath Tagore, B. R. Ambedkar, G.S.Ghurye, Irawati Karve, C.V. Raman, Jagadish Chandra Bose, Prafulla Chandra Roy, Meghnad Saha, S.N. Bose, P.C. Mahalanobis, Ramanujan through the syllabi. The curriculum also introduces them to the heterogeneity of social and cultural systems of people and communities living in different parts of our country. Students are also made familiar with rich tradition of Bengali language and literature through AECC which is a compulsory course for all.
5. Focus on Outcome based education (OBE):	The objectives set out in the NEP on OBE are competency, standard, benchmarks and attainment of targets. In addition to this, the OBE incorporates three elements: theory of education, a systematic structure of education, and a specific approach to instructional practice. Haldia Government College is prepared to fulfil the objectives and achieve the

	targets as per the structural curriculum as provided by Vidyasagar University.
6. Distance education/online education:	During the Covid pandemic, online classes were conducted very effectively by all faculties of all programmes. Both teaching and evaluation were carried out by using various software. Different apps were used for communicating with students as well as faculty members. The whole college campus is wi-fi enabled. The institution also has two smart class rooms equipped with state-of-the-art projector and audio system. At present our college serves as the Distance Learning Centre of Vidyasagar University as well as the study centre of Netaji Subhas Open University. Both these centres offer various certificate, diploma and degree courses which is beneficial for students who are unable to pursue regular courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club is set up in Haldia Government College with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. Our college being a Government College and all our faculty members being Government Officials are regularly assigned polling duties during Parliamentary, Assembly or Panchayat/Local Body elections. They are thoroughly trained in electoral process in order to conduct smooth polling.
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?	The Institution has the ELC functional with the following office bearers: 1. Monami Das Roy, Associate Professor, ELC Coordinator 2. Nizamuddin Ahmed, Assistant Professor, ELC Additional Coordinator 3. Ajmira Khatun, Student, Student Representative 4. Animesh Maity Student, Student Representative 5. Trisha Maity, Student, Student Representative.
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,	Our students participate in campaigns aimed to create awareness and interest among faculties and students through workshops and to educate the targeted populations about voter registration, electoral process and related matters through hands on experience.

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral issues. The awareness drives highlight the contribution of a voter in advancing democratic values, of which our nation is a shining embodiment. These initiatives help the target audience to understand the true worth of their votes and ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. The programmes are directed to develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'
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 students above 18 years who are yet to be enrolled as voters are sensitized about democratic rights and encouraged to enroll as voters at the earliest opportunity. Our students also participate in Youth Parliament which create an awareness regarding electoral and democratic procedures.

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
1424	1454	1446	1392	1438
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: 60

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	51	51	53	47

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
54.38	76.94	41.4	137.2	91.55

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Being an affiliated college under the Vidyasagar University, the institution has little scope in direct curriculum design and development. It follows the curriculum designed by the affiliating University. However, the university organizes workshops to invite college representatives where inputs/suggestions are discussed for syllabus modification or framing of the new curriculum. The college plays a major role in implementation of the curriculum in a time bound manner through different modes.

Academic Sub-committee: An academic sub-committee is formed under the chairmanship of the Principal or Officer-in-Charge in the beginning of every academic session in the Teacher's Council meeting. The committee prepares a central master routine for all the existing departments of the institution. Based on the master routine, departments prepare their own class schedule. The committee members meet on regular basis and all the academic matters including schedule of internal examinations, project etc. are discussed. The decisions taken in this meeting are conveyed to all departmental heads for implementation.

Academic Calendar: The college prepares a separate academic calendar following the academic calendar of the University which shows the plans of all academic activity of the institute including list of holidays, annual cultural competition, annual sports, fresher's welcome, schedule of first and second internal assessment, tentative time of end semester form fill up, end semester examinations etc.

Syllabi: At the very beginning of an academic session, syllabus for all the subjects in CBCS system is circulated among the students through college website. All academic departments frame a syllabus distribution in their departmental meeting and the same is shared with the students and uploaded in institute website.

Blended Mode of Learning: The institute is continuously promoting the implementation of blended mode of learning for effective curriculum delivery. Apart from the conventional chalk duster classes, online classes are held as and when required for the improvement of the students. Various digital techniques, audio visual contents, ICT tools are utilized to engage students more and thereby create an interactive environment conducive to learning. Regular practical classes in science departments and computer programming classes play a major role in proper realization of course objectives.

Seminar/ Special lecture/ Workshop and Wall Magazine: To support the interdisciplinary structure of the curriculum, Seminars/Webinar/ Workshops/Special lectures and memorial lectures are conducted by several departments. The wall magazines are published by several departments to provide further exposure to the students.

Tutorial/Remedial Classes and Field Visit: Advanced and lagging students are identified based on their performances, teacher-student meetings, feedback analysis etc. Accordingly tutorial classes are arranged for the advanced students and remedial classes are taken to address the issues of the lagging students. Field visits and academic tours are conducted religiously to complement the book knowledge with hands-on experience from real life.

Strict monitoring of class attendance and Parent Teacher meeting: Student attendance is monitored very strictly and if there are any issues, the matter is discussed in the parent teacher meetings. Care is taken so that students become more regular in class and pay attention to their studies.

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: 39

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

Other Upload Files

1	View Document
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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: 20.98

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
717	529	0	255	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:

Haldia Government College lays emphasis upon imparting holistic education to the students. The Institute integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum. The teaching-learning process of this institute has successfully integrated all these issues in three forms: classroom teaching, seminars-webinars-special lectures, and field activities.

Professional Ethics: The paper on Research methodology which is part of curriculum of several courses such as Core Course (CC)-10 of Anthropology(H), CC-11 paper of Geography(H), CC 12 of Sociology (H) and GEO-203 paper of Geography P.G. (Geopolitics and Environmental Ethics) highlights the importance of ethics in professional field.

Gender: Curriculum of both undergraduate and postgraduate have plenty of papers and courses that cover aspects of gender discrimination, gender equity and gender-based violence. The example includes 'Theories of culture and society' of Anthropology(H); 'Sahitya andolan, somalochona o roop riti' of Bengali(H); 'Economics of health and education' of Economics (H); 'Women education' and 'Gender and society' of Education (H); 'Women's writing', 'Contemporary India: Women empowerment' and 'Gender and human rights' of English(H); 'Sociology of gender', 'Sociology of kinship', 'Indian society: images and reality', 'Gender and violence', 'Marriage family and kinship' and 'Gender and

Sexuality’ of Sociology(H), ‘Social, Cultural & Rural Geography’ and ‘Gender Geography and Environment’ of Geography P.G.

Human Values: Human value is an integral part of the moral character of any human being which is evolving with changing time. There are several courses in present curriculum through which the purview of changing human values is imparted to the students. ‘Introduction to socio-cultural anthropology’, ‘Anthropology in practise’, ‘Anthropology of India’, ‘Tribal cultures of India’, ‘Visual anthropology’ and ‘Tribes and culture’ of Anthropology (H); ‘Public economics’, ‘Population and human development’ and ‘Development economics’ of Economics (H); ‘Peace and value education’, ‘Skill for domestic citizenship’ and ‘Value based education’ of Education (H); ‘Human geography’ and ‘Cultural and settlement geography’ of Geography (H); ‘Sociology of religion’, of Sociology(H) are some of these courses.

Environment and Sustainability: Several courses are taught to the students to develop awareness regarding emerging environmental issues. ‘Tourism anthropology’ and ‘Environment and anthropology’ of Anthropology (Hons/General); ‘Environmental economics’ of Economics (General); ‘Education for sustainable development’ and ‘Environmental education’ of Education (H); ‘Environment and literature’ of English (H); ‘Climatology’, ‘Environmental geography’, ‘Disaster management’, ‘Sustainable development’, ‘Climate change’ of Geography (H); ‘Environmental Geography and Ecological Planning’, ‘Environmental Engineering’, ‘Energy, Water, and Food nexus’, ‘Environmental Issues and Management’, ‘Environmental Issues and Management’; ‘Gender Geography and Environment’ and ‘Environmental Monitoring and Assessment’ of Geography P.G.; ‘Environmental education’ of Physical Education, ‘Renewable energy and energy harvesting’ and ‘Weather forecasting/Radiation safety’ of Physics (General); ‘AECC-Environmental Studies’ are example of such courses with notion to develop environmental concern among students.

