SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HARIMOHAN GHOSE COLLEGE

J-206 AND 208A, PAHARPUR ROAD, GARDEN REACH, KOLKATA-700024.
700024
harimohanghosecollegekol24.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Harimohan Ghose College established by the scions of late Harimohan Ghose, a man of wealth and philanthropic spirit in the year 1963 is located in Garden Reach; an area in Kolkata adjacent to the Shyama Prasad Mukherjee Dock or Kolkata Port and Garden Reach Ship Builders. With its moto of "From Darkness to Light to More Light", the college affiliated to Calcutta University has aimed to extend the fruits of higher education and all the auxiliary human values that come with it to the inhabitants of a vast area. The hinterland of the college has more than 20 Higher Secondary schools which has always provided the college with a steady and unending flow of students eager to face life armed with the arms of robust holistic education.

The college being a co-educational multi-disciplinary college has a student profile where 90% of the students comes from low-income minority community.

From the beginning the college has aimed to give to these low-income families at least one graduate so as to create a domino effect on the educational ethos of the area. B.A., B.Sc., B.Com. with both major and minor courses included in the three disciplines, the college now at this juncture can claim that it has been fairly successful in guiding the students from the umbra of ignorance to the light of knowledge.

Vision

The vision of the college is to enable students to be intellectually competent, with a solid basis, ethically robust, socially aware, rational in temperament and liberal in thought so as to become worthy citizens of our great nation.

Mission

The vision of the college does not exist in vacuous words, it has been transformed into quest for trust between students and teachers. The staff of the college always promote the spirit of harmony among different groups of students partaking fully in their will and woe. With regular upgradation of teaching methodology and utilization of teaching tools at the disposal of the college, it has till date not failed in living up to its moto "From Darkness to Light to More Light".

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

LOCATION, CULTURE AND INCLUSIVITY AND ACADEMIC VERSATALITY

1. Harimohan Ghose College is the first college in Fatehpur-Metiabruz, a Kolkata-Port hinterland where transportation to the main city was difficult due to the iconic Khidderpore Bridge. The college was founded in 1963 to facilitate the education of people in this Garden Reach, an admixture of long-time

residents as well as labour-migrants who come to work in this locality. Most of our students are first generation learners, from low socio-economic strata, for whom the college stood as a beacon of hope to transcend their status and aspire for a better life.

2. Since most of the students are from trying backgrounds, fees concession and scholarship has worked in favour of allowing the students to continue with higher education.

3. The college boasts of an inclusive environment which does not only accommodate the Muslim minorities but also Hindu residents, and the students proudly participate in each other's religious and cultural activities which create a beautiful harmony of colours and emotions.

4. The college is proud to have an increasing number of girl students every year; the number of female students is more than the number of male students (Total Male students-733, Total Female Students-873 in the current academic year of 2023-24). It plays a crucial role in women's education and empowerment thus pointing to a safe environment.

5. This also portrays an excellent interpersonal relationship between students and teachers and the non-teaching staff. It has an active Anti-Ragging Committee and a Minority Committee as well as a Grievance Cell.

6. The NSS plays a crucial role in community outreach programmes thus implying that the role of the college is not limited only within the campus but beyond it.

7. Harimohan Ghose College stands tall in making all the streams available for the students- B. A, B. Sc and B. Com which is not common in many colleges under the University of Calcutta.

8. The college has well equipped science laboratories and an upgraded IT lab. The ICT room also needs mention for its uber functionality and convenience.

Institutional Weakness

1. Since many of the students are first generation learners, dropouts are common. In spite of counselling done by the teachers' dropouts are chronic.

2. The college needs a well-organised library, but automation is as yet not available. Although resources are available, the essential habit of borrowing and reading books is often absent among students.

3. The Alumni of the college was more inter-personal relations of ex-students with faculty-members, in an unstructured manner. However, due to growing interest of ex-students to keep this connection strong and viable, the college has organised an Alumni Association and opted for Legal Registration. Departments of the college has been active in keeping the connection with Alumni through occasional events.

Institutional Opportunity

1. Since a number of students work on their own home-grown business in handicrafts, tailoring, food processing, baking and graphics, the college has much opportunity in offering add-on courses and certificate courses on Entrepreneurship. Such courses include learning to make sweat meats, handicrafts. Since many of the students are from the 'Ostagar' family, a course on tailoring could open much possibilities.

Institutional Challenge

1. In 2020, the college was ravaged by the cyclone Amphan where besides damage of the college property,

much of the crucial documents went under water. One of the biggest challenges is to recover those documents and data.

2. Employment remains one of the biggest challenges till date. The Placement Cell has already brought in many companies of which Analytica Food Tech Services Pvt. Ltd and mPokket Financial Services Private Ltd have offered jobs to our students on-campus.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

HARIMOHAN GHOSE COLLEGE is an affiliated college under University of Calcutta. So the college has to follow the orders and circulars provided by the University.

Before every session, IQAC Coordinator meets with the Departmental Heads to frame a plan for upcoming sessions like Class Routine, Field Trip, Educational Tour, Project Work & Class Test as applicable.
After that Departmental Heads arrange Departmental meetings with faculty members to distribute the syllabus and prepare the Teaching Plan for every session. Regular Departmental Meetings are arranged to discuss student related issues like syllabus completion, remedial classes and other student activities like seminars, workshops etc.
IQAC and all student related subcommittees plan a tentative schedule of activities before a session and prepare a proper academic calendar.
Presently the college offers CCF (NEP 2020) courses and planning for various add-on courses for the benefits of the students.
The crosscutting issues are mentioned in the syllabus are discussed by the Teachers while teaching the relevant courses in different semesters.
For the betterment of the institution and all over progression, the college collects feedback from all the stakeholders like Teachers, Students, Non teaching stuffs, Alumni, Gurdians via online and offline mode. After that college plan for various activities and steps as per collected feedback.

Teaching-learning and Evaluation

Teaching, learning and evaluation

- The teaching, learning and evaluation system of Harimohan Ghose College aims at developing the students holistically. Students from various social strata, some being first generation learners, get an opportunity to pursue higher education.
- The college strictly adheres to the admission guidelines defined by the University of Calcutta and the Government of West Bengal, with reservation policies as per government norms.Fair and transparent admission process is being executed by an efficient Admission Committee of the college; a merit list is published at the onset of admission based onthe university guidelines. The average enrolment percentage is about 60%.An Orientation Programme is organized by the college on the day of commencement of each academic session to familiarize the students with thecourses/programmes selected by them.
- For an effective and engaging teaching-learning process, agroup of well trained, experienced and dedicated teachersof the college blends conventional mode of teaching together withadvanced methodologies like PowerPoint presentations, projections etc.Platforms like Zoom, Google Meet are

used to create virtual classrooms in times of need and in addition to suggesting reference books from the well-stocked library, notes are being shared with the students through WhatsApp groups or Google classrooms on a regular basis.

- Field trips and workshops organized by the college further motivate the students towards learning.
- Since the students form a heterogeneous group with respect to their learning abilities, remedial classes are taken to assist the below average learners.
- Progress of the students is evaluated either directly through their performances in the end-semester University examinations, internal assessments, class testsor through their participation in various seminars, poster presentations, debates and quizzes. Enrolment of a section of students in higher education programmes and recruitment in various jobs are also testaments to their success.
- The faculty members of the college are efficient and research-oriented. At present, out of 40 teachers, 19 teachers are Ph.D. holders. Some other teachers have enrolled in Ph.D. programmes. The average percentage of full-time teachers with NET/SET/SLET/Ph.D. in the last 5 years is 65%.

Research, Innovations and Extension

Harimohan Ghose College has signed MOU with several other colleges for the exchange of knowledge, research, and libraries and, for allowing our students to take part in career counselling seminars and workshops. Projectors have been installed as a teaching tool. To operate the equipment, interdisciplinary training programmes have been set up.

The yearly performance evaluation system encourages academic staff to improve their research output. It is recommended that teachers take part in and organise conferences, seminars, and workshops in addition to participating in professional development activities. Duty leave is granted for taking part in seminars.

Students have been taken to industry visits and to places having close connections with their field of study. We observe events that follows our traditions.

Harimohan Ghose College is aware of its obligation to support students' complete development. Among the extension initiatives undertaken are:

1. Health education initiatives by NSS

2. Free medical examinations for then staffs and communities impoverished

3. Giving impoverished pupil free books.

 4. Community awareness campaigns about diet, hygiene, and health for women.

5. Providing aid to those affected by natural disasters like cyclones and floods.

6. Environmental awareness campaigns, such as tree planting and clean-up campaigns.

7. Education campaigns about trash management and water conservation.

8. Participative initiatives like recitation competition to promote awareness on culture and literature.

9. Students' involvement in the Traffic Awareness Rally.

10. Involvement with Road safety programs.

Faculty members have actively participated in significant research, and the college supports high-quality research in many ways. Faculty members have published numerous research papers in internationally recognised publications with impact factors more than 2.

1. Studies that are published in UGC-listed journals-23

2. Number of book chapter published-30

Our teachers are great instructors: organized, responsive, patient and able to clearly explain complex topics and nuances. Though in the specified period only one faculty member has been awarded prize for the contribution in the field of Urdu Theatre our faculties have been felicitated in the past too and in the near future too they are expected to contribute in the same way.

Infrastructure and Learning Resources

The college is remotely located in the south-western suburb of the city of Kolkata, our college continues to spread higher education in the adjacent underprivileged local community. At present, there are two separate buildings consisting of 17 classrooms and 7 laboratories for theory and practical classes under the BA/BSc/B.Com program. One under-construction building will try to make up the deficit of classrooms very soon. The college already possesses smart classrooms, an IT laboratory, a gymnasium, a playground, and temporary provisions for organizing cultural activities and yoga sessions, through which the all-round development of a young learner is accomplished. IT infrastructure is gaining potential and the campus is well-connected with high-speed broadband internet services, which not only benefit the teacher and students but also the office employees and the library. The college library is planning to automate its services through ILMS KOHA. The process of providing access to E-e-resources through N-List is underway and soon to be initiated. However access to some free online resources are available in the library. The internal audits of the college have been completed for the session 2019-20 to 2022-23 . The external audit has been completed for the session 2018-19 and for the rest of the years, the process is going on.

Student Support and Progression

To ensure that each and every student who takes admission in this college has a promising future, Harimohan Ghose College endeavours to provide its utmost. Besides, imparting the best academic assistance through scholarly teaching-staffs, the college incessantlyorganises programmes for the upliftment, growth and development of students.

To financially support the backward classes and especially women the college provides a number of scholarships and fellowships likekanayashri, Vivekananda, SC, ST, OBC, minorities. From time to time, the college makes arrangements of programme for the enhancement of soft skills, language and communication and computing skills that could equip them and thereby help them in their pursuit of professional objective. Nevertheless, Career counseling, guidance for competitive examinations programmes are arranged to encourage and motivate students to explore their potential and forge ahead. A number of studentsGraduating from this

college has proved their worth as well as the alma mater's contribution by securing praiseworthy designation in variousfields.

In order to address and resolve their grievances and complaints the college has active grievance redressal cell, anti-ragging committee.

It goes without saying that Harimohan Ghose College appreciates and attempts to promote and facilitate cultural, literary and sports activities. Special attention and opportunities are provided to student in this respect for their holistic growth.

The triumph of Harimohan Ghose College is echoed by the alumni in different fields. The achievements of the students /Alumni uphold the contribution of the college to the society. It is a matter of pride and jubilation for the institution to witness the alumni of this college from different streams, Humanities, Science and Commerce, holding their heads high and proclaiming their achievements. To stay connected to their alma mater, alumni of this college have formed a network, by virtue of which they try to provide assistance.

Governance, Leadership and Management

The sustained growth of any Institution is achieved through a balance in the Institution's mission and vision. The vision of the Harimohan Ghose College is from 'Darkness to Light and more Light' which can be rightly achieved through its mission which aims at imparting quality education for all-round development, to develop community sense through extension work, to inculcate moral values and leadership and to promote peace and harmony for better work.

Governance, leadership and management are executed by the Governing Body and the Principal of the college, directed towards decentralization and participative management by the teachers non-teaching staff and students. Different subcommittees working under committees assist under the able guidance of the Principal working for various operations such as Admission, Academic Coordination, Examination, Promotion of Research and Extension activities, Maintenance of records.

 The management arranges for and mobilizes funds for improvement and upgradation of infrastructure, laboratory, library and office. Management strategy and governance is effectively understood by the functioning of the various institutional setup as deployed through the policies and administrative setup, appointment, service rules and procedures. The college is yet to automate all the various operations pertaining to teaching-learning (academic),administration, examination, finance and accounting. E-governance is deployed only for admission and salary& PF of staff and faculty.

All major decisions on development, infrastructure, financial management, academic affairs, admission, he governance, administration and collaborations (MOU) are taken by the GB in line with the recommendations and suggestions by the IQAC and the various subcommittees.

The college has a performance appraisal system for teaching and non-teaching staff. Execution of plans and curriculum delivery are verified by the HoDs followed by the IQAC coordinator and Principal.

Harimohan Ghose College is a Grant-in-aid college and takes steps to ensure that there is optimal mobilization of resources for the educational upgradation of students.

Institutional Values and Best Practices

Harimohan Ghose College, nestled in a port-area of Kolkata, has seen generations of socio-culturally and religiously diverse students, who merge into one HMGC family as they grow into well-rounded, open-minded individuals. The various awareness and sensitization programmes on gender, the role and responsibility of students as citizens of the country, development of their ethical and constitutional consciousness are essential measures undertaken by the college. Gender Audit is done in the Institution which provides the direction of our future action-plans in this domain. The college has nurtured young minds, our students celebrate different festivals of each other, appreciate the unique cultural differences of each other and learn tolerance and harmony within and without the classroom boundaries. Women are given equal importance in this Institution: our girl students outnumber the boys every year and our faculty boast of more female teachers than men.

Clean and green campus initiatives are taken every session to underline the significance of a beautiful green Earth for our survival. Students are given projects which help these urban generations learn and appreciate Nature. It is a matter of pride for us that even in a congested locality like Fatehpur -Metiabruz, we have a small green field and lots of plants and trees. We have initiated few actions already like separate-coloured dustbins for waste recycling and LED bulbs in the campus.

We have Best Practices like SETU: THE BRIDGE OF HOPE to promote a gender-inclusive atmosphere in our college, especially focusing on gender-minorities. We also give great significance to Religious harmony and Inter-faith appreciation in our Best Practice called SANGAM: THE CONFLUENCE OF ALL FAITHS, which encourages our students of different religions to participate and appreciate each other's religious festivities.

It is our pride that during Admission for each new session, the number of student-applicants in our college far exceeds that of any other institution in the area and through NSS wing of the college, Departmental activities, cultural fest called Harimohan Utsav in the college, we have a healthy relationship with the local community and continue to serve them through our educational and social enterprises.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HARIMOHAN GHOSE COLLEGE
Address	J-206 and 208A, Paharpur Road, Garden Reach, Kolkata-700024.
City	Kolkata
State	West Bengal
Pin	700024
Website	harimohanghosecollegekol24.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Prabir Biswas	033-24693641	9432097553	-	phmgcollege@gmail.com
IQAC / CIQA coordinator	Jayanta Mitra	-	9836234046	-	mitrajayanta60@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	23-04-1963	View Document
12B of UGC	23-04-1963	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	J-206 and 208A, Paharpur Road, Garden Reach, Kolkata-700024.	Urban	0.889	2371.46

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Honours	48	XII	Bengali	73	16
UG	BA,English, Honours	48	XII	English	59	50
UG	BA,History, Honours	48	XII	English,Bengali	37	15
UG	BA,Urdu,Honours	48	XII	Urdu	59	44
UG	BA,Political Science,Honours	48	XII	English,Bengali	37	23
UG	BSc,Mathematics,Honours	48	XII	English,Bengali	27	5
UG	BSc,Economics,Honours	48	XII	English,Bengali	22	1
UG	BSc,Physiology,Honours	48	XII	English,Bengali	27	17
UG	BCom,All Subjects As Per Regulations,General	36	XII	English,Bengali	306	164
UG	BCom,All Subjects As Per Regulations,Honours	48	XII	English,Bengali	147	116
UG	BA,Bengali English History Urdu Political Science Education Economics,General	36	XII	English,Bengali	428	272
UG	BSc,Mathem	36	XII	English,Beng	110	32

atics Economics Physiology Physics Chemistry Botany Physical Education,General			ali		

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				5				20			
Recruited	0	0	0	0	4	1	0	5	8	11	0	19
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				20			
Recruited	0	0	0	0	0	0	0	0	5	11	0	16
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				26
Recruited	14	2	0	16
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	9	10	0	21
M.Phil.	0	0	0	1	0	0	0	1	0	2
PG	0	0	0	4	1	0	13	22	0	40
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	5	0	10

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	729	4	0	0	733
	Female	870	3	0	0	873
	Others	0	0	0	0	0
Certificate / Awareness	Male	3	0	0	0	3
	Female	20	0	0	0	20
	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	14	6	10	7
	Female	12	6	13	9
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	1	0
	Others	0	0	0	0
OBC	Male	15	14	14	15
	Female	11	13	9	12
	Others	0	0	0	0
General	Male	252	271	380	252
	Female	273	293	378	319
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		578	603	805	614