Apart from this, several disciplines have field surveys to highlight different issues plaguing environmental equilibrium, sustainability and restoration. Several departments and sub-committees have organised seminars and workshops on these crosscutting topics including webinar on ‘environment and sustainability’ and ‘Gender dimension’.

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

1.3.2

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

Response: 46.14

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

Response: 657

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.09

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
621	596	594	606	648

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
910	945	989	1046	1046

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: 48.17

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
218	212	192	206	214

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
406	420	429	454	454

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: 29.06

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:**Experiential Learning:**

Anthropology Lab and Museum: Department of Anthropology have set up Biological Anthropology and *Archaeological Anthropology Laboratory having a rich collection* of original prehistoric tools from lower Palaeolithic to Neolithic periods, cast specimen/tools/artefacts, different stones/rocks, display charts, maps, and other academic contents. An ethnological museum is setup with different ethnological instruments/specimens like agricultural implements.

Folklore Museum: There is a Folklore Museum cum Archive in the Department of Bengali having rich collection of cultural items and documents. Different specimens of Terracotta, shell craft, Patachitra, Madur Art, Clay doll etc. are displayed there to instil in the students a clear understanding of our cultural heritage.

Field Work or Project Work: Students carry out year-long or semester-long field work as part of their curriculum, which helps them to realize that education is a way of understanding the real world and making a genuine contribution. Also, there is ENVS field work to be carried out by all the students in their 1st year. They gather a broad insight about the flora, fauna, insects and other life forms that form an integral part of our ecosystem through this type of field work. Also, they carry out door-to-door survey which improves their socio-economic understanding a lot.

Student Seminar Department of chemistry, Physics, Anthropology and Economics

Students' seminar is organized regularly to provide them a platform to express their ideas and opinions about different spheres of knowledge and culture.

ICT facility: Teachers demonstrate relevant topics with smart board and audio-visual presentation which really enhances the students' eagerness to learn.

Academic tour to research institutes, museum or historical places helps the students to connect book knowledge with the real world.

Participative Learning:

Mock Parliament: Every year students participate in the District Level Youth Parliament Competition organized by Department of Parliamentary Affairs, Government of West Bengal and district administration of Purba Medinipur District and secures position in different competition.

Cultural and Sports Competition: Year-round participation of students in various sports and cultural events organised by college as well as university. Also, our college has a well-equipped gymnasium where students and teachers go through fitness training.

Extension / Outreach Activity in terms of community service and social work is organized by the NCC and NSS units of our college.

Problem Solving Methodology:

Bio-compost making and Waste Management: Our students are learning to use the eco-friendly alternative of harmful chemical fertilizers by developing bio-compost.

Practical Classes: In practical classes of science subjects and computer programming courses, stress is given to demonstrate how the theory learnt by them explains the reality around them and how that can be used to solve real life issues. In Robotics workshop organized by the Department of Physics, students learnt the basics of automation.

Skill Enhancement and Capacity Development Programme: Workshops and awareness campaign on social as well as academic issues are organized round the year which augment the critical outlook and analytical approach of the student towards the society.

File Description	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: 83.39

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
61	61	61	61	57

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: 93.23

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
46	48	48	48	44

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Haldia Government College follows an academic calendar to conduct continuous internal assessment round the year in order to assess the progress of students. End semester university examinations are held at the end of every semester.

Continuous Internal Assessment and Grievance Redressal:

- Internal assessment is taken twice every semester to assess the academic progress of the students.
- Apart from this some departments carry out regular class tests.
- In CBCS system, every paper carries total 75 marks, out of which 10 marks is allotted for internal assessment. Per semester there are two internal assessments, each carrying 10 marks. Average of both the assessments is recorded in the log book and submitted to the university at the end of every semester during End Semester Examination (ESE). In case of postgraduate course, 20%

marks is allotted for internal assessment.

- For the internal assessments, the Academic Sub-Committee issues a central notice. Based on that notice, departments arrange for the assessments.

Grievance Redressal:

- The grievance of the students regarding internal assessment is taken care of by the respective departments. If a student has any grievance regarding internal assessment examination, he or she communicates that either directly to the Head of the Department or any departmental teacher. Departments conduct meeting regarding the issue and suitable measures are taken.
- If any student has weakness in any area, the respective departments arrange remedial classes for that topic.

External assessment and grievance redressal:

Vidyasagar University conducts end semester examination at the end of every semester. Examination of odd semester usually takes place around December-February, whereas that of even semester usually takes place around July-August.

- Examination centre allotment is done by Vidyasagar University. For theory papers, students write the papers in the allotted examination centre, but practical examination takes place in the home centre.
- This college serves as examination centre for theory paper for the students of other colleges.
- The practical examination of the home students of the laboratory-based departments also takes place in the college.

Post publication scrutiny of answer script:

- Sometimes students opt for the self-inspection/ scrutiny of answer scripts via RTI. There is a given format prescribed by the university.
- Students need to fill up and submit this to the college office within stipulated time.
- College office forwards them to the university within due time.
- After processing of the appeal, university sends a copy of the answer script to the college office, which is then delivered to the concerned student within 30 days from the date of receipt of the applications.
- After inspecting the answer script, the candidate shall submit an observation in the specified format after self-inspection within Ten (10) days; the observation sheet is to be verified by the HOD of the concerned Department and forwarded by the Principal/TIC of the college to the office of the COE.
- Post-publication scrutiny does not imply reexamination or re-assessment of scripts but involves verification of scripts and records.

File Description	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:

Haldia Government College offers various Under-graduate and post-graduate courses in CBCS format by following the curriculum provided by its affiliating Vidyasagar University for both U.G. and P.G. courses. The curriculum has given a clear idea about the expected outcome of the programme as well as outcome of each course offered under that programme. The Academic Sub-Committee facilitates the teaching-learning of the students of various departments by playing an active role in the attainment of Programme Outcome and Course Outcome.

At the beginning of an academic session, all the programme outcomes are stated elaborately to the students and displayed in the official website of the college. The general outcome of all undergraduate courses is as follows:

- The students develop genuine passion for the subject and strong motivation to move ahead with a promising career.
- The students can interact confidently on discipline specific topics and to communicate the concepts efficiently.
- Skill of the students are enhanced after the completion of the course.
- Students become sensitized towards issues of gender, environment and sustainable development and become responsible citizens, understanding their role and duty in society.

Completion of Post-graduate course, on the other hand, offers to provide:

- Domain knowledge and analytical view regarding the applicability of the knowledge in real world.
- A clear idea about the career they want to pursue.
- An aptitude for further research with interdisciplinary or multidisciplinary approach.
- Innovative ideas for solving real world issues using domain knowledge.
- Understanding about professional and research ethics and value system.

All Honours Programme specific outcome:

Anthropology: Students will be prepared with the knowledge of physical, Social-Cultural, Prehistory-Archaeology & Linguistic Anthropology.

Bengali: This programme imparts a profound understanding in Bengali Language through the various stages of evolution and transformation in different perspectives

Chemistry: Students will be entirely equipped with the knowledge of all the branches of Chemistry such as physical, inorganic, organic & analytical chemistry.

Economics: Students enrolled under this programme will get a purview of micro and macroeconomics with knowledge of demand-supply, market mechanism-equilibrium.

Education: This programme will help the students to develop an understanding of the concept, factors, agencies of education and importance of guidance and counselling services in the educational sector.

English: The programme is designed to provide the students with a comprehensive and in-depth knowledge of English literary texts and their connections to the historical and socio-cultural contexts.