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Teachers Council of Harimohan Ghose College conducted at least two meetings to discuss the New Education Policy 2020. Some of our teachers attended seminars on NEP 2020. We encountered significant confusion over the multidisciplinary system throughout the 2022–2023 session. We have submitted applications to the Calcutta University for new disciplines for the 2023–2024 academic year, including statistics, food and nutrition, sociology, mass communication, media studies, human rights, etc. and received permission to launch 3 new subjects/courses - Film Studies, Journalism and Mass Communication and Human Rights. To improve students' skill sets and employment prospects, we

	intend to provide supplemental courses including tailoring, sewing, cutting, and mehndi art. 'Ostagars' are well-known in this area. The 'Ostagar' family has a large presence among our students. we have initiated on Add-On Course - 'Recitation' conducted by the Department of Bengali, HMGC to expand the cultural horizons of students. They will be involved more in the growth of the college in future. We have already established a drama, recitation, music, and dance club for their cultural growth. This year, we tried to enhance and organize research aptitude development projects and study tours. With the launch of NEP 2020, we are organizing more career counselling programmes and job oriented workshops. For example, The Department of Bengali organized a workshop on Film Studies. Aiming towards complete fulfilment of the National Education Policy 2020, we are constantly adopting new action plans. Through our institution, our students can move towards a better future and be well established in life.
2. Academic bank of credits (ABC):	One of the provision of the National Education Policy 2020 (NEP) is the introduction of the Academic Bank of Credit (ABC) students will now be able to switch between institution while pursuing courses in college and universities. They are being provided multiple entry and exit option to and from institutions. This flexibility in academic programme enables student to seek employment after any level of award and help to upgrade qualification and also curtail a dropout rate. ABC enables the institutions to maintain a digital repository for the credit earned by the students. The national education policy 2022 encourages Indian institutions to lay emphasis on attaining global standards while attending to domestic priorities of access, equity, quality and affordability. In line with the recommendation of National Education Policy (NEP) 2020, several measures have been initiated to strengthen Internationalization of the Higher Education. Our institution has made great efforts to collaborate those recommendations/guide lines that will facilitate/promote Internationalization of Higher Education. Students are being prepared for higher or professional studies or job acquisition. So also the signing of relevant mutual beneficial MOU with other colleges Maharaja Manindra Chandra College and , Raja Peary Mohan College Vidyanagar College

	is worth mentioning in this context. The curricula will aim for development of learners, equipping them with the key to 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experimental learning. In future, Institution and faculty will have the autonomy to innovate matters on curriculum, pedagogy and assessment within a broad framework of higher education qualifications. All programmes , courses, curricula and pedagogy across subjects, including those in- class, online and ODL modes as well as student support aims to achieve global standard quality. Plenty of opportunities for participation in sports, culture/art clubs, eco-clubs, community service projects etc., are provided to students to foster learning and success. Women Development Cell, Ant-Ragging Committee and Grievance Redressal Cell have been formed and are extremely active in handling stress and emotional adjustment to make the college campus healthy and friendly.
3. Skill development:	NEP 2020 ensures that students acquire a diverse set of expertise to succeed in the 21st century work force. The policy acknowledges that skills including problem- solving, critical thinking, creativity and communication are vital. NEP emphasises these skills along side academic knowledge. Vocational education and soft skill development helps build a strong foundation and thereby helps students to become independent thinkers and encourages them to plan for their future. Our institution along with IQAC has already processed with this mission and arranged for special knowledge and soft skills for student, like spot reading, grooming for language skill development, debate, recitation etc. This skill provides better job opportunities. Workshop on theatre, yoga, NSS is encouraged to unravel the innate talents and skills of the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) Harimohan Ghose College offers courses to ensure appropriate integration of Indian Knowledge system like History, Political Science to help students attain knowledge about the events and structure of the Indian society, along with classroom learning the college aims to imbibe knowledge to the students by organising student excursions to nearby museums,

	screening of documentaries or movies, seminar presentations etc. Modern Indian languages like Bengali, English and Urdu language courses are offered to the students. The College seeks to promote language by celebrating Bhasha Diwas, organising cultural programmes which include recitation, story writing, singing and dance competitions to encourage students to imbibe the culture and values of the Indian society.
5. Focus on Outcome based education (OBE):	Majority of our students are first-generation learners, come from minority populations and low-income groups. It is standard practice in this college to enroll them in special and remedial classes. We schedule minimum two classes each week for honours students who are slow learners.Teachers conduct counseling lessons (departmentally) for students enrolled in general courses as needed. For pupils who are irregular, slow learners, we meet with their guardians at each session to try to identify the source of the problem. For girls in this area, early marriage is a typical issue. We strive to persuade their guardians, and concerned students to prioritize their education, the importance of economic independence, particularly for girls. We constantly strive to encourage fast learners to study reference books. We occasionally form WhatsApp groups with them and provide notes, e-books to deserving students. Despite the fact that we share competitive e-books and articles in such groups. Because they come from low-income families and cannot afford expensive books. There are also extremely few bookshops in this locality. Furthermore, the majority of them do not receive family support. For a total inclusive education, we strive to bring our slow learners up to speed with the rest of the class.
6. Distance education/online education:	In view of NEP 2020 we already talked to the authority of Netaji Subhash Open University to open M.A. in Bengali , English , Political science and History by distance education in the campus of Harimohan Ghose College . During recess and vacation, we take classes on online mode because a large number of students of ours are engaged in garment industry .So they cannot attend classes during Puja, Eid and some other festivals . To make up for this absence we take online classes during vacations and other times when offline classes are suspended due to weather conditions or natural

	calamities. This also help slow learners. Also, we organized many webinars during recess .We have MOUs with Vidyanagar College and Peary Mohan College. In collaboration with this two colleges, we organized two webinars which was enriched our teaching-learning process.

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
1638	1699	1218	1100	911

File Description	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: 46

File Description	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
40	42	43	42	16

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
97.07	46.61	39.22	71.56	54.39

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:

The college is affiliated to the University of Calcutta. So, the college abides by the curriculum designed by the university. We transform the syllabus into a curriculum through an effective mechanism. The college follows the academic calendar provided by the university like admission, registration, filling up of the examination application forms, internal examinations, final examinations including theory, practical, tutorial, viva whatever applicable.

The college publishes a detailed prospectus available on the college website and class routine at the beginning of the academic session.

Detailed programme outcomes and course outcomes are displayed on the college website.

At the beginning of the semesters (odd and even) master routine is framed by the routine committee in consultation with the college authority as per C.U. norms. The Heads of the departments allot the classes so that students get the maximum benefit of the classes.

Discipline specific orientation programmes are arranged for all semester to discuss the details of the curriculum and examination pattern to enable students a proper understanding of the course pattern.

Departmental meetings are held before every semester (odd and even) to implement curriculum effectively.

Depending on the faculty strengths of the departments, the curriculum (both honours and general courses) is uniformly distributed. These, along with lesson plan, are uploaded on the college website.

Various teaching methods are practised- online, chalk and blackboard method, ICT enabled teaching-learning method, distribution of study materials. Every practical department has a proper and adequate instrumentation facility to conduct practical classes.

Doubt clearing sessions and viva voce are conducted at regular intervals. Slow learners are provided remedial classes and home assignments. Advanced learners are encouraged to read books, e-resources.

Departments conduct parent-teacher meeting to involve the guardians in the progress of their ward and to get effective feedback.

Fieldworks and educational tours, exhibitions, poster presentations, seminars and workshops related to

curriculum topics are often oragnised by the department when required. Students participate in student-seminars which help them to be confident speakers and enhance their analytical skills.

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: 0

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](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 0

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
0	0	0	0	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:

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum. The institution promotes the nurturing of professional ethics, essential human values, environmental awareness through the prescribed curriculum by following a blended mode of teaching-learning methodology. A brief outline of these topics are given below:

Gender

English

- Women Empowerment
- Women and Law
- Dalit Women and Double Marginalisation

History

- Social Inequality and Gender

Political Science

- Violence Against Women
- History of Women's Movement in India
- Gender and Politics

- New Feminist Ideas

Environment and Sustainability

Chemistry

- Green Chemistry

Physics

- Renewable Energy and Energy Harvesting

Botany

- Ecology and Conservation of Biodiversity
- Industrial and Environmental Biology
- Biofertilizers and Organic Farming

Students across all streams are required to study a compulsory course on environmental studies which includes field work. Aspects of environmental awareness are directly or indirectly included in the curriculum of all programme.

Human Values

The curriculum of Political Science includes sections on Human Rights and related topics.

Besides these the college organises workshops, seminars, invited lectures on these and other relevant crosscutting issues for the practical implementation of such values.