Geography: Students will be entirely equipped with the knowledge of all the branches of geography such as Geomorphology, Geotectonic, Climatology, human geography, population geography.

Mathematics: This programme enhances the ability to acquire in-depth knowledge of algebra, calculus, geometry, differential equations and several other branches of mathematics.

Physics: This course gives them this fundamental lesson that everything happens for a reason.

Sociology: The programme aims to develop a sociological approach to understand and analyse the social reality.

Statistics: The thrust of the programme is evenly balanced between statistical techniques and their practical application.

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 institute bears the responsibility to evaluate whether the expected outcome for each course and program respectively are attained by the students or not. This process includes two methods, namely direct and indirect. To implement these methods in more effective manner, each department has formed two committees namely **Programme Assessment Committee (PAC)** and **Departmental Advisory Board (DAB)**. Members of **Programme Assessment Committee (PAC)** are faculty members of the department, Officer-in-Charge and IQAC Coordinator. **Departmental Advisory Board** on the other hand, has Officer-in-Charge, IQAC coordinator and two external advisors as members of the committee. The responsibilities of these two committees include arranging frequent meetings, analyzing the students' feedback, monitoring students' progression etc. All these activities collectively help to

understand the attainment of course and program outcome for each department. **Departmental Advisory Board** also put forward constructive suggestions for the better outcome of the teaching-learning process.

Direct method: This method involves the assessment of students' performance to understand the level to which the outcome of courses and program is achieved by each student.

Analysing students' progression: It is evident that if the programmes and courses are able to generate proper outcome, achievement of the students will be remarkable in the professional field. Therefore, several departments have analysed students' progression and used that as a marker to demonstrate the programme and course outcome.

End semester examination: This process involves knowledge and skill based theoretical and practical examination where marks or grades, obtained by each student, reveal the status of attainment of course and programme outcome by that student.

Continuous internal examination: The departmental faculties employ methods like power point presentation, assignments, group project, laboratory work to understand the performance of the student. Marks obtained by each student in these internal assessments are further statistically analysed to get a purview of PO and CO attainment. Departments have followed this method and prepared matrix showing how far students are able to generate desirable outcome for programmes and courses in each year.

Indirect method:

Departmental meeting: Departmental faculties arrange meetings among themselves to evaluate the teaching-learning process for future benefits of the students. Meetings are also arranged with students and their guardians to address any queries from their end. All these meetings are arranged for each semester in a regular manner.

Feedback analysis: Feedbacks are collected and analysed from outgoing students regarding their opinion on course and programme outcome. This analysis is further discussed with the departmental HODs for further development and implementation of more effective teaching-learning process.

All other departments have used both the methods to identify the slow and advanced learners of different semester. Based on their SGPA in end semester examination as well as feedback analysis and outcome of students-teacher meeting, Departmental Advisory Board (DAB) of each department propose various suggestions for betterment of course outcome in near future.

Geography department opted for direct method where internal marks of students have been arranged in matrix. The matrix correlation value showed the programme and course attainment of students.

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:** 99.01**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
423	459	451	342	334

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
429	459	451	342	348

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:** 3.77

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: 1.12

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	0.55	0.57

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Haldia Government College is encouraging students for research and innovation for propagation of knowledge.

Student Development: Institution's Innovation Council (IIC) of Haldia Government College was formed on April 17, 2023, with the intention of inspiring, fostering, and encouraging young students to work on novel endeavours. The primary objective of the IIC is to carry out numerous initiatives related to innovation, Intellectual Property Rights (IPRs), entrepreneurship, and start-ups in association with academics, investors, entrepreneurs, and professionals in order to build a mentor pool for students and teacher innovators. Our IIC cell conducts several innovation and entrepreneurship-related activities like seminars, workshops, competitions specified by the MIC in a time bound fashion. The IIC has also established an IPR cell and it has also organised a conference on IPR to create awareness among the students.

As per the recommendation of NEP-2020, Indian Knowledge System (IKS) and Common Curriculum Framework (CCF) have been incorporated and introduced by the affiliating University from academic session 2023-24. But even before the introduction of CCF, the students of the college were introduced to rich heritage of Indian thought, philosophy, values, and scientific achievements through the curricular and extra-curricular activities. Students are initiated to the social and political thoughts of Indian sociologists, anthropologists, political scientists, philosophers, and scholars. They are introduced to the nationalistic fervor in the writings of Rabindranath Tagore, Swami Vivekananda, Rishi Aurobindo, Mahatma Gandhi and others. The rich cultural heritage of Bengal and Bengali literature is part of their syllabi. The contributions of great Indian scientists such as Ramanujan, C. V. Raman, Acharya Jagadish Chandra Bose, Acharya Prafulla Chandra Roy, Meghnad Saha are highlighted and their achievements are celebrated by holding seminars and conferences.

To sensitize the students with social responsibilities, moral values, duties and responsibilities of an ideal citizen through education value added courses on Fundamental and Constitutional Values, Human Rights and Social Equity are offered by the Departments of Education and Sociology. Science departments offer value added courses on applicability of the subject and enhancing the skills of the students. College is conducting special lectures, student seminars, field visits and excursions regularly to give students exposure to social reality which will enhance their skills by hands on application of their theoretical knowledge. The students actively participate in Independence Day and Republic Day celebration, Annual Sports, Annual Intra-College Competition, Annual Fest, Freshers' Welcome, Farewell Ceremony, Teachers' Day Celebration etc.

Faculty Development: Faculty members are encouraged to pursue research work and seek grant from various Government agencies. Research Ethics Committee has been established in the college. The various departments of the college organise seminars, webinars, conferences and workshops in collaboration with the IQAC of the college and in collaboration with other institutions of higher learnings. The college also plans to open a research centre soon.

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: 92

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
27	25	31	4	5

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.88

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
22	26	25	23	17

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:** 0.43**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
9	4	8	2	3

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:**

In the last five years, different extension programs on several social, environmental and health oriented issues had been organized by various committees and departments of Haldia Government College. NCC and NSS units of the institution have taken a pivotal role in conducting these kind of extension activities in the nearby area. All these programs have the main aim to sensitize both the community members as well as the students about issues related to health, hygiene, environment and gender.

Sensitization regarding health, hygiene and gender: Among the activities taken up the institution, many have aimed to spread awareness regarding several health issues. Extension activities related to health awareness had addressed diseases like dengue, chikungunya, HIV/AIDS, Thalassemia, Covid 19 etc.

Both NSS and NCC units of the institution had organized blood donation camp for the last three years.

NSS unit of this college had organized an international Webinar on "Health Issues of Underprivileged Women" in the year 2020-21. Department of Sociology had also organized an awareness Campaign on Maternal and Menstrual Health in the years 2022 and 2023.

Different departments organized seminar/ webinar to aware the students about different gender related issues.

All these activities had an immense impact on spreading awareness Among the students to understand the reasons behind the occurrence of these diseases and they have also got an idea about the impact and mitigation process.

Sensitization regarding environmental issues: Haldia Government College is situated in an industrial area by river Haldi. Many of the extension activities, due to the location of the college, addressed the problem of pollution and organized cleanliness program to generate a green environment in the locality.

NCC and NSS units have also took a major role in celebrating World environment day in each and every year. In the year 2022-23 environmental week had been celebrated by NCC unit.

Students of this college has participated in programs like coast cleaning, riverbed cleaning, awareness Campaign on pollution related problem etc.

Aranya Saptaha, Swatch Bharat Abhiyan had also been organized to promote clean environment.

These programs enhance the awareness of students regarding sources and impact of environmental Pollutants and the positive impact of greenery in a locality and activities like coastal and river bed cleaning has raised the standard of cleanliness among the students as well.

Apart from that, the institution had organized extension activities to promote activities like anti-tobacco Campaign, bicycle Rally to highlight the versatility and longevity of the bicycle as an affordable and reliable means of transportation. The institution adopted a slum in ward no. 26 at Haldia Municipality for a special Camp on the Theme 'Youth Not in Formal Education or Regular Employment' as per the guidelines framed by the Ministry of Youth Affairs and Sports, Govt. Of India. An awareness Program on 'Fire and its safety measures' had been organized by NSS units of the college.