- To enlighten the students on Gender Equality, a departmental seminar on 'Women Empowerment: Issues and Challenges' was organised. The students participated in large numbers and presented papers and posters on the topic.
- To make aware and confident citizens of the country, International Women's Day, International Mother Tongue Day, Independence Day were observed on regular basis.
- To restore ethics of balancing academic life with social responsibilities NSS visited local area and distributed Mosquito Nets and Zeoline Water Purifier.
- NSS unit carried out a cleanliness drive and organised Health check-up camp, Dengue Awareness Rally as a part of a community outreach initiative.
- Tree Plantation Programme is regularly organised by NSS to generate environmental consciousness.
- ICC and WDC of college arranged a three-days Awareness and Sensitization Programme in collaboration with IQAC to sensitize the students on the issue of Gender Equality.
- Seminar on 'Child Safety and Trafficking of Women' in collaboration with IQAC, was also organised by ICC and WDC in order to make the students aware about the safety of the child and trafficking of women.

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: 67.28

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

Response: 1102

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: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 56.34

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
614	807	605	581	458

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

2022-23	2021-22	2020-21	2019-20	2018-19
1088	1088	1088	1088	1088

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](#)

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: 8.7

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
43	47	39	56	29

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
492	492	492	492	492

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](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 40.95

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college constantly engages students in various academic activities inside and outside classroom to make learning interesting and sustain learners' interest in learning. Each department arranges educational tour with their students so that students can relate their classroom learning to the world outside. They are also asked to prepare reports, projects based on their experience in the excursion. Student-presentation forms another important part of the curriculum. Presentation by students not only prepares them to learn about a particular topic through multiple sources but also to present them systematically in front of the whole class; thus, they are encouraged to get over the stage fear, if any, and also, prepare for academic events in future. Departmental seminars are organised by various departments in college to provide the students the opportunity to present their ideas in a critical and creative manner. This prepares them for the academic world which they can opt for in future after completing their graduation. Events like quiz competition, cultural programmes provide the students to showcase their hidden talents beyond the traditional practice of teaching and learning. Movie screening on nationalistic themes allows the students to be aware of the national heroes and their contributions in making our country proud and inspires them to contribute in building the nation in every possible way. Wall magazine and departmental magazine are published by various departments seeking contributions from students. Workshops are also organised for students providing them hands-on training covering various aspects of their syllabus. Students also participate in various academic and non-academic activities in other colleges, which in turn, enhances their learning experiences and connect with other students and thus, there happens an exchange of knowledge. Peer-feedback plays a crucial role in teaching learning process. It not only brings out myriad perspectives the students might have towards a topic but also encourages the introvert students to participate and involve actively in learning. Sometimes, students are made to work in pairs or groups (in project or presentation) so that collaborative learning takes place and leadership qualities get developed. Students make use of laboratories for practical sessions under the supervision of faculty members and also make use of ICT facilities for presentations with PPT. During and after the pandemic, whatsapp group, email, google classroom were used to exchange information, sending question papers, collecting answer scripts and other academic activities. Most importantly, attempts are made through academic and non-academic activities for holistic development of students and there is a constant effort to foster learner autonomy.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 89.27

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
45	45	45	45	25

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: 64.48

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
26	26	27	25	14

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 awareded 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:

The college is affiliated to the university of Calcutta and abides by all the rules and regulations set by the University. The College develops an effective mechanism and ensures transparency in order to evaluate the academic performance of the students.

Before the CBCS system has been started, unit test and mid term examinations were conducted by college as per the regulation 2009 of the University of Calcutta and before final examination conducted by the University a test examination was conducted by the college. Students had to secure pass percentage in the test examination to appear for final examination.

In CBCS system, the University of Calcutta provides a two-part structure of Internal examination consisting of Internal Assessment and Tutorial /Practical examination.

- The internal assessments for each department of the college are held at fixed and regular intervals in each semester following the regulatory requirement of the affiliating university.
- This internal assessment consists of two parts –(i)10% marks is allotted for regular class attendance of students and (ii) internal examinations, which are taken by all the departments in various forms such as MCQ test, short Q&A type test and tutorial examinations are conducted via the seminar presentation, assignments, project and Viva voce as per the modalities of the University for the respective subjects.
- Faculty members check the answer scripts taken in course of such examinations and the marks obtained by the students are duly uploaded in the University portal as per the notifications of the university indicating the commencement and closure of the same within a stipulated time frame. The examination committee regularly monitors the whole process of uploading the marks.
- A minimum mark is to be scored by the students in theoretical and practical/tutorial examination to qualify in the final semester examination on a particular subject.

Any grievances related to the examination are investigated and properly resolved with a special care in a timely manner ensuring transparency and accountability in the whole examination process. The college provides all kinds of official and administrative support to students for redressal of their grievances related to internal and external assessment.

- The mechanism to deal with the internal examination-related grievances is time-bound and efficient. Since, evaluated answer-scripts for internal examinations are shown to the respective students by the evaluating teacher, any grievance related to evaluation process can be redressed at its point of origin i.e., at the teacher-student discourse.
- If any student has any grievance related to the internal marks secured, the Examination Committee, approaches the CU authorities with the application duly forwarded by the Principal of the College to the Controllers' Section of the university, for necessary rectification.
- For any grievance related to the marks obtained in external assessment i.e., any paper of theoretical examination, the students can apply for review or self-inspection of evaluated answer scripts through the University web portal by paying the requisite fees. A prompt follow-up is

executed by the University taking into consideration the student's academic and professional prospects after having completed the course.

File Description	Document
Upload 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:

- The curriculum of all the courses is framed by the University of Calcutta and the College adheres to the curricula.
- The institution runs under graduate programmes in Humanities, Science and Commerce streams (Honours and General) under the **Choice Based Credit System (CBCS)** defined by the University of Calcutta.
- The POs and COs of these three streams are displayed on the college website.
- To make the newly admitted students aware of the courses/programmes at the very outset, their outlines are mentioned in the Orientation Programme for the newcomers on the day of commencement of each academic session.
- The UG programmes offered by the college focus on developing a broad range of skills (both theoretical and practical) and interdisciplinary knowledge applicable across various fields and make the students capable of critical evaluation, qualitative and quantitative reasoning, competent in communication skills, conducting research as well as make them aware of the ethical issues in various contexts.
- The courses/programmes aim towards motivating students for further post graduate studies, research, to secure jobs in various government and private sectors and even entrepreneurships.
- Students develop leadership qualities, develop aptitude of individual planning as well as team work and become diligent workers in different spheres of life.
- Through regular seminars and workshops conducted by the college, students get the opportunity to interact with eminent scientists, academicians, industrial employers, social workers, which further motivate them towards newer avenues.
- Apart from the University approved programmes, the college also conducts extracurricular programmes on cultural activities, like, singing, dancing, and national service scheme which bring the students closer to the society, at large.

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:

POs and COs are evaluated through direct and indirect methods.

Direct methods:

- In adherence to the stipulations of the University of Calcutta, apart from the end-semester examinations, each department of the College conducts an internal examination where credits are given for attendance (10%), internal assessment (10%), and tutorial examination (15% for non-practical based subjects)/Practical examination (30% for practical based subjects).
- At the end of each semester, the achievements of the students are assessed through the analysis of Semester Grade Point Average (SGPA) and at the end of the final semester, the COs are finally evaluated by the analysis of Cumulative Grade Point Average (CGPA) obtained by the students.
- In addition, the different departments of the college also conduct continuous internal assessments through class tests, discussions, students' seminars and project-based assignments, which help to evaluate the course outcomes and provide opportunities to the students for self-improvement.
- Remedial classes are arranged to help the academically weaker students.

Indirect methods :

- In this method, the feedbacks of students and parents on the framed questionnaires are considered.
- Many students qualify the competitive examinations conducted by the State or Central government.
- The learning outcomes are also indirectly evaluated through the students' enrolment and successful completion of different higher educational programmes, research as well their placement in various Government, industrial and institutional sectors.

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: 57.41

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
137	173	234	166	88

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
394	381	256	181	178

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](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.78

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Response:

Harimohan Ghose College's academic and research skills helps to create an ecosystem that encourages innovation through infrastructure and incentive, as well as knowledge sharing through collaborations.

The college has signed MOU with several other colleges for the exchange of knowledge, research, and libraries and, for allowing our students to take part in career counselling seminars and workshops. Projectors have been installed as a teaching tool. To operate the equipment, interdisciplinary training programmes have been set up.

The yearly performance evaluation system encourages academic staff to improve their research output. It is recommended that teachers take part in and organise conferences, seminars, and workshops in addition

to participating in professional development activities. Duty leave is granted for taking part in seminars.

Students have been taken to industry visits and to places having close connections with their field of study.

Given that Bengali was the language of instruction in the majority of our pupils' schools we deliver our lectures both in English and in vernacular.

We observe events that followers our traditions. These events serve as a celebration of the birth dates of famous Indian poets and intellectuals, as well as their rich cultural heritage.

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: 10

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
5	3	1	0	1

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.43

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
4	8	4	1	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:

Response:

Harimohan Ghose College is aware of its obligation to support students' complete development. Students are made aware of significant social concerns and are imbued with a feeling of societal duty by the college's NSS.

Among the extension initiatives undertaken are:

1. Health education initiatives by NSS

2. Free medical examinations for then staffs and communities impoverished

3. Giving impoverished pupil free books.

4. Community awareness campaigns about diet, hygiene, and health for women.

5. Providing aid to those affected by natural disasters like cyclones and floods.

6. Environmental awareness campaigns, such as tree planting and clean-up campaigns.

7. Education campaigns about trash management and water conservation.

8. Participative initiatives like recitation competition to promote awareness on culture and literature.

9. Students' involvement in the Traffic Awareness Rally.

10. Involvement with Road safety programs.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The faculty staffs of Harimohan Ghose College engage themselves in multidisciplinary research works throughout the year. They are the prodigious instructors and dedicated their office hours for the betterment of the students through organized, responsive and generous way. The teachers are able to explain complex topics of their syllabus as well as the personal life of the students. By following our college motto **"From Darkness To Light And More Light", the** teachers of our college tried their best to lit up a ray of knowledge among the slum dwellers of the nearby locality. The notable hard work of our college teachers is often acknowledged by the various local bodies. Dr. SK Almas Hossain, a professor of Urdu department of our college received prestigious S. M. Azar Alam Award for the contribution in the field of drama and theater on 28.10.2022, as instance. All the details are given below. our faculties have been felicitated in the past too and in the near future too they are expected to contribute in the same way.

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: 24

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	01	01	03	04

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: 3

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 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](#)

08-02-2025 12:15:14

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:

Physical classrooms and laboratories

The college has 7 laboratories- One (1) Physics, One (1) Chemistry, One (1) Botany, and four (4) Physiology. The laboratory possesses apparatus for conducting practical classes for honors and general courses as applicable. Department of Physiology possesses facilities for research work under PhD program of the University of Calcutta. The college has seventeen (17) classrooms for conducting theory classes. One ICT-enabled class is available for use in the physiology laboratory.

ICT-enabled smart-classroom

Harimohan Ghose College has ICT facilities including a smart classroom setup, an IT room, and various departments with projectors to aid audio-visual teaching mode. The virtual classroom is a seminar hall for special lectures of eminent personalities and regular classes. The virtual classroom has facilities such as a short throw BenQ projector with an interactive whiteboard, a web camera for video conferencing, a public address sound system, and a desktop PC.

Computing equipment

There are 26 personal computers and 3 PC for student usage. The Department of Mathematics has 3 computers, the Physiology and Botany department has 1 computer, physics laboratory has 2 PCs for students' usage in the science stream. The smart classroom has 1 Pc for use during presentations and an audio-visual mode of learning for students. Commerce Stream has 18 computers for their use.

Facilities for Sports and Games activities

The college has a dedicated playground for outdoor sports activities which is used for cricket, football, and badminton practice by students. However, an exhibition football match on 18th July, 2023 has been played against Maharaja Manindra Chandra College in their college premises. There is no permanent

facility for indoor games in college. However, temporary provisions for a contest of indoor games were made in rooms 201, 202, and 203, on 27th August 2022 to observe the 75th Azadi ka Amrit Mahotsav in college. The college has a dedicated girl's common room with a carom board, where girl students play carom. The College is constructing a boys' common room with indoor game facilities like table tennis, and carom board.

Facilities for Cultural activities

Cultural activities are frequently organized in the open dias, spaces, and smart classroom of the college. Recently conducted cultural programs include "Desh Vandana"- a celebration of Independence Day, Observation of Students' Week, Teachers' Day Celebrations, Basanta Utsab, and Celebration of Rabindra Jayanti.

Yoga Centre

There is no permanent designated Yoga Centre in the college. However, several sensitization programs and workshops were conducted by NSS to give basic training on Yoga in the Smart Classroom of the college from 06.11.2019 to 08.11.2019 and 18.03.24 to 20.03.24.

Gymnasium

The college maintains a dedicated gymnasium for overall physical development and fitness of students. The Gymnasium has the following components:

1. Two treadmills.

2. Bicycle ergometer.

3. 8-station multigym (Sit-up, Chin-up, Push-up, Butterfly, Twister, Half-squat, Full-squat, arm curling).

4. Mattress and Bench.

5. Height measurement stand.

6. Short-put.

7. Throwing dashboard.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 57.5

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
42.34	31.63	26.01	45.66	31.96

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 library is planning to automate its services through ILMS KOHA. The process of providing access to E-e-resources through N-List is underway and soon to be initiated. However access to some free online resources are available in the library.

File Description	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:

IT and Internet facilities available in the college:

Internet connectivity- The college has two BSNL FTTH internet connections of 200mbps and 100mbps bandwidth to supply internet connectivity to the principal's office and teacher's staff rooms. Two additional internet connections from Alliance Broadband Services Ltd of 100mbps and 175mbps are available to supply internet connectivity to the office, laboratories, and classrooms of the college. The total bandwidth strength of the connections combined is of 575mbps within the college premises.

IT-enabled classrooms- The college has a dedicated IT room which has 12 computer systems, 1 printer, and 1 projector available for usage for students of commerce and mathematics. Department of Mathematics engages in learning of programming languages in C and C++ software applications. Department of Physiology also engages in projection-oriented ICT-enabled teaching, equipped with a computer system, portable screen, and Epson Projector, enabling the students to learn complex biological phenomena and diagrams. Separate computer systems are also available for use in the Department of Botany and Physics laboratories. Department of Physics helps students learn scientific writing with LATEX, GNU plot, and Python programming in their IT-enabled systems.

IT facilities in office - Office rooms of Harimohan Ghose College are equipped with high-speed internet connections with 7 computer systems 6 printers and a scanner. A cloud-based integrated college management application -CampusXpert is used to manage the academic data of students enrolled during admissions, including the submission of online fees of students. Two (2) external hard drives are utilized by the office for data storage. The Principal's office has an additional 2 computer systems with 2 printers.

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

4.3.2

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

Response: 54.6

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

Response: 30

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

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: 8.18

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
0.84	7.14	5.64	3.07	8.58

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: 65.7

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
1361	1182	972	684	115

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: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 4.36

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
261	00	00	00	25

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](#)

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: 0.38

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
1	1	0	1	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	173	234	166	88

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

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

Response: 0.39

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
00	01	00	01	01

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
02	04	00	00	00

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 1.4

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
03	01	00	02	01

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:

Harimohan Ghose College Alumni Association

"Nostalgia"

Few Words – Lots of Emotions

Our Harimohan Ghose College was established in 1963. Few years after that we the ex- students of Harimohan Ghose College family has started our journey in an informal way. Some of us are placed on a prestigious position in society but all of us have become good human beings by the blessings of our respected teachers. The college always accepts us as the current or present members or students of this institution and never made us feel as "Ex". So, we never realized that a family should have to get registered in a legal way. But doing something late is better than not doing it at all. So, as the time goes on we feel that like the other colleges we must have to get enrolled in a formal way. Accordingly, from the session 2019-20 we have planned to get registered in a legal way under Societies Act, currently, our registration protocol is just few steps before the final destiny. Though as at the back stage instead of covering a long path, on the stage we are just at the blooming phase. Almost all the departments have arranged departmental reunions in a small scale; but of late a few has been well documented. Departments of Urdu and Bengali have started the initiatives from the session 2022-23. In a nutshell, we can't express our emotions through some limited words but it can be said that, we may get settled in various sectors of life, but we placed our institution in every breath of our life. We wish all the very best to all our upcoming alumni members of the college family.

File Description	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 college is '**From Darkness To Light And More Light'**. The mission of the college is –

- To impart quality education for all round development of students.
- To develop community sense through extension work.
- To inculcate moral values and leadership qualities among students.
- To promote peace and harmony for better work.

The onset of the pandemic and transition to the digital teaching platform posed a tremendous challenge for the teaching community and students. In order to enable a smooth transition to the virtual mode of instruction, the Principal, the conveners of the Academic committee and all the Heads and teachers of different departments, members of the non-teaching staff worked on exploring various digital platforms to decide which will be best for students.Encouraging students to seek the assistance of the mentors whenever required. This college is committed to embracing NEP as and when implemented by recognizing, identifying, and fostering the unique capabilities of each student. By exposing the students to different skill-based programmes. Principal being the HOI plays a crucial role in managing the administrative as well as academic activities of the college and providing necessary directions. The Principal is acting as an Ex-Officio Secretary of the Governing Body (GB). The Governing Body looks after the strategic level issues related to quality education, management, and consultancy. The prime task of the IQAC is to develop a system of conscious, consistent, and catalyticimprovement in the overall performance of institutions. The Academic Committee is a pillar of academic activities of the Institute and shall, subject to the provisions of the Memorandum of Association and the Rules and Bye-laws have control over and be responsible for the maintenance of standards of teaching, Finance Committee of the college is headed by the Principal. The annual accounts and financial estimates, recommend annual budget and revised estimates, fixing the limits of total recurring expenditure and total non-recurring expenditure the finance committee is playing a crucial role. The Principal meets students regularly and takes their views which are duly considered for implementation.