All these extension activities have generated a profound impact on the participants and have nourished their perspective about social, health and environmental issues and possible redressal avenues.

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:**

Haldia Government College was recognized by the State Government as one of the Best Performing Colleges in academic session 2020-21 for issuing remarkable number of Knayashree Prakalpa scholarship among girl students in a time-bound manner. This recognition has inspired both the students and faculty members of the college for further initiatives.

In last five years, many students of Haldia Government College who were either NCC cadet or NSS volunteers, have been selected to participate in numerous numbers of state and national level programs organized by various institutions outside the district or state and got recognized for their performances. This, without any doubt were achievements not only for the students but also for the institution. The awards/ recognitions achieved by the students of this college through various extension activities are as follows:

- Two NSS volunteers have been selected for participating in the National level adventure camp at Manali from Sep 12 to 21, 2018.
- NCC Cadets have been selected for participating at the following activities to represent Haldia Government College:
 - **Republic Day Camp 2018 (IGC):** 28.10.2018 to 06.11.2018 at Kalyani.
 - **West Bengal State NSS Republic Day Parade Camp (2019):** 09.01.2019 to 26.01.2019 at Kolkata.
 - **East Zone Shooting Coaching Capsule (2019):** 21st May to 30th May, 2019 at Asansol.
 - **Republic Day Camp 2019 (IGC):** 07.11.2019 to 16.11.2019 at Kalyani
 - **Ek Bharat Shreshth Bharat Camp- II (2019):** 13.12.2019 to 24.12.2019 at Darjeeling.
 - **Republic Day Parade, 2020** at Kolkata.
 - **Ek Bharat Shreshth Bharat Camp- II (2020):** 25.09.2020 to 30.09.2020 at Darjeeling.
 - **All India Kanchenjunga Sikkim Trek (Girls) 2021:** 16.11.2021 to 22.11.2021 at Namchi, Sikkim.
 - **Inter Group Shooting Competition 2022:** 10.06.2022 to 17.06.2022 at Asansol.
 - **THAL SAINIK CAMP (IGC) 2022:** 11.08.2022 to 20.08.2022 at Contai, Purba Medinipur and 18.08.2022 to 27.08.2022. at Namchi, Sikkim.
 - **All India Odisha Trek:** 19.09.2022 to 26.09.2022 at Bhawanipatna, Odisha

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 45**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
15	11	4	8	7

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: 35

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:

Haldia Government College, established in the year 1988 with campus area of 19.44 acres, is enriched with infrastructural facilities suitable for the academic, cultural, sports and many other activities.

Infrastructural facilities for teaching-learning activity: The college provides classroom facilities, laboratories, wifi enabled classrooms, smart classrooms to enhance the teaching-learning experience.

- **ICT and Wi-Fi enabled classrooms:** Both the postgraduate departments of the institute, Geography and Chemistry have ICT enabled classrooms. Moreover, the entire campus is wi-fi enabled with internet leased line and all the departments have projectors to deliver lectures using PowerPoint presentation.
- **Laboratories:** Science departments of the institution, have laboratory facilities for practical classes. Department of Geography has two computer labs with ArcGIS software. The department also has a soil laboratory. Chemistry Department has wet labs and instrumentation laboratories for both undergraduate and postgraduate students. The department also has a project research laboratory where postgraduate project work and PhD works are carried out. Department of Physics has electronics, electrical, darkroom and computer laboratories. Department of Anthropology has one anthropological and ethnological museum; one laboratory for biological anthropology and one computer laboratory to perform various practical experiments relating to the subject. Departments of Statistics and Mathematics have one computer lab each to conduct practical classes using programming languages like R and Python. Bengali department has a Folklore Museum displaying handicrafts from different parts of Bengal. This includes *Shell-crafts, Terracotta, Potochitra*.
- **Network Resource Centre:** The college has set-up a network resource centre with 12 computers where classes, practical examinations, project related work etc. are carried out and students often look for online study materials.
- **Central and seminar library facilities:** The institute has one central library which is enriched with more than 40000 text and reference books and several journals. The library has reading room facility and access to N-LIST INFLIBNET. KOHA-ILMS has been installed so that students can access books and study materials through internet. Apart from that, all departments have seminar library where departmental students can issue books.
- **Play Ground:** The College has a playground which is used for daily outdoor games, regular classes of physical education and annual sports.

- **Gymnasium:** The college has a well-equipped gymnasium which can be used both by the students as well as faculty members of this college at stipulated hours under the supervision of a qualified gym instructor.
- **Conference Room:** The college has a conference room with a seating capacity of nearly 120 persons where the seminars and cultural programmes are held. This room is equipped with projector and an audio system.

File Description	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: 45.4

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
0	50.69	19.91	69.44	42.24

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The College has a Central Library and Departmental Libraries with rich collection of textbooks, reference books and journals of wide variety. The library also offers membership of N-LIST database free of cost. In addition to more than 40000 printed books and more than 10 printed journals in the Library, the N-LIST database gives scope for online access to more than 195000 e-books on different subjects and more than 6000 national and international journals and periodicals. Annual subscription to the INFLIBNET-NLIST Database is purchased continuously within the reference period. In addition to these in-house services, bona-fide library members may have access to e-journals like Economic and Political Weekly (EPW), 180+ Indian journals, 200+ Cambridge University Press Journals, 2500+ JSTOR journals, etc. and e-books like 185000+ titles from E-library through N-LIST database.

In addition to that, few free online full-text databases for users have also been provided as yeomen's service during lockdown periods of Covid-19 pandemic. Some of them are:

1. National Digital Library of India (NDLI) {<https://ndl.iitkgp.ac.in/>}
2. e-PG Pathshala {<https://epgp.inflibnet.ac.in/>}
3. Swayam Online Courses {<https://swayam.gov.in/>}
4. Swayamprabha DTH Channels {<https://www.swayamprabha.gov.in/>}
5. MOOCs {<https://www.mooc.org/>}
6. CEC-UGC YouTube Channels {<https://www.youtube.com/user/cecedusat/videos>}
7. Bidwan Database {<https://vidwan.inflibnet.ac.in/>}
8. Open University Study Materials

The central library has a computer Lab. with four desktop computers loaded with Windows and Ubuntu operating systems internet connections to each. The Library Reading Room is wi-fi connectivity enabled.

Implementation of KOHA ILMS: Cloud based KOHA-ILMS has implemented in the central library of the college.

- *Link for KOHA ILMS:* <https://haldiagovtcollege-opac.libcarecloud.com/pages.pl?p=links>

Amount spent on purchase of books, journals during last five years

- During the year 2018-19, college spent Rs. 2,49,945/- for the purchase of books and journals.
- During the year 2019-20, college spent Rs. 2,29,945/- for the purchase of books and journals.
- During the year 2020-22, college spent very negligible amount to procure books.

Usage of library:

- Library is used in two modes. One is through the central library and the other is through the departmental seminar libraries.
- On average around 70-80 visitors come to the central library every day.
- Faculty members also visit the library regularly for their academic reference and research activities.
- Departmental seminar libraries play a vital role in satisfying students' library needs and saving time.

- N-LIST is also extremely helpful in providing library facility to the students.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Haldia Government College provides up to date IT facilities and high-speed Wi-Fi connection throughout the campus. College library as well as the canteen area are also wi-fi enabled.