File Description	Document
Upload 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:

We have decided to automate all the various operation of the instructions in an integrated manner in order to enable transparency clarity in different functionalities of the instructions pertaining to teaching leaning (Academic), administration, Examinations, Finance and accounting, admissions and Attendance of faculty/staff.

Implementation of e-governance is to be in operation in the following areas:

1. Planning and Development

2. Administration

3. Finance and Accounts

4. Students' Admission and Support

5. Classroom teaching

6. Examination

We are committed to embrace the concept, "Digital India." Students' admission is through purely online mode. Students avail scholarships through scholarship portals. Salary for full time teachers and staff are done through the HRMS portal. All students' transactions are through online mode only. Students' payment gateway is also solely online. Many class rooms and laboratories are ICT enabled. More projectors are to be installed in the coming academic sessions.

File Description	Document
Upload 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: E. None of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	**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:

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Financial welfare for teacher & non-teaching staff :

- Teachers are eligible to obtain the benefits of Groups Insurance Scheme (GSLI).
- Harimohan Ghose College Provident Fund for substantive teaching and non-teaching staff offen support in the form of loans as per the Government Provident Fund Scheme.
- The College gives ex-gratia to contractual teaching and non-teaching staff.
- The College also provides for any medical emergency of the non-teaching staff. In May 2022, one of the non-teaching staffs was critically injured and required surgery; the College provided medical aid to the person until fit. In another instance, when the family of a non-teaching staff was wiped off due to covid, the college was kind enough to provide compensation.
- The College has freshly undertaken to provide travelling allowance/ registration fee to all the teachers willing to attend seminars/ conferences/ workshops so as to support a research environment.
- Superannuated teachers and non-teachings staff have been felicitated in appreciation of the services they have rendered.

Professional Development:

- The college is extremely supportive about research and skill development of all the faculties in all steams. Permission is duly granted to participated in refresher course or orientation or programme or short term courses.

ICT Facilities:

- The college has a fully wifi enabled campus.
- The college avouides functional infrastructural support in physiology physics chemistry and botany to facilitate research worth By faculty.
- Desktop facilities are also provided in the library.
- A new ICT room is under construction which will provide for desktop for every department.

Support Facilities:

- The college has RO based water purifier for clean drinking Water refrigerator and microwave facilities in the teachers room. Fire safety hazards are also taken care off.
- Ramps are also made for diffently abled teachers.

Welfare Measures for physical and emotional wellbelm

- Both teaching and non-teaching staff are encouraged to participated on playday hosted by the college.
- Gymnasium with trained instruction is built with in the college for teachers and students.
- Annual get-togethers are held for both teaching, non-teaching and superannuated Teachers.

Financial Welfare

- When the family of an NTS was united off due to covid, the college was kind enough to provide.

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

6.3.2

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

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.3.3

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

Response: 11.19

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
6	9	7	6	5

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
20	23	23	23	23

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](#)

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:

Harimohan Ghose College is a Grant-in -aid College and takes all steps to ensure there is optimal mobilization of Resources. The salary is received from Govt. of West Bengal and the entire process is completed online through the Govt. portal (HRMS Portal). Remunerations paid by the College are completed through online mode.

The Principal is the DDO. He is assisted by the Bursar who supervises all the financial processes in the College. The signatories of cheques are the Principal and any one of the external Governing Body Members. There is a Finance Committee constituted by the Governing Body of the College which looks after the Finances of the College. A Purchase Committee has been setup by the Governing Body which looks after the tendering and purchases made in the College.All Statutory obligations are maintained in the transparent process of purchase for the College.Regular Financial Audits are done. The internal Audit is completed after completion of every financial year. External Audit is done by Auditors appointed by the Govt.

File Description	Document
Upload 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:

IQAC has given certain well thought or strategies and methods of self-appraisal which the college has hitherto followed by itself. IQAC reviews teaching-learning methods, plans and methodologies of operations and learning outcomes at periodic intervals and all activities are recorded in writing to analyze the improvements as well as any abrupt steps taken which may have been taken temporarily but which in the long run has been found to be unfeasible.

Response:

IQAC as a well-knit dedicated unit is ever alerted to think out and implement various quality assurance

strategies e.g., placement cell plus training for future employment for students.

IQAC undertakes regular appraisal of the teaching learning process. All the departments currently in the college interact continuously to work out the degree of the Pos and COs. With the introduction of CBCS courses, the faculty members were encouraged to interact in order to successfully implement the new course structure.

IQAC is always awake to the CAS of teachers and all faculty members are encouraged to participate actively in Orientation, Refresher courses, FDP, Workshops, Seminars, and Conferences to enhance not only their individual store of knowledges but also to understand the new methodologies of imparting the new approaches to their students. Thus, the entire learning process becomes dynamic and attractive to the students like a performance.

The nonteaching staff members are encouraged to participate in the administrative training programs, particularly those conducted by the office of the DPI (Govt. WB) for a seamless and efficient conduct of the office and administrative work. Teachers are requested to attend workshops on NAAC in other colleges and are made to attend workshops related to NAAC held in the college itself. The college has taken the advice of experts in the field of NAAC, this has been of immense help in preparing AQARs, and the SSR.

Teachers honored with Ph.D. are motivated to act as research guides for the research scholars.

Skill enhancement ability courses along with certificate/add-on courses has been introduced for various subjects and the students are free to choose anyone as per their choice and inclination. Thus, the students travel through different disciplines and the end result is a multidisciplinary form of gaining knowledge and capabilities.

Regular meeting of the IQAC are conducted under the chairmanship of the Principal with fixed agenda for each and every meeting. The members deliberate upon each point in the agenda and feasible resolutions are arrived at and the onus is on the teachers to execute these resolutions so as to give utmost to the students within the manageable resource available with the college.

IQAC is ever alert to improve the teaching learning experience of its chief beneficiaries, students, so that they graduate young adults confident to face the challenges of a country brimming with opportunities.

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: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

GENDER EQUITY AND SENSITIZATION AT HARIMOHAN GHOSE COLLEGE

Harimohan Ghose College has consistently promoted gender equity and sensitization through various initiatives, both curricular and co-curricular, over the past five years.

The institution has initiated comprehensive **Gender Audits** to assess and enhance the gender equity framework on campus. These audits have helped identify areas of improvement and implement targeted measures to promote gender equity.

Key Initiatives and Programs

1. **Counselling and Awareness Program on Sexual Harassment and Domestic Violence**

   - Date: 17th December 2022

   - Organized by: Internal Complaints Committee (ICC)

   - Details: This program was designed to educate and raise awareness among students and staff about sexual harassment and domestic violence.

2. **Women Empowerment: Issues and Challenges**

   - Date: 28th January 2023

   - Organized by: Department of Political Science

   - Details: The seminar focused on the challenges faced by women, including gender discrimination and inequality. It highlighted strategies for empowerment through education, economic opportunities, and

social support, fostering a sense of agency among female students.

3. **International Women's Day Celebrations**

   - Date: 10th March 2023 (and in the year 2019)

   - Organized by: Internal Complaints Committee (ICC)

   - Details: This annual event celebrates the achievements of women and promotes gender equality.

4. **Seminar on Women Trafficking and Road Safety Measures**

   - Date: 24th March 2023

   - Organized by: National Service Scheme (NSS)

   - Details: This seminar aimed to educate students about the critical issues of women trafficking and road safety.

Sensitization and Support Mechanisms

1. The college has an active **Women's Development Cell** that provides support and resources for female students and staff. This cell organizes workshops, seminars, and counseling sessions focused on gender equality and women's rights.

2. The institution regularly hosts seminars and workshops to promote awareness and inclusivity for the **LGBTQIA+ community**. These initiatives aim to create a safe and supportive environment for all students, regardless of their gender identity or sexual orientation.

3. **Security Measures**

   - A **dedicated lady security guard** is available to assist female students and staff, ensuring their safety and security on campus.
   - The campus is equipped with **CCTV cameras** to monitor and enhance the security of the college premises.
   - **Functional fire extinguishers** are installed on every floor for immediate disposal.
   - Instructions and workshops on the facilitative use of fire extinguishers are imparted for ready employment of the devices.