- **Central Wi-Fi facility:** The college has internet leased line maintained by PWD IT division which provides Wi-Fi and LAN connection to entire college campus and teachers' and students' hostel. The facility has been installed in the year 2021. It provides internet facility with 40 kbps speed. However, keeping in mind the rampant misuse and abuse of Internet, Wi-Fi facility is extended only through secured passwords to be had on production of College Ids and the central server is located at Principal's office.
- **High speed Wi-Fi facility:** As a back-up facility, a separate broadband connection with 100 kbps speed has been installed for college office, IQAC room, PG departments and different computer laboratories.
- **Internet facility at college library:** Central library of the college is also Wi-Fi enabled. In the reading room there are 04 terminal computers which students can use to search books and study materials on digital platform. With internet facility, they can surf through sites like OPAC, KOHA, NLIST etc.
- **Network resource centre:** The institution has a network resource center with 12 computers. This center is Wi-Fi facility enabled and has a LAN connection as well.
- **Internet facility at college canteen:** In the year 2024 a high-speed Wi-Fi connection with 100 kbps speed, has also been installed in the canteen area.
- **CCTV Surveillance Unit:** Providing a safe environment in the college campus, is one of the many aims of the institution. In this regard, the authority has brought the entire campus under CCTV surveillance. All the buildings like the main academic building, teachers' hostel, students' hostel, college canteen and the college entrance are always under CCTV surveillance. The Control Unit of CCTV is placed in principal's office and operated from there.

The college regularly maintains and updates its IT facility by PWD IT division and local broadband vendors in order to provide smooth internet connection throughout the campus.

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

4.3.2

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

Response: 23.73

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

Response: 60

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 37.08

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
38.8	16.9	12.26	49.77	31.12

File Description	Document	
Institutional data in the prescribed format	View Document	
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document	
Provide Links for any other relevant document to support the claim (if any)	View Document	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 70.93

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
1420	1040	998	830	786

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 45.9

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
1314	1089	676	0	205

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 40.73

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
179	199	207	130	102

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
423	456	451	342	334

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: 8.15

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
26	44	10	8	9

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

5.3 Student Participation and Activities

5.3.1

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

Response: 6

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
1	1	0	3	1

File Description**Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 14.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	11	5	18	18

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:

Haldia Government College has a vast number of pass out students who are now working in different sectors in different parts of the country. Alumni students maintain a continuous connection with the college administration and always stand by in the hours of need. The students are concerned about the betterment of the college and interested to participate in several kinds of support activities. The college has an alumni association “HALDIA GOVERNMENT COLLEGE ALUMNI ASSOCIATION” registered under West Bengal Societies Registration Act, 1961 vide No. S0040943 of 2023-24.

The alumni have participated in several support activities in different years.

Cleanliness Drive and Campaign on Health & Nutrition (2018): The alumni of Haldia Government College carried out a cleanliness drive and organised an awareness campaign on health and nutrition in the nearby villages in Haldia block. The campaign aimed to spread awareness regarding health and hygiene among the participants. The campaign also tried to impart the idea of balanced diet and its benefits among the village residents.

Seminar on computer literacy for socially backward students (2019): Alumni association organized a seminar on computer literacy for the then backward students of the college. The programme helped various needy students to get a basic idea about computer operation.

Seminar on “Seminario de Statistica”: ‘Statsutram’ the group of the alumni of Statistics department, in collaboration with Statistics Department, has organized two days online seminar with more than 250 participants on 25th July and 1st August, 2021 to raise awareness about the subject and its career options. A large section of the participants were school students.

Environment Day Rally (2023): To generate awareness regarding protection of the environment, a rally was organized on 5th June, 2023. Alumni students, along with existing students of the college had led the procession in the college neighbourhood. The joyous occasion was successful and the participants were delighted after the programme.

Feedback: College collects alumni feedback in each session to get their view regarding the scope for betterment of the college in various dimensions like academics, infrastructure, sports activity, career opportunities etc. Suggestions given by the alumni has always proved to be of great significance for the betterment of the institution.

Apart from the above-mentioned activities, alumni association works persistently for the development of the institution. During AMPHAN alumni students came forward and contributed in the rebuilding of the affected part of the campus. During COVID 19 pandemic, they distributed masks, sanitizers, and medicines in the nearby locality. Through the course of time, alumni students have participated in sports

activities, cultural activities and many other activities as well.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision of the institution is:

- To contribute extensively towards youth empowerment so that India can become a global leader in terms of knowledge and modern advances.
- To provide holistic education to a large section of the rural and semi-urban youth in order to equip them with relevant knowledge and know-how that will prepare them to handle the challenges of life in today's competitive world.
- To provide quality education that ensures affordability and accountability, so that students evolve as skilled and confident individuals capable of crafting their own career as well as capable of uplifting their surrounding society as socially responsible citizens of modern India.

The college is committed to fulfill the mission as follows:

- To secure equal opportunities for students belonging to all sections of society so that they are free from the pressures of discrimination imposed by social and financial constraints such as, class, caste, gender, religion, ethnicity and race.
- To create a teaching-learning environment in which students may maximize their potential and core competencies.
- To impart a comprehensive education that combines the best of modern advances in science and technology and Indian knowledge systems.

The short-term institutional perspective plan is:

1. Construction of new buildings to provide more academic space.
2. Upgradation of laboratories equipped with state-of-the-art equipment.

In keeping with the trends in higher education, the long term Institutional plan is:

1. Construction of an Auditorium and an Indoor Stadium.
2. Development of a Research Centre and work towards the evolution of the college as a center of Higher Education dedicated to advanced teaching-learning environment.
3. Collaborating with other colleges and institutions to offer more Multi-disciplinary and Value added courses.

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:

Perspective plan is effectively deployed:

The institution has its own perspective plan towards smooth running and implementation of its academic, administrative and financial activities.

At the beginning of each academic semester, planning of different academic activities like internal examinations, seminar, remedial classes, etc. are sketched out in the meeting of IQAC in consultation with concerned TC committee of the college.

The aim of this institution is to provide affordable and holistic education to students across the social spectrum. Upgradation of laboratories equipped with state-of-the-art equipment and digitization of the library system is considered a priority. The institution is also keen to establish a Research Centre in order to transform the college into a center of excellence in higher education dedicated to advanced teaching-learning environment.

At the beginning of each financial year Principal of the college sends utilization certificate of last financial year along with budgetary estimate of current financial year including salary head to the State Government. When approval of funds is received from State Government, the purchase committee allocates the fund to different departments as per their requirements. All the procurement is carried out by proper tendering process and payment is made by the treasury office.

After successful completion of NAAC cycle 2, the institute formed RUSA project monitoring committee that planned and prepared detailed project report (DPR) for RUSA 2.0 fund and submitted to RUSA. The fund received so far from RUSA 2.0 grant at different phases have been utilised fully in different development activity like playground extension, expansion of canteen, installation of internet leased line, procurement of scientific instruments and software. Payment have been released through PFMS and audited by state government RUSA auditor.

Functioning of institutional bodies:

Overall administration, appointments, service rules, procedures and policies that guide the working of this college are framed by the Higher Education Department, Government of West Bengal. The

organogram displayed at institutional website represents a well-planned and integrated administrative set-up of the college. For smooth functioning of the institution, structured committee system has been formed consisting of teaching, non-teaching staffs and students' representatives.

The Committees are:

- Academic Sub-Committee, Research Project Sub-Committee, Research Ethics Committee, Service Matters Sub-Committee, Income Tax Sub-Committee, Data Management and Website Monitoring Committee, Library Sub-Committee, SC/ST Complaint Cell, Disability Welfare Committee, Disciplinary Sub Committee and Internal Complaint Cell.
- Admission Committee, Anti-Ragging Cell, Career Counselling Committee, Examination Committee, Grievance Redressal Cell, Students' Welfare & Students' Union Sub-Committee and Students' Hostel Sub-Committee
- Scholarship Related Committee and West Bengal Student Credit Card Cell.
- Cultural Sub-Committee, Sports Sub-Committee, NSS & NSS Advisory Committees.
- The extension of Principal Office is maintained by different non-teaching staff. College office is headed by Gr-B staff and all other Gr-C and Gr-D staff members work under the supervision of the head clerk.
- Hostel Superintendents co-ordinates the regular activities of both boys' and girls' hostel.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare Measures:

The teaching and non-teaching staffs of the institution have access to all the welfare measures initiated and approved by the Higher Education Department, Government of West Bengal. The key welfare measures are:

- General Provident Fund and Group Insurance.
- Pensionary benefits, Gratuity and Leave Encashment.
- Child Care Leave, Medical Leave besides Casual Leave.
- Government accommodation at Teachers' Hostel located at the college campus is provided to the faculty members based on need and availability.
- LTC, twice during the service of the employee.
- All faculty members and support staff are also entitled to get free medical treatment for themselves and their families in all Government Hospitals as per existing rules.
- West Bengal Health Scheme for employee and his/her dependent family members. An employee who is enrolled with State Government Health Scheme, 2008 can get cashless medical benefit up to Rs. two lakh and reimbursement of the cost of his/her medical treatment and treatment of his/her family members in 183 different registered Private as well as Government hospitals. However, the employee has to forgo the monthly medical allowance (Rs.500/- per month) from his salary.
- The teaching and non-teaching staff are also granted On-Duty Leave to attend Professional Development and Administrative Training Programmes respectively
- The non-teaching staff are offered bonus during the festive Puja season as announced by the

government.

- Staff Club of the college comprising of all the faculty members provides refreshments at different TC meetings and organises grand feast before puja vacation and picnic during winter.

Performance Appraisal System:

There is a **Performance Appraisal System** for teaching staff through the annual Self-Appraisal Report (SAR) and a separate appraisal of the non-teaching staff by the DDO. Teaching staff maintain self-appraisal reports on a daily basis. At the event of each promotion (through Career Advancement Schemes) of a faculty member, specific self-appraisal reports as prescribed by the University Grants Commission and approved by the Government has to be submitted. This screening committee or selection committee, formed for this purpose, consists of nominee from the DPI, Government of West Bengal, nominee from the Vice-Chancellor of affiliating university, Principal and IQAC co-ordinator of the college. Moreover, the Principal furnishes Annual Confidential Report for each and every faculty member to the Director of Public Instructions and also Special Confidential Report (SCR) as and when required in prescribed format.

Non-teaching Staff: Non-teaching staff members of this college are classified into two categories namely Group-C and Group-D. The performance of non-teaching staff members is evaluated primarily on the basis of the information from the concerned department and Principal's observation.

Apart from this maximum teaching and non-teaching staff members of this government college has a membership of West Bengal State Employees Co-Operative Societies where members can avail loan facility up to 5 lakhs within a very short time with minimum documents at low interest rate.

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

6.3.2

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

Response: 7.17

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
4	2	1	7	4

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 22.19

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
13	12	12	14	18

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
12	12	12	12	12

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institution is financed entirely by the Government of West Bengal. There are two main sources of funds for the institution.

State Government Allotment: These are utilized for: 1. Salary 2. Wages (Remuneration of State-Aided Contractual Teachers) 3. Allotment to West Bengal Health Scheme 4. Electricity Bill 5. Telephone Bill 6. Office expenses 7. Allotment to PWD (Civil and Electrical) for enhancement of infrastructure and Campus maintenance 8. Development Grant

Central Government Allotment: RUSA 2.0 fund allotment has been utilized for procurement of new facilities, renovation, and construction on campus.

Utilization of Resources and Internal and External financial audits:

- The College administration gives serious emphasis to all financial affairs related to the institution. For that a number of administrative committees consisting of teaching and/or non-teaching staff are constituted every year by the Principal/officer-in-Charge to ensure democratic decision making regarding purchases from different funds provided by the Government and to monitor the proper utilization of resources.
- Each year Government of West Bengal sanctions grants for purchasing equipment, books, chemicals, office stationeries etc. The purchase committee meeting is convened and as per demand of the academic departments, funds are distributed among the departments. Either paper tender or e-Tender is invited for entire procurement following tender rules of Government of

West Bengal. Bills are prepared by college office through HRMS portal and final payment is disbursed by Treasury Office. Sometimes advance tender is invited and proposal for sanction is sent to Higher Education Department, Government of West Bengal for sanction. Office contingencies are purchased directly from Co-operative societies. Records of purchases like, tender documents, newspaper advertisement, purchase order, delivery challans and invoices are stored properly after proper stock register entry of each item.

- All the payments under RUSA 2.0 fund have been done through a separate PFMS portal which is controlled by college directly.
- PwD: All types of construction related work, building maintenance, electrical work, repair and maintenance is carried out by PwD civil and PwD electrical department. A cost-estimate is submitted to Higher Education Department through Principal/Officer-in-Charge and fund is sanctioned directly to the PwD head of account. Utilization certificate is submitted to sanctioning authority after completion of the work.
- The teachers who received minor research projects by different granting bodies like UGC, ICSR, maintain the records of funds, procurement expenditures under particular sanction. They submit the utilization certificates at the end of the project.
- Government audit is conducted by appointed auditors as and when the Higher Education Department fixes the schedule. All grants received from UGC, RUSA etc. undergo audit and inspection by External Auditors. Utilization Certificates are also submitted to appropriate authorities.
- In addition, the CAG Audit is undertaken once in five years. The last such audit was conducted in the financial year, 2015-2016. However, the college undergoes Internal Audits regularly through the Heads of different departments through verifying and checking different stock books.

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:

After second cycle NAAC accreditation (B+) in October 2017, the IQAC, Haldia Government College started its initiative with broad spectrum approach for further all-round quality enhancement of the institute. For RUSA-2.0 grant, IQAC along with the college administration, prepared action plan for proper utilization. Football ground extension, purchase of Lab equipment & Computers, Wi-Fi enabled

campus with internet lease line, Canteen Extension has already been completed & some other works are going on.

During the last five-six years the IQAC is actively working to develop an ideal system for continuous, progressive, and sustainable improvement in the overall performance of the Institution. The IQAC actively initiated a fruitful outcome-based Teaching-Learning environment in order to measure & monitor the quality of various academic and administrative activities.

The IQAC of the college meets every three months as per UGC guidelines and adopts various measures related to quality enhancement as envisaged by NAAC. It has been able to sustain the all-around development of the academic environment, by inspiring the faculty members to participate in FDP, Orientation Programmes and Refresher courses. The IQAC assists the Principal/Officer-in-Charge in chalking out academic programmes, infrastructural blueprints and matters related to the promotion of teachers under CAS.

The IQAC also organizes different national/ state level seminars, webinars, lecture series and workshops in collaboration with various academic departments of the college or in collaboration with other academic institutions on a regular basis. Apart from these, the IQAC initiates and promotes all-round quality improvement of the students through yoga & sports, cultural programmes, outreach programmes and by celebrating different days such as International Mother Language Day, Women's Day, World AIDS Day etc.

The IQAC has acted as a decision-making body of the institution for coordinating different quality-based and policy making activities, including adoption of best practices, green campus policy, establishment of anti-ragging cell, grievance redressal cell, psychological counselling cell, imparting ethics, and value education, etc.

The IQAC has tried to provide a student-friendly academic environment by maintaining liaison with all stakeholders. As a result of continuous communication and counselling of the students, students' attendance and involvement has substantially improved. Apart from this, IQAC has also emphasized value-added and add-on courses, especially on computer skill and soft skill development, keeping in mind the felt needs of the students.

The IQAC also encouraged various community outreach programmes in collaboration with NSS & NCC units of the college. The IQAC, with the help of the NSS units & Women cell of the college, implemented programmes and rallies to initiate contact and communication with the members of the local community. Such initiatives helped to reduce rate of dropout at higher secondary levels and increased the number of students, especially girl students taking up higher education.

In conclusion it can be said that, the **IQAC of this college** plays a pivotal role as a bridge connecting the academic realm with the broader social context. Its purpose is to facilitate moral, intellectual, and cultural growth within society. By fostering collaboration and synergy, IQAC contributes to the overall betterment of our communities.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
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:

In order to promote gender equity within the campus the Haldia Government College has undertaken a gender audit and accordingly has adopted a Gender Action Plan.