5. **Facilities for Women**

- **Sanitary napkins** are distributed by lady non-teaching staff, ensuring that female students have access to essential hygiene products.
- The college provides **exclusive ladies' rooms**, offering a safe and private space for female students to relax and refresh.

Harimohan Ghose College is dedicated to **instilling constitutional values** and obligations in its students and staff. The institution emphasizes:

- Promoting respect, tolerance, and equality among all members of the college community.
- Educating students about their rights and the importance of upholding them in society.
- Encouraging students to fulfill their civic duties responsibly and contribute positively to society.
- Instilling a sense of responsibility towards oneself and others, fostering a community of informed and active citizens.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: C. 2 of the above

File Description	Document
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: D. Any 1 of the above

File Description	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:

Harimohan Ghose College is dedicated to creating an inclusive environment that champions tolerance and harmony across cultural, regional, linguistic, communal, and socio-economic lines. The institution has implemented various initiatives to sensitize students and employees to constitutional obligations, values, rights, duties, and responsibilities.

Cultural and Communal Harmony

The college celebrates diverse cultural and religious festivals, fostering mutual respect among its students. With a majority Muslim student body, the college's enthusiastic celebration of Hindu festivals like Saraswati Puja exemplifies its secular ethos. Similarly, Islamic festivities such as Iftar and Eid are celebrated with equal enthusiasm, promoting communal harmony and understanding.

Regional and Linguistic Inclusivity

Harimohan Ghose College supports linguistic diversity through its departments of Urdu, Hindi, Bengali, and English. These departments not only facilitate academic excellence but also promote linguistic pride and cultural exchange among students from various regions.

Socio-Economic Support

Situated in the industrial area of Metiabruz, the college primarily serves economically disadvantaged students, many of whom are first-generation learners. Recognizing education as a vital tool for socio-economic mobility, the college provides scholarships, financial aid, and free educational resources. The focus on employability ensures students acquire practical skills relevant to local industries, such as tailoring and cloth manufacturing.

Sensitization Programs

The college conducts numerous sensitization programs to raise awareness about gender equity, women's rights, and LGBTQIA+ inclusivity. The Women's Development Cell organizes workshops and seminars on issues like sexual harassment and domestic violence, including a counseling and awareness program on December 17, 2022, and a seminar on women empowerment on January 28, 2023. International Women's Day is celebrated annually, highlighting women's achievements and rights.

To further gender sensitization, the college addresses issues like women trafficking and road safety through NSS-organized seminars. The presence of lady security guards, CCTV surveillance, and exclusive ladies' rooms ensures a safe environment for female students.

Constitutional Values and Responsibilities

The college emphasizes educating students and employees about their constitutional rights and responsibilities through regular seminars, workshops, and awareness programs. Celebrations of Republic Day, Independence Day, and Bhasa Diwas instill patriotism and a deep understanding of constitutional values.

Community Engagement

Extending its inclusive ethos to the broader community, the college has adopted nearby villages, providing educational resources, conducting health camps, and organizing skill development workshops. These efforts uplift the local community and instill a sense of social responsibility in students.

Unique Features

A unique aspect of Harimohan Ghose College is its decentralized power structure, with dynamic committees working collaboratively with college heads. This participatory governance model ensures efficient decision-making and empowers stakeholders to contribute to the institution's growth.

Harimohan Ghose College stands as a beacon of inclusivity and community support in Metiabruz. Through its diverse initiatives, the college fosters an environment of tolerance, harmony, and mutual respect. By addressing cultural, regional, linguistic, and socio-economic differences, and promoting constitutional values, the college enhances the educational experience and prepares students to be responsible, empathetic citizens. The institution's commitment to inclusivity and community service positively impacts the lives of its students and the broader community.

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

1. **TITLE :**

SANGAM: THE CONFLUENCE OF ALL FAITHS

PROMOTING RELIGIOUS TOLERANCE AND HARMONY

1. **OBJECTIVES:**

The objective is to create an environment that fosters secularism and cultural exposure that creates an avid sense of awareness between individuals from different backgrounds. They in turn will be citizens with a secular and liberal worldview regardless of the limited resources available to them due to their extreme financial constraints.

1. **THE CONTEXT:**

Notwithstanding the religious sensitivity and the fundamentalist undercurrents in context of their immediate neighbourhoods, students of HMGC harbour a spirit of mutual respect and humanistic thought regarding participation in rites and rituals of events like Saraswati Pujo, Eid, Iftaar parties with the joy of festivities.

1. **THE PRACTICE**

At Harimohan Ghose College, the embodiment of secularism and cultural integration transcends mere practice and becomes an integral part of the students' daily lives. Situated in a community with a substantial population of minorities, predominantly Muslims, the college is a beacon of unity and mutual respect.

Despite their religious backgrounds, students eagerly participate in **Saraswati Puja**, a Hindu festival dedicated to the goddess of knowledge and arts. Students from Muslim backgrounds take active roles in decorating the campus, preparing the idol of Saraswati, arranging flowers, and setting up the altar. This involvement is not superficial; it reflects their genuine respect for their peers' traditions and a thirst for knowledge beyond textbooks.

In return, Hindu students and those from other religious backgrounds immerse themselves in the celebration of **Islamic festivals** such as Iftar during Ramadan and Eid. They join their Muslim friends in fasting for a day to better understand the experience, and help organize the Iftar feast, ensuring a diverse spread of traditional dishes.

The active participation of students in these diverse festivities goes beyond mere attendance. It signifies a profound understanding and acceptance of different religious practices, **fostering a secular and liberal**

outlook.

Through these practices, students learn to **value education, empathy, and solidarity over religious differences. They demonstrate a remarkable sense of cohesion, showing that mutual respect and cooperation can bridge any divide.** This practice has instilled in students the belief that their collective identity as learners and global citizens is paramount.

5. EVIDENCE OF SUCCESS

The success of this inclusive practice is evident through several indicators:

- Students have shown a marked increase in their understanding and appreciation of different religious practices.
- The collaborative efforts in organizing and celebrating these festivals have strengthened the sense of community within the college.
- The inclusive environment has contributed to the overall development of students, leading to better academic performance and active participation in extracurricular activities.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

While the practice has been largely successful, there were initial challenges that needed to be addressed:

- Many students, particularly those from the Muslim community, were initially unfamiliar with the rites and rituals of Hindu festivals such as Saraswati Puja.
- Understanding the nuances of the rituals required extensive research and resource gathering.
- Coordinating the celebrations required meticulous planning and organization.

BEST PRACTICE 2

Title:

SETU : THE BRIDGE OF HOPE

GENDER INCLUSIVITY IN HARIMOHAN GHOSE COLLEGE

We are Human Beings First: Negotiating Gendered Tropes and Spaces to Create a Platform of Gender Inclusive Dialogue, including LGBTQAI+ minorities

1. **The Context:**

Gender sensitization can be considered as one of the key practices of the institution, but it has become a **unique best practice to include within its space all gender- minorities, especially in the light of recognizing and understanding LGBTQAI+ narrative as well.**

1. **Objectives of the Practice:**

The primary objective of this best practice is to foster social sensitivity and inclusivity among Men and Women and Others, especially focusing on transgender and other marginalized gender communities within and outside the college environment.

Specific goals include:

- Raising awareness and Creating a safe and inclusive space for LGBTQIA+ voices and concerns.

- Educating students and staff on the impact of social discrimination and its consequences on mental health.

1. **The Practice:**

The Women's Development Cell in collaboration with IQAC, HMGC organized a LGBTIQ+ SENSITIZATION WORKSHOP on 11th. July 2023 on the psychological and physiological aspects of the inclusion of the third gender in society.

The seminar, "Rainbow Arch: Voices and Views" held on June 29, 2024, served as a cornerstone for these efforts, bringing in esteemed speakers and creating a platform for critical discussions. Dr. Debarati Das presented her speech in an innovative manner, deliberating upon the importance of gender sensitization in society for marginalized sections and the plausible and feasible ways to implement the theory into practice. Ms. Mrittika Chatterjee stressed upon the legal ways to create spaces for gender-marginalized sections of society, especially transgenders.

1. **Evidence of Success:**

The success of this practice is evident from the positive feedback received from participants and the subsequent actions taken by the college community:

- The seminar significantly raised awareness about LGBTQIA+ issues among students and staff, leading to more informed and sensitive interactions.
- The college administration began reviewing and updating its policies to ensure greater inclusivity and support for transgender and marginalized gender students.

1. **Problems Encountered and Resources Required:**

- The initiative highlighted the need for greater cultural sensitivity and understanding. The college organized additional training sessions to address these needs, resulting in a more informed and empathetic community.
- Ensuring adequate resources for the seminar and subsequent support initiatives required meticulous planning and collaboration. This process enhanced the college's ability to manage and allocate resources effectively.