Gender Action plan:

Objectives:

- To create an awareness and sensitize students, faculty members and non-teaching staff about gender related issues.
- To strengthen the gender action programmes by organizing workshops, seminars, and poster exhibitions.
- To encourage the NSS & NCC units, Women's Cell, and ICC (Internal Complaint Cell) to play a major role in creating awareness about gender issues and implement programmes/ activities for promotion for gender neutral environment.
- To organise programmes for creating awareness on overall issues related to women in terms of their wellbeing, health and hygiene as well as legal safeguards.
- To create a social environment that is conducive to persons belonging to Third gender and LGBTQA+ community.

In addition to these the College has also taken several other measures to create a safe space for everyone:

- Initiation of Gender Audit regularly by competent agency.
- On-campus CCTV surveillance and security guards at the main gate as well as at students' hostels.
- A strong redressal system in the form of Internal Complaint Cell (ICC), Women's Cell and Grievance Redressal Committee.
- The college publishes a bi-lingual newsletter named "ATMAJAR SONGLAP" featuring write-ups, photo-essays reviews, news highlights and/or artworks on issues related to gender and sexuality submitted by students and faculties.
- The college celebrates the International Women's Day every year with great fervour.
 - The students are encouraged to hold rallies and make poster presentations on the themes of International Women's Day
 - Seminars and webinars focusing on achievements of women and the challenges they face in society and ways to overcome them

- The college arranges different seminars/ workshops/ Conferences regularly for sensitizing the students and promoting of gender equity.
- Facilities for women:
 - Wash room for girls'
 - Girls' Hostel
 - Napkin vending machine
 - Kanyashree Prakalpa for girl students
 - Separate NSS unit (NSS-II unit) for girl 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: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

- The College strictly follows the Reservation rules for admission as per directives of Central and State Governments as well as the affiliating university.
- The SC ST Cell of this College sensitizes everyone towards an inclusive environment.
- The Women's Cell of this college organizes seminars/webinars on a regular basis to sensitize students about gender inclusivity.
- The Electoral Literacy Cell conducts awareness programmes on voting rights and voting ethics among students.
- NSS units of this College are actively involved in helping socially and economically underprivileged persons.
- NSS volunteers often visit nearby slums accompanied by their teachers to participate in various sensitization programmes.
- The College celebrates International Mother Language Day (21st February every year) to highlight cultural and linguistic diversity and to encourage tolerance and respect for different cultures among students.
- Regular observance of Independence Day and Republic Day along with lectures delivered on

these days remind students and staff of their constitutional obligations.

- It is worth mentioning that through the curriculum in UG courses in subjects like Sociology, Education, English, Bengali students are sensitized towards diversity.
- The institution teaches students to be competent, disciplined and productively innovative while inculcating the fundamental ethics and values of a good human being.
- The Value Added Courses offered by various departments not only impart academic knowledge but many courses are geared towards imparting humanitarian values.

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

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice 1

Title of the Practice: Blended Mode of Learning for Education

Objectives of the Practice:

1. To make the teaching learning process easier, enjoyable and interactive.
2. To develop the skills in both students and teachers.
3. To provide career guidance to the students.
4. To enhance the critical thinking ability of students.
5. To provide equal opportunities to all types of learners.

Context of the Practice: Integration of digital resources and techniques magnifies the students' engagement. While it is a significant part of the New Education Policy, the onset of Covid-19 pandemic made it clear that use of digital techniques can help the teaching-learning process in the event of such exigencies.

The Practice: The college decided to boost up the blended mode of learning with increasing integration of digital resources and techniques into the conventional learning protocol:

1. Classes through various online platforms such as Google Meet, Zoom, Telegram channel, Google classroom etc.; through YouTube Channel of many faculty members; conduct of webinars or online extension lectures.
2. Encouragement to faculty members to enhance their teaching skill by incorporating digital technologies.
3. Regular dissemination of reading materials, audio notes, information regarding admission, examination etc. along with video instructions through college website and social media apps.
4. Popularization of e-pgpathshala, INFLIBNET, SWAYAM and other e-resources among students.
5. Online examinations (both internal as well as University Exams).
6. Career guidance and skill development training programmes in collaboration with The Uncertainty Principle, a YouTube channel for students.
7. Wi-Fi enabled classrooms.
8. Creating a comprehensive unit-wise lecture video series on Environmental Studies.
9. Students' empowerment through Digital literacy programme
10. Use of google form for various academic purposes like data collection for project work and class tests.

Evidence of Success:

1. The academic as well as career guidance programmes have become very popular among students.
2. The webinars and extension lectures registered a sizeable number of participants.
3. Many students beyond our college benefitted from the video lecture series on Environmental Studies.
4. As a result of our digital literacy programme, the efficiency of our students in digital activity has increased manifold.

Problems encountered and Resources Required:

Unified platform for learning process in blended mode is the need of the hour, which we are planning to design in future.

Students need more awareness about harmful or misleading digital content and cyber fraud.

Setting up and maintenance of the state-of-the-art Smart Class Rooms at the college is a resource intensive process.

Best Practice 2

Title of the Practice: Green initiatives in and around campus

Objectives of the Practice: Systematic execution of green environment initiatives for maintenance of biodiversity and pollution free environment within and beyond campus for the betterment of quality of life of the members of local community.

Context of the Practice: Though the college is situated in an industrial-urban background on NH 116, the campus with its lush green vegetation and water bodies acts as a host to different species of flora and

fauna. The students and faculties of this college always make endeavours to factor in the environment as a learning principle that would help create awareness of sustainability.

The Practice:

1. Plantation drive undertaken by the students following college initiative.
2. Restoration of the green cover in the days following the wreckage caused by Amphan.
3. An Air Quality Monitoring E-Device installed at the college to monitor the air quality and is maintained by West Bengal Pollution Control Board. The data of AQI are available continuously at the website.
4. Felicitation of dignitaries with saplings.
5. Campus cleanliness drive organized by NSS
6. Demarcating 'No plastic zone' and strict abidance to the same.
7. Use of power saving LED lights in the buildings.
8. Digital communication through college website saving use of papers.
9. Use of properly labelled dustbins for various types of wastes.
10. Two separate pits at the rear end of the college premises for the disposal of solid wastes- both biodegradable and non-biodegradable.
11. Hazardous waste of Chemistry Department kept separate from the general waste of college.
12. Planned sanitization and sewage measures incorporated in the building plan by the PWD, Govt. of West Bengal.
13. Project work on environmental issues as a part of AECC in UG curriculum.
14. Use of recyclable materials for storing food, water etc. and use of public transport is strongly promoted among students and staff.
15. Carbon neutrality: The greenery in the College campus effectively neutralizes the harmful carbon dioxide.
16. Regular AMC of instruments ensures proper energy utilization and minimizes usage hazards.
17. Provision for rainwater harvesting within the college premises.
18. Beyond Campus Initiatives:
 - a. Awareness rallies in the communities adjacent to college regarding environmental pollution.

- b. Cleanliness drive at different localities near college and also at riverside.
- c. Screening of movies among members of local communities on environmental issues
- d. Distribution of saplings and plantation of trees in the communities.

Evidence of Success: A full-fledged Rain Water Harvesting System for recharging ground water is functional inside college campus. The main objective of this project is to increase the ground water reserve and harmful contaminations in the ground water. Rain water is collected from the rooftop through well connected rainwater pipes which pours all the effluent water to a large tank and this water is used for watering the plants within the campus. At the community level, the green coverage has increased due to the plantation drive. And on our subsequent visit we found the localities to be cleaner than earlier.

Problems Encountered and Resources Required:

Green Campus initiatives are challenging and it requires a determined a long-term effort from all the stakeholders.

Low level of awareness regarding environmental issues among students and local community pose another challenge to the success of this initiative.

Expert advice and deployment of various resources including manpower makes this practice resource intensive.

File Description	Document
Any other relevant information	View 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:

The most abiding characteristic that could be termed as the distinctive feature of this college since its inception is the inclusive culture and practices that go beyond the purview of academic pursuits. Under the aegis of the Officer-in-Charge, the college has sought to create a sustained culture of accountability and equity on fronts that primarily incorporate the interests of the students and the community within their embedded environment. This could be seen to unfold within a three-tiered cluster of events/activities that involve students, environment and community.

Engagement with Students: The best practice of the institution includes empowering and offering inclusive education to students from diverse backgrounds. Till 2015, it was the only Government College in the district of Purba Medinipur catering to the students from economically weaker sections and first-generation learners. Being a government institution tuition and admission fees are quite low compared to the other colleges. Outstation students are provided with hostel facilities within the college campus thus providing them with a safe and secured environment, especially for girl students. There are security personnels as well as CCTV cameras installed at both the hostels for preventing any untoward situation. Extra care is taken for providing barrier free access to differently abled students. Such as, a wheel chair is provided to differently abled students with mobility issues and a special PH washroom has also been arranged for physically handicapped students on the ground floor. The departments which have physically challenged students they arrange their classes in the ground floor of the college in consultation with the Routine Committee. Visually challenged students are regularly assisted in their studies with audio lecture and various you tube links and writers are appointed for them with the permission of the affiliating University authorities, whenever necessary.

From the arrangement of smart classrooms to regular participation in interdepartmental seminars, workshops and events to providing digital and humanitarian aid in times of crises following are the highlights of the institution's structured involvement with students:

- Career counselling prospects and opportunities are regularly shared with the students through both online and offline modes.
- Career counselling and mentoring sessions, mental health programs and skill development programs organized in collaboration with YouTube Channel "The Uncertainty Principle"
- The anti-ragging cell keeps a sustained vigil on the activities of the students on campus.
- Round-the-year NSS activities in this college are a prominent feature.
- Various cultural activities and competitions are organised throughout the year.
- Students participate in large numbers in Annual Sports which is organised every year during winter.
- Any kind of information is shared with the students in an instant via college website and social media apps. To bring some ease of understanding, video instructions and flow charts are circulated along with the important information.
- Gender sensitizing activities are undertaken by the Women's Cell on a regular basis.
- The Digital Literacy program supported the students a lot who lacked and the confidence to carry out digital tasks at hand.
- The lack of maturity in the communication as well as language skills in many students was felt by the teachers and in order to address that, an extensive English Literacy programme was initiated by the college.
- The practice of online classes as well as circulation of study materials and audio notes via college website and social media apps has always been in full swing beside the offline classes to facilitate the learning of the students.

Engagement with Environment: Set amidst a rural background with lush nature, the college and its faculties are more than environmentally aware since they always make endeavours to factor in the environment as a learning principle that would help create awareness of sustainability. As part of the Green Campus initiative, there have been efforts to map the local flora within the campus with the help of students. There have been sustained efforts at creating and promoting awareness regarding the environment, and a green audit has been conducted in the institution to help assess its management of renewable energy resources and identify ways to reduce its energy consumption. Rainwater harvesting

within the campus has been instrumental in creating awareness for and appreciating the most fundamental natural resource for daily use.

Engagement with Community: Since the days of its inception, the college has been attuned to the needs of the community as many of the students come from the local rural background. The college deems that the wholesome growth of students can only be achieved by integrating their community within the folds of the institution's overall activities both inside and beyond the curriculum. The Thalassemia detection and counselling camp for students has a wider communitarian reach since it is only by ensuring the health and safety measures related to such blood disorders of young students that the community at large may be benefitted and would continue to pass on the knowledge to others. Blood Donation Camp is regularly organised at our college which benefits the wider community. Awareness campaign for First Time Voters were also organised by the Election Commission in collaboration with the college to make students aware of their Constitutional obligations and duties. The NSS Units of this college regularly holds awareness campaign on various issues among the residents of nearby communities. The students of department of Sociology had conducted door to door awareness campaign among women on menstrual and maternal health in the neighbouring communities of Barsundara and Muradpur village. All the educational resources such as video lectures and the career counselling, psychological counselling and skill development programs organized in collaboration with The Uncertainty Principle are available in YouTube platform, i.e. they are open to any student who wants to learn, who wants a supporting hand in their endeavour towards a bright future. Our resources are neither restricted nor meant for just our own students. Thus, our college goes a long way in forging a bond with the community and serving its needs.

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

5. CONCLUSION

Additional Information :

Commencing its journey in 1988 Haldia Government College has come a long way in these 35 years as a Higher Education Institute providing affordable, value-based and quality education to the youths of semi-urban and rural communities of South Bengal many of whom are first generation literates. The college now boasts two PG departments and state of the art laboratory facilities in departments of Physics, Chemistry, Geography and Anthropology. The achievements of the faculty members in terms of their research activities and publications is also enviable. Many of our students are now well established and pursuing higher studies from educational institutions of national importance and international repute. **In the year 2023**, the college has been selected as a **‘Hub of Learning’ through the cluster approach by the Govt. of West Bengal**.

Our thrust areas in the future will be:

- The college plans to establish an interdisciplinary research cell involving the science faculties.
- Introduction of more value added courses to help students in skill development
- To start Collaborative programmes with industries and other organisations.
- More programmes promoting gender equity involving students and staff members to be initiated.
- To expand the physical infrastructure such as construction of a new academic building and other facilities namely, an auditorium and an indoor stadium.

Concluding Remarks :

In 35 years of its inception the college has expanded its horizons, attaining many milestones and it serves as one of the best Higher Education Institute in the District of Purba Medinipur and its neighbouring areas.

In view of the vision and mission of the College, the IQAC focussed on capacity building of its students and staff. The learning experience of the students has been greatly enhanced by the ICT and innovative pedagogies.

The value-added courses for the students along with various co-curricular and extracurricular societies/events contributes to their holistic development and makes them confident to face the larger world.

The College supports the faculty members in every aspect of academic self-development by encouraging them to participate in various faculty enrichment programmes and courses and to engage in meaningful research work.

The best practices being centred around ICT and blended mode of teaching-learning processes, Haldia Government College endeavours to make making significant contributions in contemporary education while also taking care of the fragile environment for the betterment of the greater community through its green initiatives both within and beyond campus.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																			
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) Answer before DVV Verification : Answer After DVV Verification :39 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.																																			
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 683 Answer after DVV Verification: 657 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.																																			
2.1.2	<i>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</i> 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>221</td><td>215</td><td>192</td><td>206</td><td>214</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>218</td><td>212</td><td>192</td><td>206</td><td>214</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><tr><td>406</td><td>420</td><td>429</td><td>454</td><td>454</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></table>	2022-23	2021-22	2020-21	2019-20	2018-19	221	215	192	206	214	2022-23	2021-22	2020-21	2019-20	2018-19	218	212	192	206	214	2022-23	2021-22	2020-21	2019-20	2018-19	406	420	429	454	454	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19																																
221	215	192	206	214																																
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2022-23	2021-22	2020-21	2019-20	2018-19																																

406	420	429	454	454
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.6.3

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

2.6.3.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
423	459	451	342	332

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
423	459	451	342	334

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
429	459	451	342	342

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
429	459	451	342	348

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
9	5	8	2	3

Answer After DVV Verification :

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

9	4	8	2	3
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
165	189	211	142	126

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
179	199	207	130	102

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
429	459	451	342	342

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
423	456	451	342	334

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	9	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	3	1

Remark : As per the revised data and clarification received from HEI, and avoid participation level certificates and awards, thus based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	1	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	7	4

Remark : As per the revised data and clarification received from HEI, and financial support of less than Rs 2000 per faculty per year, should not be considered, thus based on that DVV input is recommended.

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
17	16	20	18	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	12	14	18

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
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11	10	11	11	10
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	Number of teaching staff / full time teachers 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>49</td><td>51</td><td>51</td><td>52</td><td>47</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>49</td><td>51</td><td>51</td><td>53</td><td>47</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	49	51	51	52	47	2022-23	2021-22	2020-21	2019-20	2018-19	49	51	51	53	47
2022-23	2021-22	2020-21	2019-20	2018-19																	
49	51	51	52	47																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
49	51	51	53	47																	