1. **Inclusivity and Women's Rights:**

Harimohan Ghose College is deeply committed to promoting women's rights and gender equity on campus. The institution has established a Women's Development Cell that actively supports female students and staff through various initiatives.

8. Conclusion:

The BEST PRACTICE "SETU : THE BRIDGE OF HOPE -- GENDER INCLUSIVITY IN HARIMOHAN GHOSE COLLEGE marks a significant step in Harimohan Ghose College's journey towards creating a more inclusive and sensitive environment for transgender and marginalized gender communities. By addressing social discrimination and its impact on mental health, the college has taken a proactive stance in promoting tolerance, understanding, and support for all its students.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Harimohan Ghose College, located in the industrial hub of Metiabruz near Khidirpore, Kolkata, stands as a beacon of hope and progress for its predominantly Muslim student body. This demographic, representing mostly the minority community in the country, forms the maximum attendance at the college and showcases a remarkable vision for the future. The institution's commitment to fostering a secular outlook, maintaining transparency, and instilling discipline and human values is exemplary. This narrative explores the distinctive performance of Harimohan Ghose College in promoting education, inclusivity, and employability among its students, many of whom are first-generation learners.

Demographic and Socioeconomic Context

Metiabruz, a port area in the backwaters of Kolkata, is characterized by its industrial landscape, with tailoring and cloth manufacturing being integral means of business. The college is situated in this vibrant yet challenging environment, where education is perceived as a crucial tool for socioeconomic mobility. The students, primarily from the minority Muslim community, have employability as their priority, and Harimohan Ghose College serves as their gateway to a brighter future.

Commitment to Inclusivity and Secularism

Harimohan Ghose College is distinguished by its inclusive environment, which transcends cultural, regional, linguistic, and communal boundaries. The institution's celebration of Saraswati Puja is a testament to its secular ethos. Despite the majority of students being Muslims, the college community enthusiastically participates in Hindu festivals, reflecting a spirit of unity and mutual respect. Similarly, the college also celebrates Islamic festivities such as Iftar and Eid, fostering a harmonious coexistence of diverse traditions.

Academic and Linguistic Diversity

The college's commitment to academic excellence is evident through its robust linguistic departments, including Urdu, Hindi, Bengali, and English. These departments not only cater to the diverse linguistic backgrounds of the students but also enhance their communication skills, which are essential for employability. The curriculum is designed to be flexible and inclusive, ensuring that education is accessible to all students, regardless of their backgrounds.

Decentralized Power Structure

Harimohan Ghose College operates on a decentralized power structure, with dynamic and active committees working collaboratively with the heads. This approach promotes transparency and participatory governance, enabling various stakeholders to contribute effectively to the institution's development. The committees are instrumental in organizing events, workshops, and seminars that enrich the students' learning experience and prepare them for the professional world.

Community Support and Emotional Bonding

To prevent dropout rates and support students facing academic challenges, the professors at Harimohan Ghose College have built strong emotional bonds with the learners. This nurturing environment ensures that students receive personalized attention and guidance, making education a more accessible and fulfilling pursuit. The college's emphasis on life skills and work skills complements traditional academic learning, equipping students with the competencies needed for holistic development.

Practical and Professional Training

Understanding the socioeconomic background of its students, many of whom are engaged in tailoring and cloth manufacturing, the college incorporates practical and professional training into its curriculum. This focus on vocational skills ensures that students are well-prepared for the job market and can contribute effectively to their family businesses and the broader economy.

Village Adoption and Community Engagement

Harimohan Ghose College's commitment to community service is exemplified by its village adoption program. The college has adopted nearby villages, providing educational resources, conducting awareness programs, and facilitating skill development workshops. This initiative not only enhances the quality of life for the villagers but also instills a sense of social responsibility among the students.

Safety and Welfare Measures

The college prioritizes the safety and welfare of its students, particularly women. Measures such as a functional Women's Development Cell, lady security guards, CCTV surveillance, and exclusive ladies' rooms are in place to create a secure and supportive environment. Additionally, the distribution of sanitary napkins by non-teaching staff ensures that female students' health and hygiene needs are met.

Promoting Gender Sensitization and LGBTQIA+ Inclusivity

Harimohan Ghose College actively promotes gender sensitization and inclusivity through various initiatives. Workshops and seminars on women's rights, domestic violence, and gender equity are regularly organized. The college also supports the LGBTQIA+ community by conducting awareness programs and fostering an environment of acceptance and respect.

Celebrating Cultural and Regional Diversity

The college hosts numerous cultural events that celebrate the rich heritage and diversity of its student body. Events such as Republic Day, Independence Day, Bhasa Diwas, and Nazrul Jayanti are celebrated

with great enthusiasm, reinforcing the values of patriotism and cultural pride. These celebrations provide students with a platform to showcase their talents and foster a sense of unity and belonging.

Harimohan Ghose College stands as an oasis of hope and progress in the industrial belt of Metiabruz. The institution's inclusive and supportive environment, coupled with its focus on employability and holistic education, makes it a vital asset to the community. The college is viewed as a stairway to betterment by the locals, who heavily rely on its resources and support. Through its comprehensive approach to education and community engagement, Harimohan Ghose College exemplifies the transformative power of learning and remains committed to nurturing responsible, compassionate, and skilled citizens.

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

5. CONCLUSION

Additional Information :

Harimohan Ghose College has served the students of the locality and beyond for many years. We have not been able to present ourselves for a NAAC evaluation till now and even now, we are like baby fledglings stumbling in our confidence and slow in our progress. However, as an educational Institution, we have always conducted our teaching-learning activities with utmost sincerity and dedication. our beautiful bond with our students, past and present, evidence our commitment and perseverance over the years.

Concluding Remarks :

The college since its inception in 1963 has tried to the best of its intentions & limited means to live up to the motto of " From Darkness to Light and More Light." It has promoted cultural integrity by respecting all cultural traditions of the students in a befitting manner. The college has contributed in producing at least one graduate from each family and now generations of the earlier families look up to this institutions as the institutions of their choice . The college always provides all feasible support to all its stake holders in their academic, professional, social and to some extent financial life .

Continuous dialogue help the students and the staff to be sensitized to the various changing issues of contemporary life. The College conducts spontaneously an inner appraisal and identifies the areas where it has discernible and perceived weaknesses and ceaselessly work upon this to transform them into points of strength .

The college does not claim for itself to be a premier institution having all facilities, but it makes up the perceived deficiencies with the warmth and dedication to its purpose of helping its students to grow up as enthusiastic, positive minded, confident citizens of our great country.

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 :0 Remark : DVV has verified the data shared by HEI, exclude courses not related to assessment period hence value changed accordingly.
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 : 1608 Answer after DVV Verification: 1102 Remark : DVV has made the changes as per shared report.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has rechecked and made changes as per clarification.
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 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** 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>11</td><td>7</td><td>2</td><td>0</td><td>2</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>5</td><td>3</td><td>1</td><td>0</td><td>1</td></tr></table>

Remark : DVV has verified the data shared by HEI, exclude workshop/seminar not related to matric hence value change accordingly.

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

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	6	1	2

Answer After DVV Verification :

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

Remark : DVV has rechecked as per UGC CARE Almost none of the claims are available in list of journals as per UGC care based on ISSN number Hence the value is change accordingly.

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	4	8	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	8	4	1	3

Remark : DVV has verified the data shared by HEI, remove duplicate and calendar year Considered for publication (Jan - Mar) 2022 for 22-23 and so on hence value change accordingly.

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.*

Answer before DVV Verification :
Answer After DVV Verification :3
Remark : DVV has verified the data shared by HEI, exclude MOUs without activities and which are not related to assessment period hence value changed accordingly.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.86	3.37	2.99	4.78	3.08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42.34	31.63	26.01	45.66	31.96

Remark : DVV has rechecked and made changes as per the clarification.

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*
	4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43.37	14.63	34.72	25.60	21.38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.84	7.14	5.64	3.07	8.58

Remark : DVV has reverified the data and made changes as per clarification.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above
Remark : DVV has verified the data shared by HEI and 2 option selected.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
261	00	00	00	25

Remark : DVV has verified the data shared by HEI, students attended programs are considered hence value changed accordingly.

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
04	09	04	02	01

Answer After DVV Verification :

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

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
137	173	234	166	88

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
137	173	234	166	88

Remark : DVV has verified the data shared by HEI, only student placed are considered in 5.2.1.1

5.3.2	**Average number of sports and cultural programs in which students of the Institution**

participated during last five years (organised by the institution/other institutions)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	01	00	02	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	00	02	01

Remark : DVV has verified the data shared by HEI, exclude independence day hance value change accordingly.

6.2.2 | *Institution implements e-governance in its operations*

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

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: E. None of the above
Remark : DVV has rechecked and made changes accordingly.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations