



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

HOOGHLY MOHSIN COLLEGE

HOOGHLY MOHSIN COLLEGE, COLLEGE ROAD, CHINSURAH, HOOGHLY
712101

<https://hooghlymohsincollege.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Situated on the west bank of the river Hooghly, Hooghly Mohsin College, at the centre of the historic mufasil town of Chinsurah, West Bengal, has always remained a premier academic institution, upholding a set of well-defined social, cultural and institutional values and objectives for the last 185 years. Following a blueprint prepared by Macaulay and with the help of a trust funded by the legendary philanthropist, Haji Mohammad Mohsin, the College was founded on 1st August, 1836.

The New Hooghly College, established in 1836, changed its name to Hooghly Mohsin College in 1936 to mark its centenary. The New Hooghly College was a premier institution of higher education in the modern sense, in the sub-continent. The most striking feature of this institution since its inception has been to impart education, across the barriers of religion, community, class and gender. Teaching of both liberal arts and empirical sciences acquired excellence in the nineteenth century and the tradition continued even after independence.

The College has always reviewed, redefined and modified its **Mission** to keep pace with the changing social and national imperatives. As an institution under the State Government, the College aims at achieving its **Mission**, through transmission of knowledge and skill and imparting a value-oriented education to its students.

Since post-NAAC Accreditation in 2007, the College had attained a number of prestigious milestones. It had gained status as a College with Potential for Excellence (CPE) Phase-I in 2011, received special financial assistance from DST, Government of India, under its FIST Programme in 2012 and had enjoyed the reputation of being a Star College by the Department of Biotechnology, Government of India, in 2012. The grants had been effectively utilized for the development of the institution, with a view to implementing the NAAC Peer Team Committee Report, 2007.

The IQAC of the College plays a key role, assuring quality upgradation, and a strong Alumni Association offers its valuable support towards the enrichment of academic and extra-curricular activities.

The College, till date, has maintained its academic standard, as evident in the results and placement of students in public and private sectors.

Vision

To impart knowledge and skill to students, to provide them with ample opportunities catering to their needs, and to empower them to meet the challenges on their career path and in life.

Mission

- To provide students an affordable learning environment for the successful completion of degrees
- To prepare students for the pursuit of advanced degrees in chosen courses or allied professional courses
- To prepare students for employment in their chosen or related fields
- To inculcate values and responsibilities among students
- To promote healthy practices

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution boasts of a multilingual, multicultural environment with a focus on upholding an ideal of a secular education, cutting across borders of community, class and gender. A group of dedicated, motivated and highly-qualified teachers help in maintaining the academic standard of the college.

A consistently sound academic performance by students is to be counted as a stronghold of the institution, and a majority of Departments may boast of students who are University rank-holders. The College is sensitive to the needs of both advanced learners and slow learners, and special classes like Remedial classes are arranged for slow learners. The College follows a dialogic process with its some of its major stakeholders like students and parents, and the suggestions and feedback from them are analysed and appropriate action is taken to assimilate these suggestions into all aspects of functioning of the institution.

Students are involved in social work, extension activities, NCC and NSS-organized programmes, which instill in them a sense of moral and social responsibility, leading to their holistic development as responsible citizens.

The College seeks to uphold the dignity and worth of each of its students, teachers, non-teaching and support staff members. It has a 'zero-tolerance policy' towards sexual harassment. All staff members refrain from verbal, non-verbal and/or physical misconduct of a sexual nature in their interactions with students, other staff and visitors to the college.

The IQAC of the college plays a major role in the monitoring, augmentation and sustenance of the overall quality of the institution.

The College administration operates smoothly on the basis of a computerized office and a software-equipped

Accounts Section. It has a Management Information System, of which, the Students' Information System Modules have been of great help in the times of the lockdown due to the COVID-19 pandemic.

The College offers hostel facility to the male students at a nominal rate.

The registered Alumni Association, with distinguished and dynamic alumni, plays an active role in promoting all-round development of the college.

The College strives to create a model of education that is based on fostering a culture of eco-friendly practices and making the campus environmentally sustainable.

Institutional Weakness

For institutional growth and development, the number of permanent teaching staff needs to be increased, and the vacant posts existing in various Departments, need to be filled up.

There is also a shortage of non-teaching staff and Group-D staff.

Since the College is affiliated to and is a Constituent College of the University of Burdwan, it is bound to follow the curriculum devised by the University for both Undergraduate and Postgraduate programmes. The College therefore plays no role in designing the curricula.

The Postgraduate departments do not enjoy academic autonomy.

Lack of space and infrastructural facilities is a major deterrent to ensuring greater number of classrooms. The space in the campus is insufficient for extension of laboratories, including research laboratories. Consequently, research activity is hampered.

The College has no auditorium or conference halls.

There is no central wi-fi system existing at present and the lack of uninterrupted internet facility in the various Departmental classrooms and staffrooms has remained a problem till date.

There is an acute shortage of computers devoted solely for academic purpose and the College needs to focus on upgradation of technological support by increasing the number of classrooms equipped with ICT facility.

Since the College is under the direct control of the Government of West Bengal, dependence on the Public Works Department (PWD) for civil and electrical work within the college campus and in the two boys' hostels, makes quality assurance, maintenance and monitoring, difficult.

Collaboration with industries has not developed as yet.

Institutional Opportunity

The College has highly qualified, efficient and committed faculty members, who are capable of organizing and conducting seminars, workshops and conferences, to further the cause of research and collaboration with other reputed institutions.

Departments of Urdu and Physiology have been authorized by the mother University, the University of Burdwan, to conduct PhD programmes.

Participation of students in seminars, webinars, quizzes, workshops, creative-writing competitions, inculcates among them a motivation to pursue higher studies and research.

The College offers institutional scholarships, freeships to meritorious and economically-backward students.

The NCC and NSS Units of the College encourage participation of students in various community-related activities, extension activities etc., which instill in them a sense of greater social responsibility.

The College provides ample scope to promote and create a more harmonious world through its students who are groomed to be agents of social transformation in keeping with its **Vision** and **Mission**.

Given the emerging educational needs and the fast-changing scenario in employability, some of the academically vibrant alumnae of the College contribute to the learning environment in the campus by catering to the needs of the programmes currently offered.

Institutional Challenge

- To keep pace with changing social needs and academic challenges.
- To meet the day-to-day educational and personal needs of many students of the College who belong to the marginalized sections of society and who are first generation learners.
- Since the College does not enjoy academic autonomy in running the PG courses, there is limited scope for research at the Postgraduate level for most of the subjects offering PG.
- A major part of maintenance and development is dependent on funds released by the Government and it is a challenge to obtain grants and funding for research projects.
- The demand ratio for most courses remains consistently high, leading to a mismatch between intake and institutional capacity.
- The pace of upgrading infrastructure is not commensurate with the annual increase in student intake as directed by the mother University, and the infrastructure is grossly inadequate to cater to this increasing demand owing to oversaturation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Hooghly Mohsin College is a Constituent College of the University of Burdwan and follows the syllabus prescribed by the University. However, the College innovates constantly by adhering to a distinct mechanism for effective implementation of the curriculum.
- The academic activities are planned well-ahead of each academic session and the entire process is streamlined with central and departmental academic calendars, timetables, workloads and administrative tasks distributed amongst the faculty.
- The teachers of the College always respond to any call for workshops on changes and reforms in the syllabus. As BoS members of the University, several teachers provide suggestions according to their areas of expertise and make use of student feedback to suggest improvement in teaching methodology.
- Experiential learning through projects, field work, study tours etc. are specifically facilitated as a part of curriculum implementation.
- The College and the departments organize seminars, workshops and special lectures to integrate several crosscutting issues prescribed in the curriculum like, gender, ethics, human values, environment and sustainability, extremely relevant to students in today's world. Extension activities organized by the college, NSS and NCC activities also address these crosscutting issues.

- Complementing these pursuits, there exists the mentor-mentee system through which the individual problems of students are taken care of.
- There exists a feedback system that gives transparency and accountability to implementation of the curriculum by the institution. Feedback from the different stakeholders is collected online, the data is compiled, analysed and presented to the Principal, who circulates it amongst the different departments through meetings, so that prompt action may be taken.

The IQAC conducts annual internal audits, through which an internal assessment of the departments is made possible. This ensures a blending of the interests of the stakeholders and the institution.

Teaching-learning and Evaluation

- The College focuses on intellectual, social, emotional and aesthetic development of students and works conscientiously towards achieving holistic development of each of them.
- Following the admission in each session, classes are conducted with a view to developing critical and innovative thinking among students.
- Special care is given to slow learners through the Remedial and Tutorial classes and seminars, extempores, paper-reading sessions, mock teaching sessions are organized for the advanced learners. Students are also given support through a mentor-mentee system existing in most departments of the College.
- Experiential learning, participative learning and collaborative learning are some of the methods adopted by the institution to make the teaching as much learner-centric as possible.
- Seminars, Workshops, Webinars (Departmental and at the College-level) and Extension lectures (at the departmental level) are organized from time to time to meet the intellectual requirement of students.
- The institution ensures that students are made aware of the evaluation process by providing the requisite information through the Prospectus, Academic Calendar, Notices (both offline and online) and Circulars from the University.
- The evaluation system is robust and the students are assessed on a continuous basis through innovative techniques like, assignments, tests, quizzes and projects. Based on their performance, remedial sessions are organized for the slow learners and the advanced learners are urged to participate in inter-college competitions and competitions at national and international levels.
- Students are given multiple opportunities to succeed in the present CBCS system. Through the internal assessments, they are encouraged to improve their responses in the end-Semester examinations.
- The College takes proper measures to redress the evaluation-related grievances of the students.
- Programme Outcomes and Course Outcomes are clearly stated and displayed on the college website, which is updated on a regular basis. Assessment of students is carried out on the basis of Programme Outcomes, Programme Specific Outcomes and Course Outcomes.
- Students' feedback provides necessary clues regarding their attainment of POs and COs that is beneficial in improving the teaching- learning process.

Research, Innovations and Extension

- The College has a dedicated Research Sub-committee that encourages faculty members to engage in research activities and extends full support to the cause of research.
- Each year, the College and the Departments organize seminars and extension lectures in order to create an ambience fostering research work in college.
- During the phase of the pandemic in 2020-21 academic session, the College and the departments had organized several webinars on virtual platforms and each one of these had been greatly successful.
- Till 2016, the College had regularly published its own Journal, titled *Academic Journal of Hooghly Mohsin College*, with an ISSN No. The Journal had an online submission policy, maintained ethical guidelines and had invited scholarly articles from the academic staff of not only Hooghly Mohsin College, but of other Colleges across the state. This academic journal had genuinely promoted research interest among the teaching faculty.
- Research at the doctoral level is conducted by the departments of Urdu and Physiology. At present, 19 teachers belonging to the Departments of Botany, Commerce, English, Geology, Political Science, Physics, Physiology, Urdu and Zoology are registered as research supervisors, providing guidance to scholars under them.
- Through publication of Wall Magazines and E-Magazines, several departments like English, Mathematics, Geology, have encouraged their students to showcase their ability of creative thinking and writing.
- The institution has always tried to provide an ambience for the transfer of knowledge. Several initiatives, like arrangement of Students' Seminars (both offline and online) and mock teaching in order to ensure better comprehension of a topic, have proved to be extremely beneficial to students.
- The recently introduced Students' and Teachers' Exchange Programmes with other institutions have also contributed to the sustenance of an ecosystem of innovative practices and research.
- Community service and extension activities are considered to be extremely important for holistic development of students. Students of the College carry out these Extension activities through the National Service Scheme (NSS) and the National Cadet Corps (NCC). Besides these two Units, the College also carries out Extension activities, organized by the college authority and by individual departments.

Infrastructure and Learning Resources

- The College has a sprawling campus area of 18,700 sq. mts. The Main Building of the College is more than 185 years old and there are three other buildings, accommodating several UG and PG Departments.
- Since the College offers 30 Programmes and approx. 2,500 students are admitted each year, the number of classrooms and laboratories (63) and computers (70) available for teaching-learning process, is grossly inadequate.
- The college does not have a separate computer centre. However, there are departmental computer laboratories in the Departments of Mathematics, Physics and Commerce. Other than these, several departments are equipped with desktops and laptops.
- There are LCD projectors in some departments, but not all are wall-mounted. This actually facilitates utilization of these projectors by teachers of other departments in other classrooms, as and when required.
- The college has internet (Wi-Fi) connection under the National Mission for Education with 6 connections of 16 MBPS.
- The existing pandemic situation and periodic lockdowns have affected the maintenance process of the

computers and it has not been possible to purchase new computers. Departments have submitted their individual requirements for computers and equipments and these have been placed before the Government by the College authority.

- The College Library has an impressive collection of books, rare books and journals and the total number of books exceeds 1,14,000. The Library is currently facilitated by INFLIBNET services for access to world-class journals. A drive for digitization of rare books under the D.L.I. Project had been undertaken and about 1,600 rare books have been digitized.
- The College does not have its own sports ground. However, a smaller ground inside the college campus is utilized for playing volleyball and badminton. There is also a gymnasium with several fitness equipments.
- There is a students' Canteen offering meals at affordable prices, although it has been closed since the 2020-21 academic session due to the pandemic situation. There are separate Common Rooms and washrooms for male and female students, including a washroom for disabled students.
- The College has its own rooftop solar panels, generators and its own water purifier with RO.
- The College runs two boys' hostels.

Student Support and Progression

- The College has created an environment of social inclusion and empowerment for students through student-centric financial support and welfare measures.
- Being a Government institution, the students are entitled to all the scholarships and freships offered by the Government to the student community.
- The College extends its assistance to students through its dynamic grievance redressal mechanism that is ensured by the Disciplinary Committee for students, the Anti-Ragging Committee, the Grievance Redressal Committee and the Internal Complaints Committee (ICC).
- A significant number of students pass out from the College each year and several among them pursue higher studies in different Universities in India and abroad.
- The students' professional growth is also ensured by the institution as some of the students appear for competitive examinations and enter sectors like banking and private companies.
- The College also facilitates students' representation and engagement in co-curricular and extra-curricular activities through a formal students' council / union.
- Students participate in various co-curricular, cultural and sports activities organized by the institution and by other institutions, which ensure their holistic development. They actively participate in extension activities organized by the NSS and NCC Units and by the College authority.

The registered Alumni Association of Hooghly Mohsin College performs several welfare activities and organizes programmes (both academic and extra-curricular) to motivate students to perform well in academics and to excel in all walks of life. Mention must be made of the alumnus, Dr. Mohanlal Ghosh, for his financial contribution to organize seminars in the Department of Botany since 2014 and to develop a Medicinal Plant Garden within the college premises.

Governance, Leadership and Management

- Being a Government institution, the College is administered directly by the Higher Education Department, Government of West Bengal. All appointments, confirmation, promotion, transfer of the Principal, teaching and non-teaching staff, are controlled by the Higher Education Department.
- The College has a transparent and multi-layered governance system. The Principal plays a pivotal role in guiding as well as monitoring the overall academic, administrative and financial activities of the College.
- The institution follows a democratic and participatory mode of governance, by the means of which, the Principal, as per discussions and resolutions adopted by different statutory bodies like the Governing Body, the IQAC and the Teachers' Council, recommends and puts forward a proposal for approval to the Education Directorate and the Higher Education Department. Once the proposal is approved, the execution is done (at the institution's end), with the assistance of all concerned under the Principal's supervision.
- The Teachers' Council consists of various academic sub-committees and there are some administrative sub-committees framed by the Principal, all of which work towards implementing the institutional strategic plans.
- As per Governmental rules, the College has implemented all the welfare schemes of the Government for its teaching and non-teaching staff.
- Being a Govt. institution, the external audit is conducted by the Audit and Accounts Department of the Government of West Bengal every three years, while the IQAC conducts an annual internal audit.
- The College follows performance appraisal procedures as per the norms of the Govt. of West Bengal. There is a hierarchical workflow of cadre-controlling authorities where teachers submit the Self Appraisal Report (SAR) to the Principal. The Principal puts forward his comments and sends the SAR to the Director of Public Instruction. It is then forwarded to the Secretary, Higher Education Department.
- An online feedback system from students has been introduced in the institution for teachers and non-teaching staff since 2021.
- The IQAC plays a major role to reinforce a culture of excellence and under its leadership, faculty members are always encouraged to upgrade themselves in order to ensure the overall quality enhancement of the institution.

Institutional Values and Best Practices

- The two Best Practices of Hooghly Mohsin College namely, **Psychological Counselling for Students** and **Gender Sensitization Programmes**, clearly uphold the inclusionary practices of the institution. Online psychological counseling during the extremely trying times of the pandemic was an innovative practice and had received tremendous response from the student community. Gender Sensitization Programmes organized by the ICC of the College show that there is a need for such awareness programmes for the youth of today, so that students of diverse genders may learn to co-habit an environment by inculcating ideals of friendship and respect.
- Cultural, linguistic, communal and socio-cultural diversities among students are addressed through promotion of an atmosphere of harmony and tolerance through observance of significant days like birth anniversaries of luminaries, religious festivals and cultural occasions.
- The College educates its students about their fundamental duties and responsibilities through various

programmes organized by the NCC, NSS and the departments.

- Observance of commemorative days and events is one of the regular practices of the College.
- The College maintains a disabled-friendly atmosphere, with ramps, a wheelchair and a washroom for disabled students.
- The College has a lush, green campus and maintains an environmental balance through plantation of trees and through a strict vigilance on matters of cleanliness, disposal and recycling of waste.
- The College has its own Medicinal Plant Garden.
- The Physics department of the College and three Bio-science departments namely, Botany, Physiology and Zoology, teaching both UG and PG courses, are well-equipped to conduct Energy Audit, Green Audit and Environmental Audit.
- The institutional distinctiveness of Hooghly Mohsin College lies in its untiring zeal to sustain an academic environment that ensures vertical upgradation, borne out by a tradition of Postgraduate teaching in eight departments and doctoral studies and research in two departments.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|-------------------------------------------------------------------------------------|
| Name | HOOGHLY MOHSIN COLLEGE |
| Address | Hooghly Mohsin College, College Road, Chinsurah, Hooghly |
| City | Chinsurah |
| State | West Bengal |
| Pin | 712101 |
| Website | https://hooghlymohsincollege.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|-----|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Purushottam Pramanik | 033-26802252 | 8584045125 | - | puru.pra@gmail.com |
| IQAC / CIQA coordinator | Suresh Nath Bairagya | - | 9830692067 | - | sureshbairagya@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--------------------------------------------|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-08-1836 |

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|-------------|-----------------------|-------------------------------|
| West Bengal | University of Burdwan | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 03-03-1956 | View Document |
| 12B of UGC | 03-03-1956 | 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 | | | | |

Details of autonomy

| | |
|--------------------------------------------------------------------------------------------------------------------------------|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--------------------------------------------------------------------------------------------------------------------------------|----|

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 | Hooghly Mohsin College, College Road, Chinsurah, Hooghly | Urban | 4.62 | 5500 |

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,English | 36 | Higher Secondary | English | 58 | 46 |
| UG | BA,Bengali | 36 | Higher Secondary | Bengali | 55 | 45 |
| UG | BA,Sanskrit | 36 | Higher Secondary | English + Bengali,Sanskrit | 55 | 26 |
| UG | BA,Hindi | 36 | Higher Secondary | Hindi | 25 | 21 |
| UG | BA,Urdu | 36 | Higher Secondary | Urdu | 67 | 42 |
| UG | BA,History | 36 | Higher Secondary | English + Bengali | 55 | 37 |
| UG | BA,Political Science | 36 | Higher Secondary | English + Bengali | 72 | 55 |
| UG | BA,Philosophy | 36 | Higher Secondary | English + Bengali | 55 | 26 |
| UG | BSc,Economics | 36 | Higher Secondary | English + Bengali | 8 | 2 |
| UG | BA,Economics | 36 | Higher Secondary | English + Bengali | 31 | 2 |
| UG | BSc,Mathematics | 36 | Higher Secondary | English + Bengali | 47 | 13 |
| UG | BSc,Physics | 36 | Higher | English + | 43 | 21 |

| | | | Secondary | Bengali | | |
|-----------------|-------------------------|----|------------------|---------------------------|----|----|
| UG | BSc,Chemistry | 36 | Higher Secondary | English + Bengali | 43 | 20 |
| UG | BSc,Zoology | 36 | Higher Secondary | English + Bengali | 29 | 20 |
| UG | BSc,Physiology | 36 | Higher Secondary | English + Bengali | 40 | 23 |
| UG | BSc,Botany | 36 | Higher Secondary | English + Bengali | 40 | 11 |
| UG | BSc,Geology | 36 | Higher Secondary | English + Bengali | 22 | 16 |
| UG | BCom,Commerce | 36 | Higher Secondary | English + Bengali | 63 | 47 |
| PG | MA,English | 24 | Under-Graduate | English,English + Bengali | 34 | 23 |
| PG | MA,Urdu | 24 | Under-Graduate | Urdu | 34 | 21 |
| PG | MA,Political Science | 24 | Under-Graduate | English,English + Bengali | 45 | 39 |
| PG | MSc,Zoology | 24 | Under-Graduate | English | 10 | 9 |
| PG | MSc,Physiology | 24 | Under-Graduate | English | 17 | 16 |
| PG | MSc,Botany | 24 | Under-Graduate | English | 18 | 13 |
| PG | MSc,Geology | 24 | Under-Graduate | English | 10 | 9 |
| PG | MCom,Commerce | 24 | Under-Graduate | English | 56 | 41 |
| Doctoral (Ph.D) | PhD or DPhil,Urdu | 60 | Post-Graduate | Urdu | 10 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Physiology | 60 | Post-Graduate | English | 12 | 0 |

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 | 2 | | | | 0 | | | | 125 | | | |
| Recruited | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 72 | 30 | 0 | 102 |
| Yet to Recruit | 0 | | | | 0 | | | | 23 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | | | |
|-----------------------------------------------------------------|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 67 |
| Recruited | 33 | | 3 | | 0 | 36 |
| Yet to Recruit | | | | | | 31 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 2 |
| Recruited | 2 | | 0 | | 0 | 2 |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 2 | 0 | 0 | 23 | 5 | 0 | 21 | 9 | 0 | 60 |
| M.Phil. | 0 | 0 | 0 | 5 | 2 | 0 | 1 | 4 | 0 | 12 |
| PG | 0 | 0 | 0 | 7 | 1 | 0 | 15 | 9 | 0 | 32 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 6 |
| 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 | | Total |
| | | | | | |
| | 0 | 0 | 0 | 0 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| UG | Male | 1102 | 0 | 0 | 0 | 1102 |
| | Female | 1504 | 0 | 0 | 0 | 1504 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 90 | 0 | 0 | 0 | 90 |
| | Female | 162 | 0 | 0 | 0 | 162 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--------------------------------------------------------------------------------------------------------------|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 157 | 126 | 104 | 140 |
| | Female | 167 | 103 | 116 | 156 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 12 | 2 | 4 | 6 |
| | Female | 14 | 5 | 18 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 134 | 64 | 84 | 98 |
| | Female | 172 | 72 | 120 | 144 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 322 | 380 | 192 | 288 |
| | Female | 365 | 425 | 293 | 432 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1343 | 1177 | 931 | 1272 |

Institutional preparedness for NEP

| | |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The National Education Policy 2020 has focused on multidisciplinary/ interdisciplinary curriculum which will give the students ample opportunity to choose their preferred options from a range of programmes. However, being an affiliated institute, our college does not have any autonomy to frame the curriculum. But like all previous years, our college will always abide by the academic norms of the affiliating University. Even at the present CBCS curriculum there are some cross-cutting issues in the syllabus and teachers from other departments address these topics. Students get the opportunity to choose elective courses offered by other departments. But there is a limitation of infrastructure which may be</p> |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>the obstacle to provide maximum flexibility to the students. It can be said that the college will always try to implement the suggestions given in the NEP when the affiliating University will restructure the curriculum.</p> |
| 2. Academic bank of credits (ABC): | <p>The successful implementation of Academic Bank of Credits depends upon the guidelines of the affiliating University and Higher Education Department, Govt. of West Bengal. It requires a centralised database along with the database of the college which will digitally store the academic credits, earned by a student from various courses, so that the same could be forwarded when a student re-enters the programme. For monitoring this, technical support will be required.</p> |
| 3. Skill development: | <p>The institute has already been conducting skill enhancement courses as a part of the CBCS curriculum for UG Sem 3 to Sem 6 students. Various methods have been implemented to develop their skill in writing and oral presentation. Students' seminars are conducted where the students have to deliver the presentation. The need of other skill development courses will be evaluated during/after the implementation of NEP.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Our college offers degree programmes in various Indian languages like Bengali, Hindi, Sanskrit and Urdu. Classes are conducted in local language along with English. There is scope of Post Graduate studies and research at doctoral level in Urdu literature. Several commemorative days are observed to integrate and pay homage to Indian culture. Even during the time of 'COVID-related lockdown' several programmes were arranged online.</p> |
| 5. Focus on Outcome based education (OBE): | <p>Presently, the College follows the CBCS curriculum of the affiliating University. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are clearly stated. Variety of approaches in teaching-learning process like lectures, seminars, tutorials, project works, practicals, field training programmes have been taken. Remedial classes are arranged for the students who need extra care to attain the desired results.</p> |
| 6. Distance education/online education: | <p>Previously online education was a myth to us. But the COVID-19 pandemic situation had thrown a challenge to the teaching-learning process that has</p> |

been overcome by the teaching fraternity. Teachers have trained themselves to cope up with the situation. Classes were arranged through Zoom or Google Meet platforms. Whatsapp groups were created with departmental teachers and students. Teachers shared E-contents with the students either through Whatsapp or E-mail. An E-Learning portal was also opened on the college website for the purpose of knowledge sharing. Discussions with the teachers were entertained through chatting even beyond the class hours. Seminars and cultural programmes were arranged online. Examinations were conducted online. Answer scripts were also evaluated online. Even Google Forms were circulated either for data collection or for arranging tests. However, the online teaching procedure was carried out entirely from home. The College does not have enough devices for the students and there is scarcity of adequate bandwidth in the college networking system. Practical classes and field training programmes could not be arranged. Though teachers and students are now trained in the online mode of teaching-learning to a certain extent, the College requires enhancement of physical facilities to provide online education from the institute itself.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 310 | 298 | 349 | 335 | 309 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30 | 30 | 32 | 32 | 30 |

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 2856 | 2625 | 3394 | 3836 | 3366 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 858 | 858 | 841 | 841 | 841 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

Number of outgoing / final year students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 783 | 905 | 1143 | 773 | 865 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 103 | 96 | 96 | 99 | 95 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 127 | 127 | 135 | 135 | 135 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 62

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|----------|-----------|-----------|-----------|-----------|
| 198.3642 | 156.50969 | 380.94169 | 223.62287 | 192.02799 |

4.3

Number of Computers

Response: 88

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The institution is a Constituent College of the University of Burdwan and does not have any role in framing or designing of the curriculum. However, the institution adheres to a distinct mechanism for effective implementation of the curriculum.

- Curriculum delivery is executed as per the Academic Calendar and the prescribed Routine. The central Routine of the entire College for the Arts, Science and Commerce Sections is prepared by the Routine Subcommittee that is under the Teachers' Council. Apart from regular classes, time-slots are kept in the Routine for Tutorial classes as well. Meetings are held in each Department before the commencement of an academic session in order to frame departmental routines and for allocation of syllabus to individual faculty members.
- Duration of the classes (Theory and Practical) is fixed as per the stipulated UGC norms.
- An attendance register is usually maintained for each Paper mentioned in the curriculum of each subject. However, during the nationwide Lockdown phase in 2020-21 due to the outbreak of the pandemic, teachers maintained online attendance for each Paper taught.
- Teachers usually adopt different methods of curriculum delivery system, from chalk-and-talk method to ICT-enabled delivery system. During the session 2020-21, they had to adopt online mode of lecture delivery owing to Government enforced suspension of in-person teaching in the wake of COVID-19 pandemic. All teachers have used the Google Meet platform to deliver his/her lectures to the students during this period.
- Some departments arrange Remedial classes for the slow learners.
- Since the academic session 2020-21, Mentors have been assigned to students, so that their academic and personal needs are catered to.
- The Departments strictly adhere to the Academic Calendar for conducting examinations. Class tests, internal examinations are held centrally or by individual departments to assess students. Internal examinations, which count towards the Semester Grade Points (20% of the Total marks for each Paper) of the students, are conducted as per the academic calendar.
- The IQAC monitors and analyzes the feedback of students regarding effective implementation of the curriculum by each Department. Tutorial classes, extension lectures, students' seminars, mock teaching by

students are also conducted by Departments to ensure effective implementation of the curriculum.

The Departments have been following Choice Based Credit System (CBCS) since July 2017, as per University regulations. The CBCS framework provides flexibility to students in choosing Generic Elective subjects, providing them the opportunity to integrate knowledge from different disciplines.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

-
- The central Academic Calendar of the College mentions the tentative dates of Internal and End Semester examinations.
- Each department prepares its own detailed Academic Calendar at the beginning of the academic session in a meeting with all faculty members of the Departments. At the beginning of each semester the calendar is issued wherein each teacher is assigned topics from the prescribed curriculum.
- The Departments plan out their own academic calendars before the commencement of each of the Undergraduate and Postgraduate Semesters. Every teacher of the department designs a detailed individual plan for dealing with his/her assignments in keeping with the schedule of the departmental academic calendar, which includes the departmental Time-Table, the number of days available for classes, the number of classes a teacher will require and can avail for completing a particular assignment, and the dates for holding the Internal Assessment Tests.
- Each teacher of the department prepares a module for each assignment (outlining the Introduction to the topic/area, objectives for teaching that topic/area, a brief analysis of the aspects to be discussed on that topic/area after the completion of the explication of the text, and hints about the possible questions that can be set on that topic/area as well as answers to those questions), and distributes a copy of the same, either in printed or in electronic version, among the students before beginning the assignment. This helps the teacher and the students to navigate efficiently through the entire period during which a particular topic is taught.
- A teacher has the liberty to implement the Continuous Internal Evaluation process. The assessment process varies from class tests, assignments, quiz and surprise tests, composition-writing, mock teaching by students, extempore speeches and students' seminar / webinar. In the academic session 2020-21, the entire process was carried out online owing to restrictions imposed due to the prevailing pandemic situation.
- Apart from these, students have to appear for the compulsory Internal Assessment which is an integral part of the Semester End Examinations, conducted by the University.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

| File Description | Document |
|--------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 30

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |
| Link for Additional information | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 7

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 2 | 2 | 2 |

| File Description | Document |
|-------------------------------------------------------------------------|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0.42

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 9 | 20 | 21 | 21 |

| File Description | Document |
|-------------------------------------------------------------------------------------|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

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

Response:

The College authority and the faculty members are sensitive to various social and environment-related issues and are engaged in efforts to sensitize the students in this regard. The College has its Internal Complaints Committee (ICC) that looks into affairs related to gender issues and organizes seminars and programmes to sensitize students on issues like gender equality, women's rights etc. The departments also organize seminars, workshops and special lectures to integrate these crosscutting issues, extremely relevant to students in today's world.

The College teaches the University-prescribed syllabi at both UG and PG levels to give the students the widest perspective possible. Since the inception of the CBCS pattern by the University of Burdwan, the institution follows the CBCS curriculum. There are several crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in the curricula of both UG and PG courses.

- Environmental Studies is a compulsory Paper in the First Semester (AECC-I) for students of both Honours and General Programmes.
- The curricula in the language and literature-based subjects (Bengali, English, Hindi, Sanskrit and Urdu), have courses designed on Gender Studies and Environment; the latter focused particularly on the relation between environment and literature in the 20th and 21st centuries. Professional ethics and social responsibilities are largely dealt with in subjects like Economics and Commerce. Ethics, human values, human rights, gender issues and environmental sustainability are included in the curricula of Honours and General courses in Philosophy and Sanskrit. The syllabi of Political Science at both Honours and PG levels provide a wide exposure to Gender Studies and Human Rights.
- The curricula of Science subjects like Chemistry, Botany, Zoology and Geology in both Honours and General courses, include the environmental aspects in various forms. The curriculum of Chemistry includes Green Chemistry. The curricula of Botany and Zoology cover topics on ecology, diversity of plant and animal kingdoms and the necessity of conservation of threatened and endangered species. The curricula of Biology and Chemistry together integrate the issue concerning environmental sustainability.
- The College promotes green practices and mass awareness on environmental issues through seminars and programmes like extension activities conducted by the college, NSS and NCC.
- The NSS Unit of the College promotes environmental protection through tree plantation and the NSS volunteers actively participate in community services in the surrounding locality. Home-composting and cleaning and restoration of ponds and tanks in the locality are some of the campaigns conducted by the NSS in order to promote environment sustainability. The NSS also carries out activities like campus cleaning, promoting a plastic-free campus and organizing awareness campaigns against the spread of dengue and COVID-19 virus (the latter done through online mode).
- Solar-cell and LED lights and bulbs are among the environment-friendly initiatives of the college.
- Seminars and webinars on sexual harassment and issues related to gender are periodically organized by the ICC of the College, in an attempt to generate awareness among students.
- The Department of Philosophy organized a webinar on Human Values in 2021, to address an extremely relevant topic on values in the time of pandemic.

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**Response:** 4.27**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 15 | 15 | 13 | 14 | 11 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 4.9**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 140

| File Description | Document |
|---------------------------------------------------------------------------------------------|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |

1.4 Feedback System**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni****Response:** B. Any 3 of the above

| File Description | Document |
|-------------------------------------|-------------------------------|
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: B. Feedback collected, analysed and action has been taken

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

NVAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 65.38

2.1.1.1 Number of students admitted year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1272 | 931 | 1177 | 1343 | 1414 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1898 | 1898 | 1866 | 1866 | 1866 |

| File Description | Document |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | View Document |

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 62.31

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 552 | 446 | 372 | 656 | 614 |

| File Description | Document |
|-----------------------------------------------------------|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Students who are admitted to this College come from different socio-economic backgrounds. As a result, knowledge pertaining to the subject, language proficiency, competence, familiarity with modern techniques and technology, vary from student to student. Although number of classes per teacher per semester is fixed and maintained in such a way that the syllabus can be completed as per the Academic Calendar, it becomes difficult for some students to grasp the concepts well within that time frame. Sometimes students feel uncomfortable and lag behind in the learning process due to constraints of online teaching (as evident in the recent times of the pandemic), non-availability of text books and reference books. To cope up with these problems, teachers adopt the following methods:

- Each department organizes academic counseling sessions for the newly admitted students, where the syllabus, structure of the curriculum and pattern of the evaluation system under the CBCS, are discussed.
- The Central routine and the Departmental routines are prepared in such a manner that the classes are equitably distributed among the teachers.
- Teachers share prepared notes with students either through whatsapp groups or through personal email.

Students are identified as advanced and slow learners through classroom discussions, participation in regular classroom activities, performance in internal examinations and feedback from teachers.

Catering to the need of advanced learners:

1. Advanced learners regularly participate in students' seminars, mock teaching sessions etc.
2. They are suggested to consult more reference material and read books outside the syllabus.
3. They participate in seminars, workshops and literary competitions.
4. They are encouraged to contribute to research journals.
5. The College awards prizes to students for scoring highest marks in University examinations.

Catering to the need of slow learners:

1. Remedial classes have been conducted in the recent past to improve their knowledge of the subject.
2. Tutorial classes are conducted to prepare them for problem solving, and writing correctly-framed answers.
3. Mock teaching sessions are conducted by the advanced learners with the help and guidance of

teachers.

4. Teachers' and Students' Exchange Programmes are also arranged by some departments.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 27.73

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response:

The institution tries to involve all students in various academic activities to make learning student-centric as far as practicable.

Experiential learning and Problem-solving methodologies:

- **Learning through experiments:** The College has well-equipped laboratories in the departments of Physics, Chemistry, Botany, Physiology and Zoology, where students perform experiments as part of their Practical sessions. Outdoor experiments and observations are arranged for students of Botany, Physiology, Zoology and Geology.
- **Study Tours / Excursions or Field Trips:** Departments of Botany, Physiology, Zoology and Geology arrange excursions or field trips for studying bio-diversity and landscape. Students of Economics also participate in Field work for conducting projects through socio-economic surveys.
- **Research Projects:** Students pursuing PG Programmes and students of some UG Courses undertake research projects / term papers as part of their curricula under the supervision of departmental teachers.
- **Zoological Museum:** The Zoological Museum under the Zoology department contains a wide range of specimens from protozoa to mammals.
- **Medicinal Plant Garden:** The Department of Botany maintains a Medicinal Plant Garden, 'Charak Uddyan' that houses herbs which are of medicinal value, providing defence against insects, fungi and diseases.

- **Skill development:** There are computer laboratories in some Science departments and one in the Commerce department of the College, and these are used for training students in computer languages and computer application.

Participative Learning:

- **Mock Teaching, Seminars, Webinars, Quizzes:** Students participate in seminars, webinars, mock teaching and quiz competitions, organized by departments and also by other colleges and Universities. Due to restrictions imposed during the time of the pandemic, students took part in students' seminars, wrote articles for magazines (Wall Magazine, E-Magazine or e-book cum e-dossier). Students were also encouraged to interact during the online classes conducted on the Google Meet platform.
- **Mock Parliament:** UG and PG students of the College had participated in a Mock Parliament organized in 2019 and had obtained success.
- **Cultural Competition:** Through various cultural competitions (recitation, song, debate, essay-writing), students engage in participative learning.
- **Extension / Outreach Activity:** The NCC and NSS units of the College encourage students to actively participate in community service and social work.
- **Participation in Sports:** Students participate in College Sports and inter-College Sports events, football matches etc., through which they come into close contact with wider academic and cultural circles.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Link for additional information | View Document |

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

- Although the traditional chalk-and-talk method of teaching persists, many teachers of the College take the help of audio-visual aids while teaching. Some classrooms are equipped with projectors, enabling teachers to discuss their topics through Power-Points presentations and slide shows.
- Departments of English, Urdu and Zoology have classrooms with audio-visual aids, such as projectors etc. to create an ideal ambience for teaching-learning.
- All students and teachers are computer literate and internet literate. Consequently, the teaching-learning scenario today is more innovative and more challenging. The teacher-student interaction in the present times is not time-bound or space-bound, and a student comes into contact with the teacher any time through e-mails and Whatsapp.
- During the academic session 2020-21, owing to pandemic-related restrictions on in-person

teaching, all the teachers of the college participated in virtual/online teaching, through the Google Meet platform.

- Whatsapp groups with students have been created for communication and necessary resources/ study materials are provided to the students through Whatsapp and e-mails. Each teacher creates a virtual link for the classes that he/she conducts and the link is communicated to each student via the Whatsapp group. Additional e-materials are also provided to students based on their demands through the online LMS or the E-Learning portal on the College website.
- Desktop computers, laptops, smartphones and graphic tablets are among the ICT Tools used by the teachers, while the students make use of smartphones and personal computers.
- Online teaching, enabled through ICT, has proved to be immensely successful and the most feasible mode of teaching-learning in these trying times of the pandemic.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 38.59

2.3.3.1 Number of mentors

Response: 74

| File Description | Document |
|-------------------------------------------------------------------------------|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 74.3

| File Description | Document |
|-----------------------------------------------------------------------------|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 59.11**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 59 | 58 | 58 | 60 | 54 |

File Description**Document**

List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 6.32**2.4.3.1 Total experience of full-time teachers**

Response: 651

File Description**Document**

List of Teachers including their PAN, designation, dept and experience details(Data Template)

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

- The Choice Based Credit System was introduced in the PG and UG Sections of the College since the 2014-15 and the 2017-18 academic sessions, respectively. The University Examinations are now held at the end of each Semester and it is mandatory for each student to maintain 75%

attendance in classes to appear for these examinations.

- In each semester, Internal Assessments of students have been introduced in the CBCS pattern. The marks for internal assessment of each paper allotted, is 10 i.e. 20% of total marks in a 50-marks paper. It is mandatory for each student to appear for the internal assessments in each semester.
- Since the evaluation of these examinations is a confidential process, there is little scope to show the answer scripts to the students. However, the points of weakness of individual students are taken up in class and discussed. The advanced learners and slow learners are separately counselled by their teachers / mentors, based on their performance in these assessments.
- An Internal Assessment Sub-Committee prepares the schedule for these assessments and gives necessary instructions to conduct these examinations.
- Students are intimated through notice, published on the website, at least 7 days before the commencement of the examinations.
- During the 2020-21 academic session, the departments circulated the notices related to internal examinations to the students through respective Whatsapp groups.
- Question papers are prepared and uploaded on the website especially for larger groups of students studying courses under the General Programmes, so that each student has access to the question paper. Question papers are also uploaded and sent to smaller student groups (under Honours and PG Programmes) either via emails or through Whatsapp.
- The performance in these examinations is of considerable importance, as Tutorial and Remedial classes are organized for the slow learners on the basis of students' performance in these exams.
- Presently, one (01) assessment per course is mandatory but the departments maintain a system of continuous evaluation.
- Class tests, quizzes, home assignments are also arranged for students by teachers, as and when felt necessary. Though the marks of these evaluations are not counted in the final result, these are beneficial to the students to prepare themselves for better understanding of the course curriculum and in a broader aspect, for their competitive examinations.
- There is no fixed number for such assessments. It varies according to the requirement of the students and depends on the teacher's decision.
- The PG students are assessed by semester-wise internal assessments, Term Papers and Semester-end examinations. Each PG student has to write a term paper under the supervision of a teacher-mentor as part of the Semester-end examinations.
- Conducting assessments and quizzes online, through the Google Form, during the time of the pandemic had complemented the online mode of teaching.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

- There is an Internal Examination Sub-Committee under the Teachers' Council of the College,

entrusted with the task of conducting the internal examinations and look into the grievances related to the process.

- There is also a Grievance Redressal Cell in the College, to look into students' grievances, if reported. So far, there has not been any case of grievance related to internal examinations, reported by any student.
- The tests conducted by the departments (other than Internal Assessment) are not counted in the final report card and students are assured that these tests are for their benefit only.
- The college provides its students with a learning environment and learning commitment with learning comfort, and here the students can freely communicate with their respective mentor in an attempt to solve any difficulty with full satisfaction.
- In the recent times of the pandemic, the Internal Examinations have been conducted online for each Semester and the Internal Examination Sub-Committee functioned efficiently in this regard so that students could appear for the exams with utmost ease.
- Additionally, during this time, the University had authorized each College affiliated under it, to conduct the end-Semester examinations online, for its own students. The students appeared for the online examinations from their homes. However, some students in remote areas faced problem in uploading answer-scripts due to slow net connectivity. The Examination Sub-Committee of the College had taken measures to respond to such a situation. The concerned Sub-Committee and the departments had arranged alternative ways by providing offline service, by the means of which students could come to the college in-person to submit their answer scripts.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The curricula of the Programmes are designed by the University, and the teachers of the college have to define the Programme Outcomes for each Programme offered by the college, namely, B.A., B.Sc., B.Com., M.A., M.Sc. and M.Com.

The following are the Course Outcomes for the Graduate Programme:

1. *Acquisition of knowledge for application*
2. *Skill to communicate*
3. *Aptitude to think critically, reasonably and develop capacity to solve problems*
4. *Develop a spirit of team work, moral and ethical values*
5. *Cultural tolerance*
6. *Develop aptitude of self-learning and lifelong learning*

7. *Develop sensitivity to environment*

The following are the Course Outcomes for the Post Graduate Programme:

- i) Acquisition of advanced Knowledge in the field of study and the ability to apply it to emerging problems*
- ii) Identification of a research problem, ability to state the problem, application of proper research methods, collection, analysis and interpretation of the data set*
- iii) Skill to communicate in verbal and written form*
- iv) Professional and ethical responsibilities*
- v) Conduct original work*
- vi) Demonstrate teamwork and leadership skill*

Mechanism of communication:

- Programme Outcomes and Course Outcomes are clearly stated and displayed on the college website, which is updated on a regular basis.
- Besides the website, the Prospectus is given to each student who is admitted to this College. The Prospectus provides all important and necessary information about the Programmes and Courses offered, along with the fee structure, hostel facilities and other relevant information.
- These are also communicated to the students in their classes by teachers of the departments at the beginning of each academic session.
- Assessment of students is carried out on the basis of Programme Outcomes, Programme Specific Outcomes and Course Outcomes. This helps the teaching faculty know how well their students understand the various topics existing in the course.
- Students' feedback also provides necessary clues regarding their attainment of POs and COs that is beneficial for improving the teaching- learning process.

| File Description | Document |
|---------------------------------------------------------|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Past link for Additional information | View Document |

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

- There is an Internal Examination Sub-Committee under the Teachers' Council of the College, entrusted with the task of conducting the internal examinations and look into the grievances related to the process.
- There is also a Grievance Redressal Cell in the College, to look into students' grievances, if reported. So far, there has not been any case of grievance related to internal examinations, reported by any student.
- The tests conducted by the departments (other than Internal Assessment) are not counted in the final report card and students are assured that these tests are for their benefit only.
- The college provides its students with a learning environment and learning commitment with learning comfort, and here the students can freely communicate with their respective mentor in an attempt to solve any difficulty with full satisfaction.
- In the recent times of the pandemic, the Internal Examinations have been conducted online for each Semester and the Internal Examination Sub-Committee functioned efficiently in this regard so that students could appear for the exams with utmost ease.
- Additionally, during this time, the University had authorized each College affiliated under it, to conduct the end-Semester examinations online, for its own students. The students appeared for the online examinations from their homes. However, some students in remote areas faced problem in uploading answer-scripts due to slow net connectivity. The Examination Sub-Committee of the College had taken measures to respond to such a situation. The concerned Sub-Committee and the departments had arranged alternative ways by providing offline service, by the means of which students could come to the college in-person to submit their answer scripts.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 78.17

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 723 | 803 | 762 | 529 | 646 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 783 | 905 | 1143 | 773 | 865 |

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |

2.7 Student Satisfaction Survey

| <p>2.7.1 Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.58</p> | |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| File Description | Document |
| Upload database of all currently enrolled students (Data Template) | View Document |
| Upload any additional information | 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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 1.15

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1.15 |

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 18.45

3.1.2.1 Number of teachers recognized as research guides

Response: 19

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 1.14

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 1 |

3.1.3.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 17 | 17 | 18 | 18 | 18 |

| File Description | Document |
|-----------------------------------------------|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

- The institution has a Research Sub-Committee under the Teachers' Council which is entrusted with the duty of organizing seminars. It also encourages teachers to undertake research projects and conduct research work.
- Each year the College and the departments organize seminars and extension lectures in order to improve the quality of research.
- Research at the doctoral level is conducted by the departments of Urdu and Physiology. At present, 19 teachers belonging to the Departments of Botany, Commerce, English, Geology, Political Science, Physics, Physiology, Urdu and Zoology, are registered as research supervisors, providing guidance to scholars under them.
- Till 2016, the College had regularly published its own Journal, titled *Academic Journal of Hooghly Mohsin College*, having an ISSN No. The Journal had an online submission policy, maintained ethical guidelines and had invited scholarly articles from the academic staff of not only Hooghly Mohsin College, but of other Colleges across the state. This academic journal had genuinely promoted research interest among the teaching faculty.
- During the phase of the pandemic in 2020-21 academic session, the College and the departments had organized several webinars on virtual platforms and each one of these had been greatly successful. These webinars witnessed enthusiastic participation of both teachers and students in huge numbers.
- Through publication of Wall Magazines and E-Magazines, several departments like English,

Mathematics, Geology, have encouraged their students to showcase their ability of creative thinking and writing.

- The institution has always tried to provide an ambience for the transfer of knowledge. Several initiatives, like arrangement of Students' Seminars (both offline and online) and arrangement of mock teaching in order to ensure better comprehension of a topic, have proved to be extremely beneficial to students. Through these, students could communicate with their fellow-students, and these methods proved effective for transfer of knowledge.
- The recently introduced Students' and Teachers' Exchange Programmes with other institutions have also contributed in sustaining an ecosystem involving transfer of knowledge.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------------------------------------|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |
| Any additional information | View Document |

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.11

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 40

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 19

| File Description | Document |
|----------------------------------------------------------------------------------------------------|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |
| URL to the research page on HEI website | View Document |

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.93

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 29 | 34 | 40 | 38 | 48 |

| File Description | Document |
|------------------------------------------------------------------------------------|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |

3.3.3 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: 1.44

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30 | 27 | 9 | 42 | 33 |

| File Description | Document |
|---------------------------------------------------------|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Community service and extension activities are considered to be extremely important in overall development of students. Students are motivated to extend their help towards improving the condition of the neighbourhood community. This only helps them in understanding social issues, enabling them to develop positive traits of character.

- Students of the College carry out these Extension activities through National Service Scheme (NSS) and National Cadet Corps (NCC). Besides these two, the College also carries out Extension activities, organized by the college authority and sometimes, by individual departments.
- Presently there is one Unit of NSS.
- On-campus activities of NSS include:
 1. Awareness-generation programmes
 2. Campus-cleaning activities
 3. Health check-up for female students
- Off-campus activities of NSS include:
 1. Programmes in adopted school
 2. Pond cleaning and restoration
 3. Awareness-generation programmes
- The NCC of the College belongs to the 43 Bengal Battalion.
- Regular classes and parades of the NCC are organized and the cadets participate in different national and state-level camps.
- Besides the activities carried out by the NSS and the NCC, the institution took an active part in arranging extension / outreach programmes through virtual mode and sometimes by strictly maintaining COVID-19 protocol, during the pandemic situation in the 2020-21 academic session. Webinars were conducted to increase awareness among the students regarding the COVID-19 pandemic, its causes, effects and protective/safety measures. Through the Google Meet platform, a two-day Orientation Programme was arranged involving the Class-XII pass-out students of local schools, who were counseled by teachers of individual departments of the College regarding the scope and opportunities offered by each discipline in the Undergraduate Degree Programmes. This online programme with the students studying in the local schools only helped them acquire a clear knowledge regarding the courses in the UG Programmes and influenced their choice of subjects for Programmes and Courses in the UG level.
- The institution also celebrated World Nature Conservation Day in collaboration with Paschim Banga Vigyan Mancha, Bandel-Mogra Vigyan Kendra, by organizing a webinar and poster competition on water conservation (conducted online). This competition was open to all and saw active participation of several people from the locality.
- On the pious occasion of the birth anniversary of Martyr Kanailal Dutta, a revolutionary rationalist

and a former student of the College, the institution arranged an extension activity by collaborating with 'Chinsurah Sense Society', a local NGO involved with education and welfare of autistic children. Relief work was conducted by the college and food packets were distributed by students to the families of some needy members of the society, related to the NGO. The activity was conducted on the college premises by observing the COVID-19 protocol.

Extension activities conducted by the college attained great success during the 2020-21 academic session, as these involved sincere and enthusiastic participation of the students, both online and offline. The offline activities were restricted in number and were carried out with strict adherence to the COVID-19 protocol.

Students who join the NSS and NCC, are devoted to the cause of serving the community. All the students of the college are extremely sensitive to social issues and enthusiastically participate in extension activities. This goes a long way in creating social awareness among students, thereby ensuring their holistic development.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|----------------------------------------------------------|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 29

3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry,

community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 10 | 9 | 8 | 0 |

| File Description | Document |
|------------------------------------------------------------------------------------------------------------|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |
| Any additional information | View Document |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 39.9**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2766 | 1212 | 889 | 1161 | 0 |

| File Description | Document |
|-------------------------------------------------------------------------------------------|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |
| Any additional information | View Document |

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 6

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 0 | 0 | 0 | 0 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| e-copies of related Document | View Document |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response:** 0**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------------------------------------------------------|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Established in 1836, the institution is 185 year-old, and since then it has flourished with academic brilliance.

- Presently, there are 17 Departments with 28+2 (30) Programmes (20 Honours and General, 8 PG and 2 PhD programmes) running.
- Besides the Main Building of the College which is more than 185 years old, there are three other buildings, housing several UG and PG departments.
- More than 2,500 students study here per academic year. Considering the number of programmes offered and the number of students studying in the institution, the number of classrooms and laboratories (63) and computers (70) available for teaching-learning, is grossly inadequate. Moreover, the classrooms are not spacious enough to accommodate students in a comfortable manner. To tackle these problems the college hours have been divided into three sections: Morning (7 AM to 11 AM), Day (10 AM to 5 PM) and Evening (2 PM to 7 PM). B.A. General classes are held in the Morning section and B.Com. Honours, General and M.Com. classes are held in the Evening section. In this way, the same classrooms can be utilized for different courses. Since it is a Government institute, the construction of any building and its maintenance solely depend on the availability of funds from the State Government.
- The departments of Physics, Chemistry, Botany, Physiology and Zoology have their own laboratories.
- The College does not have any computer centre but three departments namely, Physics, Mathematics and Commerce have computer labs.
- The existing pandemic situation and periodic lockdowns have affected the maintenance process of the computers and it has not been possible to purchase new computers. Departments have submitted their individual requirement for computers and equipment and these have been placed before the Higher Education Department, Govt. of West Bengal, by the College authority.
- In the current academic session, the Government of West Bengal has sanctioned some amount for the renovation of the two Boys' Hostels of the college.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

- The Institution does not have any large playground or auditorium of its own.
- However, students play volleyball and badminton on the small ground within the college premises. There is provision for indoor games like Table Tennis and Carrom in the Boys' and Girls' Common Rooms.
- The location of the college is very advantageous, and there are 4 large playgrounds under the District Sports Association in the vicinity of the college. These playgrounds may be utilized by the College, free of cost. The Annual Sports of the college, a one-day event, is generally organized on one of these playgrounds.
- There is a small ground inside the college premises that is generally utilized for playing volleyball and badminton.
- The College has its gymnasium with several fitness equipments like Multigym 5 Stack, Push-Up, Cycling Fitness Machine, Dumbbell, Treadmill, among others. The gym is utilized by male students of the College, many of whom are fitness enthusiasts.
- Cultural programmes like the Annual Fest and Freshers' Welcome are generally arranged within the college premises.
- Cultural Programmes of very short duration are usually arranged in the classrooms with galleries or in a large classroom in the Urdu department (Urdu Hall).

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 8.06

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

| File Description | Document |
|-------------------------------------------------------------------------------------------|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 40.16

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|----------|---------|-----------|---------|----------|
| 142.9851 | 50.0 | 252.65804 | 5.88 | 53.38607 |

| File Description | Document |
|--------------------------------------------------------------------------------------------------|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Library of Hooghly Mohsin College boasts of a glorious heritage, housing an enviable number of books, rare books and journals.

Presently the Library has more than 1,14,000 books. There are some valuable and rare books in this library which may not be found anywhere in India but may be there only in the British Library, London.

- Books are categorised under 17 disciplines (subjectwise, number of books is available on the website) which are taught in the college. Since the year 2000, major initiatives have been taken for reorganization, renovation and modernization of this library. At present, the library has an inviting and well-equipped Reading Room.
- There is a rich collection of journals on various disciplines with many back volumes (the list of journals is available on the website).
- Computerization of library is yet another important step towards its modernization. It was partially automated by the LIBSYS (LSEase-CP-1) software in the year 2014, but the software could not be upgraded in due time. Since then the ILMS has been stalled.
- The library now utilizes the gift of information technology to provide better reading facilities and

information services to its users. This library is connected with other libraries of the world through the internet. Our students and teachers are facilitated with INFLIBNET services through which world-class journals may be accessed.

- With the permission of the Director of Public Instruction, Government of West Bengal, the Hooghly Mohsin College Library has participated in the noble initiative of digitization of old and rare books under D.L.I. Project. Most of the copyright free rare books have been digitized and archived in DVD form.

Seminar Library: In addition to the Central Library, each department maintains a seminar library, which caters to the needs of the Honours and Post Graduate students.

E-Books and E-Resources: There are 16 CDs in which rare books (1,600 approx.) have been digitized.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for Additional Information | View Document |

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: C. Any 2 of the above

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 7.29

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|----------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1.459 | 4.559 | 0 | 8.85538 | 21.55732 |

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0

4.2.4.1 Number of teachers and students using library per day over last one year

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The college does not have a separate computer centre. However, there are departmental computer laboratories in the Departments of Mathematics, Physics and Commerce. In the laboratory of the department of Mathematics presently there are 13 computers, in the department of Physics, there are 10 computers and in the department of Commerce, there are 5 computers. These computers are available for the departmental students. Other than these, several departments are equipped with desktops and laptops. In 2016-17, these departments procured 10 new computers, in 2017-18, 3 new computers were added and in 2018-19, 15 new computers were added. In 2019-20 and 2020-21, due to the pandemic situation and periodic lockdowns, it was not possible to procure new computers. Even the maintenance procedure of the existing computers has been affected due to the pandemic situation prevailing in the last two sessions.
- Apart from desktops and laptops, there are LCD projectors in some departments. Projectors are also purchased from time to time. Some of these projectors are not wall-mounted. This actually facilitates utilization of these projectors by teachers of other departments in other classrooms, as and when required.
- The college has internet (Wi-Fi) connection under the National Mission for Education with 6 connections of 16 MBPS.
- Since the pandemic situation and the lockdowns had stalled in-person interaction between students and teachers and since teachers conducted the classes from their individual homes, there was little scope for upgradation of IT facility. Moreover, this HEI being a fully Government College (State), it was not possible to legitimize the need of upgradation of IT facility before the Government

during the times of pandemic. However, the institution has registered to a designated domain and a new website has been created with a new vendor.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 32.45

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

| File Description | Document |
|--------------------------------------------------------------------------|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 59.84

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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|----------|-----------|-----------|-----------|-----------|
| 55.37910 | 106.50969 | 128.28365 | 217.74287 | 138.64192 |

| File Description | Document |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

- The institution is fully owned by the Government of West Bengal.
- Development Grant from the Government is one of the major sources for procuring and augmenting academic resources like books, journals, laboratory equipments and library resources.
- Upon receiving the Development Grant, a meeting is convened by the Principal with all the Head of the Departments and the funds are distributed proportionately and/or as per requirement as far as practicable.
- Quotations are invited from the vendors. The advertisements are published as per the Government norms.

- The procedures which the college follows for maintaining and utilizing physical, academic and support facilities, are listed below:

1. The required maintenance work is mainly performed by the Public Works Department (PWD), Govt. of West Bengal.
2. The college has employed in-house staff for maintaining hygiene and cleanliness.

3.To ensure optimum working condition, some of the properties/equipment of the college, like water purifiers, are under annual maintenance contracts.

4. Internet and computer-related issues are brought to the notice of the faculty members who are assigned the duty concerning maintenance of computers and internet facility in the college.

5.A stock register for the available equipment is maintained by each department and is also audited from time to time (during financial audit of the college).

6.Periodic reportings of the requirement for the repair and maintenance work are submitted by the Head of Departments to the college administrative office. The office coordinates these issues with the Public Works Department, Govt. of West Bengal, in concurrence with the Principal.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 18.98

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 888 | 747 | 500 | 439 | 309 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.04

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 7 |

| File Description | Document |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | View Document |

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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 |
|-----------------------------------------------------------------------------------|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 3.09

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 167 | 203 | 63 | 0 | 0 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: B. 3 of the above

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0.93

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15 | 5 | 4 | 8 | 7 |

| File Description | Document |
|-------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 62.84

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 492

| File Description | Document |
|--------------------------------------------------------------------|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 80

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21 | 18 | 12 | 9 | 0 |

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21 | 18 | 12 | 9 | 0 |

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 3 | 1 |

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| e-copies of award letters and certificates | View Document |

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**Response:**

- The General Secretary of the Students' Union/Council acts as the ex-officio member of the IQAC of the college. However, due to the prevailing pandemic situation and periodic lockdowns since 2020, the Secretary of the Students' Union/Council had no scope to perform this role, as the election of Class Representatives for the formation of the Students' Union/Council was kept on hold by the State Government.
- Many students, including those who are members of the Students' Union/Council, especially their General Secretary, help the teachers and members of the non-teaching staff for smoothly conducting the admission procedure each year.
- The Students' Union celebrates events like Teachers' Day, Freshers' Welcome, and arranges Farewell programmes for outgoing batches. Students also organize such programmes in individual departments. In the 2020-21 academic session, Teachers' Day was observed online by students of some departments.
- Students across the departments actively participate in the cultural programmes organized by the Cultural Committee of the College. During the 2020-21 session, many students enthusiastically participated in a cultural programme to observe the birth anniversary of Kabiguru Rabindranath Tagore or the Rabindra Jayanti via the online mode. Some delivered brief speeches, some recited poems, some others sang songs, and a few others played musical instruments, like guitar, sitar, tabla and mouth organ. This online programme was conducted under the supervision of the Cultural

Committee of the College.

- Students come forward and participate in various occasions observed by the College such as, the College Foundation Day and the Prize Distribution Ceremony, Freshers' Welcome, Teachers' Day celebration and programmes to observe the birth anniversaries of some legendary alumni of the College, like Bankim Chandra Chattopadhyay, Jyotish Chandra Ghosh, Kanailal Dutta, et al.
- Students also help in the process of documentation of these cultural functions.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response: 2.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 3 | 1 | 0 |

| File Description | Document |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement

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

Response:

The Alumni Association of Hooghly Mohsin College is a registered Alumni Association. It is committed to the cause of academic development of the college and lends wholehearted support to activities augmenting this development.

- Members of the Alumni Association always try to make themselves available during the observance of memorable days by the College authority and IQAC. A few such days include, the World Environment Day observed on 5th June, birth anniversary of “Sahitya Samrat” and alumnus Bankim Chandra Chattopadhyay on 27th June, College Foundation Day and birth anniversary of the founder Danbir Hazi Muhammad Mohsin on 1st August, Independence Day on 15th August, birth anniversary of Shahid Kanailal Dutta, an alumnus and a great freedom fighter, on 30th August, and Teachers’ Day on 5th September.
- The presence of the alumni helps to instill the significance of these days among the students and inspires them to imbibe values upheld by the legendary figures of the yesteryears. Even during the days of lockdown, these programmes were organized by the College either via the online mode or with limited in-person participation following COVID-19 protocols, with active support from the alumni.
- The College observed the birth anniversary of the legendary Bengali nationalist and revolutionary, Martyr Kanailal Dutta in the college premises on 30th August 2021 following the COVID protocols, and the event was marked by the presence of a remarkable number of alumni. The programme was graced by the one of Martyr Dutta’s family members, and on this auspicious day, students participated in an Extension activity by distributing food packets to the members of needy families in the locality. This extension activity enabled the College to collaborate with the local NGO, ‘Chinsurah Sense Society’, committed to the cause of autistic children.
- The alumni also takes an active role in the Foundation Day programme organized annually by the College on 1st August, by participating in a walk to the grave of the founder-patron, Hazi Muhammad Mohsin, and by participating in tree plantation on the college grounds.
- Dr. Mohanlal Ghosh and Dr. Pradip Kumar Ghosh, members of the Alumni Association, regularly conduct UG and PG classes with utmost devotion in the Department of Post Graduate Studies in Botany. The service they render is strictly honorary. During the extremely trying times of the pandemic in the session 2020-21, they provided study materials, set question papers and evaluated answer scripts of internal examinations
- Dr. Mohanlal Ghosh, one of the alumni and ex-teacher, has introduced a perpetual seminar and poster presentation on Plant Science for the students of the Department of Botany. As an alumnus committed to the cause of development of the College, he donates Rs. 40,000/- each year as honorarium to the speakers of the seminar. However, in the academic session 2020-21, the seminar was organized on virtual platform and Dr. Ghosh contributed Rs. 20,000/- towards the speaker’s honorarium.
- Dr. Mohanlal Ghosh also donated an amount of Rs. 15,000/- towards the honorarium of the visiting scientists to promote P.G. Studies in the session 2020-21.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: D. 1 Lakhs - 3 Lakhs

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision:

To impart knowledge and skill to students, to provide them with ample opportunities catering to their needs, and to empower them to meet the challenges on their career path and in life.

Mission:

- To provide students an affordable learning environment for the successful completion of degrees
 - To prepare students for the pursuit of advanced degrees in chosen courses or allied professional courses
 - To prepare students for employment in their chosen or related fields
 - To inculcate values and responsibilities among students
 - To promote healthy practices
-
- The Principal plays a crucial role in achieving the Vision and Mission of the institution. The Principal monitors the mechanism concerning administrative and academic processes. The institution follows a democratic and participatory mode of governance where the Principal seeks suggestions from all stakeholders. The Governing Body and the Co-ordinator, IQAC support to the Principal in every possible way. For academic upgradation, all Departmental Heads maintain a constant liaison with the Principal to achieve academic excellence.
 - The other decision-making bodies include several Sub-committees under the Teachers' Council and some Administrative Committees framed by the Principal to uphold the Vision and Mission of the college. Some of these are, the University Examination sub-committee, Internal Examination sub-committee, Research sub-committee, Career Counselling sub-committee, Admission sub-committee, Library sub-committee, Purchase sub-committee, Sports sub-committee, Cultural sub-committee, etc. Each sub-committee has a Convener or Joint Conveners and the teachers/members of each sub-committee take the responsibility of planning and discharging their duties, in each academic session.
 - The institution identifies different fields on priority basis where development is urgently needed and applies for financial support from the State Government and the UGC. The institution has planned for a separate building for PG programmes. Occasionally, renovation of the ageing infrastructure has been done. The College has its own solar power panels and has forwarded a plan for rain water harvesting to the Government for approval.
 - Whenever available, funds are utilized in consultation with relevant administrative committees under the Principal. The College being directly under the State Govt., maintenance of infrastructure

and constructional works are always done by the Public Works Department (PWD).

- Other than the committees, necessary contributions to the overall development of the institution are made by the non-teaching and supporting staff, Students' Union and the Alumni Association. The alumni of the Department of Botany extend their support to Post-graduate teaching in the department. An alumnus also contributes a sum of money on regular basis to arrange seminars in the Department.
- Though there is no official forum for them, sometimes parents also extend support to teaching-learning. A parent of a former student of the Department of English contributes an amount each year for organizing a Memorial Lecture to commemorate his deceased ward, whose sudden and untimely demise had been a great loss to the Department.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

With respect to both its core and allied activities, the College adopts a decentralized and participatory system of governance.

Decentralization and Participative Management through the Departmental Heads:

- The Head of the Department frames the Teaching Plan of his/her department and looks into its successful implementation.
- He/she enjoys the privilege of convening departmental meetings, through which the course curricula are distributed among the departmental teachers.
- He/she takes the lead in planning students' seminars, remedial and tutorial classes, inter-departmental or/and inter-college exercises, departmental excursions and study tours.
- He/she, plans, prepares and publishes the departmental magazine, wall magazine or online magazine in consultation with his/her departmental colleagues.
- He/she organizes Parent-Teacher meetings in which the academic progress of the students is communicated to their respective guardians.
- He/she, in consultation with his/her departmental colleagues oversees the paper-setting, evaluation and submission of marks of all internal examinations of the department,
- He/she determines the admission criteria of students of his/her Department.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategic Plan :

- The Principal of the College together with the Co-ordinator, IQAC, Secretary, Teachers' Council and the Departmental Heads, lead all academic activities of the College. They regularly meet and take necessary steps to formulate and implement strategic plans of the institution. Mentorship is introduced in most of the departments for UG Honours and PG students and is supervised by the Principal. He invites suggestions from the members of the Governing Body, Co-ordinator, IQAC and other senior staff of the institute to take necessary steps for further improvement.
- The following strategies are adopted by the institution to monitor and evaluate policies that are implemented:

- 1.Regular meetings of the IQAC and the Teachers' Council.
- 2.A feedback system (Regular feedback from Staff and Students and members of the Alumni Association).
- 3.Periodical Academic Audit by the Principal with the help of Co-ordinator, IQAC.
- 4.Regular visits of the Principal to the departments and interaction with the Head and other faculty members of the departments (not operative during the period of lockdown in 2020-21).
- 5.Head of the Departments monitor the academic and administrative governance of each department on a regular basis.
- 6.Application for grants from the Government.
- 7.Extension of available area to accommodate more classrooms, laboratories etc.
- 8.Renovations to revive the ageing infrastructure of the institution.
- 9.Application for more substantive posts from the State Government.
- 10.Introduction of Students' Seminars/webinars in all departments.
- 11.Arrangement of seminars/webinars.
- 12.To run Tutorial and Remedial classes more effectively.
- 13.To enter into collaborative ventures with other reputed institutes.
- 14.Introduction of online Students' Feedback.

Strategic Plan deployed to improve Teaching and Learning:

- The purpose of the strategic plan is to improve the teaching-learning process. Since throughout the

whole academic session of 2020-21, there was no face-to-face interaction between students and teachers, it was extremely challenging to discharge academic responsibilities, effectively. There were several problems, from connectivity issues to boredom. To complete the syllabus within time, each department prepared its own academic plan. Periodical tests were arranged. Following the Internal Assessment, several departments conducted tutorial and remedial classes for their students, on the basis of their needs. To give the students a varied taste with regard to the teaching-learning process, Students' and Teachers' Exchange Programmes were introduced by some of the departments. Some of these include, Student and Faculty Exchange Programme with Bethune College (Dept. of English), Faculty Exchange Programme with Government General Degree College, Kalna (Dept. of Bengali), Student and Faculty Exchange Programme with Government General Degree College, Singur (Dept. of Mathematics), Faculty Exchange Programme with Bejoy Narayan Mahavidyalaya, Itachuna (Dept. of Economics).

- For the participative learning and experience-sharing activities, mock teaching, students' seminars were arranged. These activities help the students to develop their verbal communication and thought sharing. For the development of the writing skill and improvement of their constructive thinking, wall magazines, E-magazines were published. Several webinars were arranged to give the students an idea of recent developments in their respective fields of study.
- Online students' feedback system was introduced to get an idea of the overall process from the students' perspective.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The functioning of the institution is fully democratic and participative in nature. The Principal seeks suggestions from each stakeholder for implementation of strategies; be it academic, administrative or financial.

Administrative set-up:

- The institution is a Government organization under the aegis of the Government of West Bengal. It is under the direct control of the Department of Higher Education, Government of West Bengal. There is a Governing Body to extend support to the Principal in administrative matters. The District Magistrate of the Hooghly District is an ex-officio member of this body. Two teachers, selected by the Teachers' Council, are also members of the body.
- The IQAC plays a pivotal role in framing and implementing decisions related to academic affairs.

- The Teachers' Council of the College also plays an important role in matters related to academics.
- The Teachers' Council creates different sub-committees to smoothly conduct all affairs related to academics. The Principal, with the help of the Teachers' Council Secretary, forms some administrative committees.

Appointments and Service Rules are as per the Government norms. The Public Service Commission, West Bengal, arranges interviews and prepares merit list and the Higher Education Department, Govt. of West Bengal gives the appointment to those selected, in concurrence with the Governor.

The West Bengal Education Service job is transferable in nature and teachers are transferred to other Government colleges within the state from time to time. Service Rules include rules for the State Government employees and rules for teachers issued by the UGC. Promotions of teaching staff are as per UGC norms ratified by the Govt. of West Bengal.

Appointments and promotions of non-teaching staff are also as per West Bengal Service Rules.

| File Description | Document |
|-----------------------------------------------|-------------------------------|
| Link to Organogram of the Institution webpage | View Document |
| Paste link for additional information | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

| File Description | Document |
|-------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The welfare measures for the teaching and non-teaching staff members are decided by the Government of West Bengal, and implemented through its regulations and policies. These are modified from time to time

according to recommendations of the Pay Commission. A few welfare measures are listed below:

Pay Revision: Pay is revised from time to time as per the recommendations of UGC, Pay Commission/Pay Review Committee.

Annual Increment: All staff members of the college are entitled to 3% annual increment in their salary.

Promotion: Promotion/Career Advancement Scheme gets implemented for all staff members as per guideline of UGC/Government of West Bengal.

Faculty Development Programme: Faculty members are encouraged to participate in Orientation Programmes, Refresher Courses, Short Term Courses, Workshops, Seminars and Conferences for upgradation of their academic knowledge.

General Provident Fund (GPF): All staff members get the benefit of the GPF.

Group Insurance: Group Insurance scheme is available for all staff members.

Advance salary: Advance salary is provided to non-teaching staff members on the occasion of festivals like the Durga Puja and Idd.

Festival Advance: On occasion of festivals like Durgapuja and Idd any member from the lower-income group among the college staff is eligible to take advance money if he or she desires. There exists an upper ceiling of income.

Medical Allowance: All staff members of the college are entitled to medical allowance. There is also the provision of the West Bengal Health Scheme. However, a staff member registered under the West Bengal Health Scheme has to relinquish his/her claim of the Medical Allowance.

Puja Bonus: Non-teaching staff members, particularly of the Group-D category are entitled to bonus at the time of the Durga Puja.

Leave facilities: All employees are entitled to Casual Leave, Duty Leave, Medical Leave and Earned Leave.

Maternity Leave: Women employees can avail Maternity Leave for six months.

Child care Leave (CCL): Women employees can avail CCL for two years (maximum) and male employees can avail CCL for one month.

Special Leave: There is a provision of special leave for research at doctoral level.

Drinking water facility: Hygienic drinking water facility is available to all employees and the College has its own water purification system with RO.

Teachers' Council: Teachers' Council looks after the welfare of the teaching faculty

Infrastructural facility:

- All teachers are registered on INFLIBNET to access the e-resources available under N-list of NMEICT.
- Photocopying and printing facilities are provided to staff members.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 0.97

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.8

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 19 | 0 | 0 |

| File Description | Document |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 13.64

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18 | 13 | 17 | 12 | 7 |

| File Description | Document |
|----------------------------------------------------------------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| IQAC report summary | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

- The Government of West Bengal has introduced a method of online submission of Self-Appraisal Report for the teachers. There is a hierarchical workflow of cadre-controlling authorities where teachers submit the Self Appraisal Report (SAR) to the Principal. The Principal puts forward his comments and sends the SAR to the Director of Public Instruction. It is then forwarded to the Secretary, Higher Education.

- An online feedback system from students has been introduced in the institution for teachers and non-teaching staff in 2021.

| | |
|-----------------------------------|-------------------------------|
| File Description | Document |
| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- The Auditors of the Accountant General, Govt. of West Bengal have been appointed to conduct the External Financial Audit of the institution every three years. The next financial audit is likely to be conducted in the year 2022-23.
- The Internal Audit is conducted every year, and the Internal Audit Report is prepared by the Cashier and Accountant and endorsed by the Principal.

| | |
|-----------------------------------|-------------------------------|
| File Description | Document |
| Upload any additional information | View Document |

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 1.92

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.17 | 0.45 | 0.45 | 0.45 | 0.4 |

| | |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| File Description | Document |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |
| Annual statements of accounts | View Document |

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Funds for infrastructural development and other office expenses are borne mainly by the Government of West Bengal.

- Once the fund for purchase of books, laboratory materials, equipment etc. is received, the Principal conducts a meeting with the Departmental Heads and the Secretary, Teachers' Council. The fund is distributed among the departments proportionately, equitably and justifiably. The Departmental Heads submit their requirements and also point out any repair or renovation work needed in the Department, to the Office of the Principal.
- Maintenance, constructional and renovation works are performed by the PWD.
- For purchase of new books and instruments, quotations are invited. The Purchase sub-committee prepares a comparative statement of the quotations and the order is generally placed to the lowest quote. Some equipment, materials etc. for the college office and some materials related to classroom teaching are purchased from Small Scale Industries (SSI) as per the rule of the Government of West Bengal.

Mobilization of Intellectual and other Abstract Resources:

- The institution mobilizes its human resources by designing and implementing academic and co-curricular activities that help the students to develop their potential to the fullest.
- The institution encourages all staff members to attain their professional goals by cooperating with their career development imperatives such as attending Orientation Programmes, Refresher Courses etc. and monitoring their files for promotion.

| File Description | Document |
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| Upload any 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

Response:

1. The institution firmly relies on quality education. Only classroom lectures by the teachers are inadequate to foster the overall development of the students. Conceptual learning needs expression of thoughts and development of communication skills, both oral and written. To achieve this goal, the IQAC has institutionalized an activity like the Students' Seminar. Previously Students' Seminar was regularly practiced in a few departments like Chemistry, English etc., but since the academic session 2020-21, it is being conducted by other departments as well. Students prepared their presentations and participated in online presentations on the Google Meet platform. Some of the departments published Wall Magazines (like Mathematics, Urdu). Wall Magazine of the Dept. of English (*Seedling*) and E- magazine of the Dept. of Geology (*Ripples*) gave students the opportunity to exhibit their creative skill. An online magazine has also been published on Bankim

Chandra Chattopadhyay to commemorate the 150 years of the poem “Vande Mataram”. Students have contributed to this magazine along with teachers. An essay competition was also organized on this occasion. Interestingly, the second position in this competition was shared by a student from the Department of Physics. This indicates the success of such initiatives which enable students across departments to participate and exhibit their literary skill and talent.

2. Implementation of any measure needs an assessment and the Feedback system is a kind of assessment. Before 2020-21 academic session, the feedback form was circulated among students through the Departmental Heads. But since the 2020-21 academic session, online submission of feedback has been implemented through the IQAC. Students, alumni, teachers and non-teaching staff submitted their feedbacks. Feedbacks were then analyzed. Students’ feedback analysis was placed before the Principal for Academic Audit. The Principal then met departmental teachers and discussed the ways of improving the teaching-learning process, where it seemed necessary.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1. There has been practice of formal or informal feedback system in the college since long. But since the academic session 2020-21, the IQAC itself conducts online feedback system, collecting feedback from the different stakeholders. Previously the status of students’ progress was discussed only in the Teachers’ Council meetings but in 2021, students’ feedback was analyzed and placed before the Principal. The Principal met the faculty members of concerned departments and discussed ways of improving the teaching-learning process. Other than this, Parent-Teachers’ meet was conducted (via the online mode in 2020-21) through which parents got the opportunity to communicate with the departmental teachers. The suggestions from the guardians have been noted by the Head of Departments and the IQAC has monitored the implementation of feasible suggestion(s).

2. Apart from the prescribed course stated in the syllabus, some advance learners require an up-to-date knowledge of the course she/he studies. To give the students an idea regarding the fields of active research, several seminars / webinars have been organized. These inspire the participants since the lectures help

breaking the monotony of regular syllabus-oriented classes. To prepare the students for the final examination (Year-end examinations before implementation of CBCS and Semester-end examinations thereafter), Remedial classes have been arranged as per their requirement. Students sometimes hesitate to communicate freely. Hence the Mentor-Mentee system has been introduced to provide necessary guidance to them. Results of the internal assessments are discussed in Teachers' Council Meetings. Teachers put forward their suggestions for improvement which, once approved by the Council are implemented by the departments. The Departmental Heads oversee the implementation of these suggestions for advancement of the teaching-learning process.

| File Description | Document |
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| Upload any additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: C. 2 of the above

| File Description | Document |
|--------------------------------------------------------------------|-------------------------------|
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The College authority and the faculty members are sensitive to issues related to gender equity and take adequate initiative to spread awareness among students in this regard. The College has its Internal Complaints Committee that looks into affairs related to gender issues and organizes seminars and programmes to sensitize students on topics like gender equity, women's rights etc. The functions of Internal Complaints Committee are displayed on the website of the institution and all information related to this Committee is disseminated to students via orientation sessions.

- The College teaches the University-prescribed curricula to students at UG and PG levels and these curricula of various disciplines include topics related to gender. The curricula for both B.A. Honours and General Programmes in Bengali, English, History, Sanskrit and Economics include topics on gender. The curriculum for the PG Programme in English also contains a paper on Gender and Literature.
- Awareness programmes related to the safety and security of the female employees and students are conducted periodically.
- During the sessions 2017-18, 2018-19 and 2019-20, awareness programmes on gender sensitization were organized in the College and a large number of students, both male and female, attended these programmes.
- In 2018, a seminar was organized to enlighten students about the Sexual Harassment Act and its various legal aspects.
- During the academic session 2020-21, due to the pandemic situation, the ICC arranged awareness programmes online through two webinars, one on PoSH Act and UGC Guidelines and another on Gender Discrimination in India, from a historical perspective.
- Guest speakers from prominent fields are invited to speak and share their views on gender equity in these seminars/webinars. Presence of large number of students in these programmes prove that students are keen to gain knowledge about these burning topics in today's world.
- There are separate washroom and common room facilities female students. A Sanitary napkin-vending machines has been installed in the Girls' Common Room in order to take care of emergency situations and in order to respect privacy of the female students.
- Separate washroom facilities are also available for female teaching and non-teaching staff of the College.

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Link for annual gender sensitization action plan | View Document |

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |
| Any other relevant information | View Document |

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The following facilities exist in the institution for management of waste:

Solid Waste Management:

- To reduce waste in the institute, students and staff are educated on proper waste management practices through lectures, advertisements on Notice Boards and Slogan Boards in the campus.
- Colour-coded dustbins are used for dumping different types of wastes—Green for biodegradable (wet) and Blue for non-biodegradable (dry) waste.

- Waste is collected on a daily basis from various sources and is separated as dry and wet waste by the local body, Chinsurah Municipality.
- Biodegradable waste, such as paper waste, food waste, kitchen waste from canteen, leaves shed from trees on the campus, are converted into bio-compost by natural degradation in a pit in the college campus. The institute has adopted one 20 sq. ft. compost pit.
- Efforts have been taken to produce compost manure from the Canteen-solid waste and solid waste from other sources, which are dumped in the pit. The gardener/*mali* uses the manure produced from the compost for the purpose of gardening.

Liquid Waste Management:

- All waste water lines from toilets, washrooms, canteen, are connected to the Municipal drainage mains.
- The chemical wastes and water from the Chemistry and other Science Department laboratories are kept in concealed glass containers.
- Acid, base and organic wastes are preserved in the laboratories and not discharged through any drainage pipe in order to ensure a check on water pollution.
- A proposal for rain water harvesting has been sent to the higher authority for approval, so that reduction of wastage of water can be ensured and water can be re-used in washrooms and for gardening purposes.

E-Waste Management:

- The E-waste generated from the College Office and departments is collected and stored in a room and not thrown away from the campus.
- The buyback system is followed for pharmacology rotating drums, which are beyond the condition of repairing. Empty toners, cartridges etc. are refilled as far as practicable; outdated, non-working computers and electronic items are kept intact, since scrap cannot be discarded from the campus to ensure their safe recycling.
- Old monitors and CPUs of desktop computers are repaired by the college technician and reused.

Waste Recycling System:

Biodegradable waste, such as kitchen waste from canteen, leaves shed from trees on the campus and waste papers are disposed in a pit for conversion into bio-compost. Compost is used as manure in the garden.

| File Description | Document |
|--------------------------------------------------|-------------------------------|
| Any other relevant information | View Document |
| Link for Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

| File Description | Document |
|--------------------------------------------------|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

| File Description | Document |
|--------------------------------------------------------------------|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |
| Link for any other relevant information | View Document |

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

| File Description | Document |
|---------------------------------------------------------------------------|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Link for any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

| File Description | Document |
|--------------------------------------------------------------------------|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

- Hooghly Mohsin College is situated in an old industrial town of West Bengal with resident communities belonging to diverse cultural, religious and social backgrounds. The College values inclusionary practices at multiple levels, including its admission policy, by the means of which students of different religious backgrounds and cultures are admitted to the college.
- There is a special quota for OBC-A students and financial support from the Government of West Bengal is available for eligible students of OBC-A Category.
- The different Government scholarships that students of this College may avail, encourage inclusion and accommodation of diversity.
- The College offers language courses of diverse types: Bengali, English, Hindi, Sanskrit and Urdu.
- Several commemorative days like Swami Vivekananda's birthday, Netaji's birthday, Rabindra Jayanti, the founder, Haji Mohammad Mohsin's birth anniversary (the College Foundation Day) etc. are celebrated with equal enthusiasm by students, teachers, non-teaching staff and members of the Alumni Association, who are present on each of these occasions not only for the sake of recreation, but to generate the feeling of oneness and social harmony.

- Students, teachers, staff and members of the Alumni Association jointly celebrate several cultural and religious festivals like the founder, Mohammad Mohsin's birth anniversary, Saraswati Puja, Yoga Day, Teachers' Day, Freshers' Welcome, College Fest etc.
- The College was established in 1836 and since then, it has sustained a rich culture of tolerance and harmony. The names of the great alumni of the college are sufficient enough to generate a feeling of pride among the students of today.
- The birth anniversaries of some legendary alumni of the college like, Bankim Chandra Chattopadhyay, Jyotish Chandra Ghosh, Martyr Kanailal Dutta, are celebrated each year with due respect.
- The ICC of the College engages with sexual diversities through gender sensitization and awareness programmes.
- During the COVID-19 pandemic situation in the academic session 2020-21, some of the above-mentioned programmes were celebrated online and the rest were celebrated with restricted number of participants in the college premises, as per the Guidelines issued by the State Government related to the pandemic situation.

| File Description | Document |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |
| Link for any other relevant information | View Document |

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The Institution has two wings, NCC and NSS, which take major initiatives in involving students in different awareness and cleanliness programmes. Through these activities, students are motivated towards taking up duties and responsibilities as worthy citizens of the nation.

- The NCC unit conducts awareness-cum-activity programmes on cleanliness, Swachh Bharat Abhiyan, Namami Gange, Cancer Awareness Day, World Forest Day, World Water Day etc., involving students.
- The NSS conducts awareness programmes on the importance of community participation in controlling dengue, on life-threatening diseases like AIDS, on the importance of home-composting for disposal of household waste, on the need of Yoga for the development of health and mind etc.
- In 2021, the college, in collaboration with UNIVART and Paschim Banga Vigyan Mancha arranged poster competitions to spread awareness among the community on the importance of conservation of biodiversity and plants on the occasions of World Environment Day and World Nature Conservation Day. Students were also made aware of the need to conserve water and to prevent wastage of water on the occasion of World Nature Conservation Day.
- In 2021, students of the College engaged themselves in relief work by distributing food packets to families of some needy members of the society associated with the local NGO, 'Chinsurah Sense

Society’.

- The Internal Complaints Committee arranges seminars and webinars to sensitize students on gender discrimination, gender equity, the relevance of the PoSH Act and UGC guidelines.
- The college establishes policies that reflect its core values. A Code of Ethics exists for students and staff and it is mandatory for them to abide by it.
- The college follows the curricula prescribed by the affiliating University that include courses like Professional ethics and Human Values, Constitution of India, Essence of Indian Traditional Knowledge and a wide range of literary texts. These courses are focussed on social, environmental and gender-related issues, and teaching these courses may be considered a means to inculcate constitutional obligations among the students.

| File Description | Document |
|--------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |
| Link for any other relevant information | View Document |

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

| File Description | Document |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The Institution has two wings, NCC and NSS, which take major initiatives in involving students in different awareness and cleanliness programmes. Through these activities, students are motivated towards taking up duties and responsibilities as worthy citizens of the nation.

- The NCC unit conducts awareness-cum-activity programmes on cleanliness, Swachh Bharat Abhiyan, Namami Gange, Cancer Awareness Day, World Forest Day, World Water Day etc., involving students.
- The NSS conducts awareness programmes on the importance of community participation in controlling dengue, on life-threatening diseases like AIDS, on the importance of home-composting for disposal of household waste, on the need of Yoga for the development of health and mind etc.
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- The Internal Complaints Committee arranges seminars and webinars to sensitize students on gender discrimination, gender equity, the relevance of the PoSH Act and UGC guidelines.
- The college establishes policies that reflect its core values. A Code of Ethics exists for students and staff and it is mandatory for them to abide by it.
- The college follows the curricula prescribed by the affiliating University that include courses like Professional ethics and Human Values, Constitution of India, Essence of Indian Traditional Knowledge and a wide range of literary texts. These courses are focussed on social, environmental and gender-related issues, and teaching these courses may be considered a means to inculcate constitutional obligations among the students.

| File Description | Document |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Link for Geotagged photographs of some of the events | View Document |
| Link for any other relevant information | View Document |
| Link for Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

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

Response:

Best Practice: 1

1. Title: Psychological Counselling for Students

2. Objectives of the Practice

- The practice takes into account two main objectives of the institution:
 1. to take care of a student's well-being and
 2. to look into her / his holistic development as a human being.
- The aim is to generate in the student a sense of confidence so that she/he may overcome any obstacle in her/his way in career or in life.
- Psychological counseling helps students deal with their emotional and mental health issues and improve their sense of well-being.
- This goes a long way to instill in the students a clear perspective related to their education, career and life.

3. The Context

- College-going students generally belong to the late-teen age group, and the late adolescence years trigger off several physical and mental changes in individuals. Because of these changes, sometimes students find it difficult to deal with personal and social issues.
- Issues like mood disorders, anxiety disorders, disruptive behavior disorders, are common among students of this age-group.
- Academic activities of a student are jeopardized if a student is suffering from one or several of these disorders.
- During the outbreak of the COVID-19 pandemic in 2020, and with the nationwide lockdown that was announced in its wake, several students were caught in a state of abject mental distress, as in-person meetings and interactions with their friends or peers absolutely came to a standstill.

4. The Practice

- The practice specifically has two aspects to it:

1. Acknowledging the emotional changes in a student who has reached the college-going age.
2. Arranging psychological counseling sessions (including online counseling sessions in the times of the pandemic) for students so that they could interact with a psychological counselor.

- The practice began with the Department of English initiating a session on psychological counseling in 2017. The Head of the English Department had invited Dr. Nilanjana Bagchi, Head, Department of Psychology, Bethune College, to conduct a session on adolescence behavior and to interact with students of the Department.
- This venture by the Department of English had proved to be a huge success and since then the Principal of the College has been inviting Dr. Bagchi to interact with larger groups of students.
- In each of the academic sessions, from 2016-17 till date, a psychological counseling session has been organized for students.
- The most unique aspect of this practice has been the online counseling sessions, through which Dr. Bagchi has interacted with the student community in the days of the lockdown following the

outbreak of the COVID-19 pandemic, on a virtual platform.

- One of the crucial areas of concern for majority of students during the lockdown phases has been anxiety related to their academic progress, examinations and careers.
- Students could freely discuss their individual problems with Dr. Bagchi even on the online platform.

5. Evidence of Success

- The sessions on psychological counseling conducted by Dr. Bagchi had received overwhelming response from students.
- The College had to organize two such sessions on two consecutive days (6th and 7th June, 2021) on demand placed by the students.
- Students had given positive feedback on the sessions.
- Students in large numbers have placed their request for such sessions in the forthcoming years.

6. Problems Encountered and Resources Required

- With intermittent lockdown phases, such sessions may have to be conducted online. Improved net connectivity is a requirement for students living in remote areas, so that a wider cross-section of students is benefitted from such sessions.
- There is requirement for a permanent Psychological Counselling Cell in the College. A consultant psychologist at the Cell should attend to the needs of the students, at least once a week.

Best Practice 2:

1. Title: Gender Sensitization Programmes

1. Objectives of the Practice

- The principal objective of the institution regarding this Practice is to raise sensitization regarding gender equality and equity concerns among students.
- A student should be sensitized about instilling empathy into the views that one holds about her/his own and other genders so that she/he may develop a sense of equality and equity with a member of the opposite gender.
- It is extremely important that a student should be aware of issues like sexual harassment and sexual stereotyping in today's world.
- A student should be equipped with adequate emotional and academic support regarding sexual harassment and sexual stereotyping at personal and institutional levels.

1. The Context

- The Practice was designed and implemented keeping in mind the need of gender sensitization among students belonging to a semi-urban social environment.
- The Practice seeks to eliminate notions of gender stereotyping, more commonly found in a semi-urban social set-up.
- If a student is not sensitive to the needs of a particular gender she/he may not develop a sound understanding of the opposite gender.
- Students need to be sensitized about their roles in society as men and women.
- There is a need to prevent violence and sexual assault against women and girls and this can only be achieved if male students are made aware of gender equality.

1. The Practice

An educational institution plays a very important role in constructing social expectations of gender roles. Interactions between the teacher and the students create long-lasting effects on the self-image of students and their perception of the opportunities that are available or appropriate for them.

Hooghly Mohsin College has tried to sensitize students towards issues on gender in the following ways:

- There is an Internal Complaints Committee (ICC) in the College that is responsible for sensitizing students on gender issues. This Committee serves as a fundamental platform for students of all sexes to discuss problems and come out with solutions.
- The existence of the ICC gives a clear message that gender discriminatory behavior or offences against members of the opposite gender are not tolerated on the campus.
- To promote gender sensitization, the ICC organizes programmes like lectures, seminars/ webinars etc. through which students are made aware of issues like discriminatory practices and sexual harassment.
- In the 2016-17 academic session, the ICC had invited speakers to enlighten students on the Vishakha Guidelines and the PoSH Act. Empowerment of women and Gender Sensitization had been the thrust areas for ICC during the 2017-18 academic session. In the 2018-19 academic session, the ICC had organized a lecture highlighting issues related to sexual harassment.
- During the lockdown phase in the 2020-21 academic session, the ICC had organized lectures to spread awareness among students on gender issues through lectures on the virtual, Google Meet platform.
- Through one such webinar, organized by the ICC in 2021, students got an exposure to the legal rights existing for women against violence, harassment and discrimination, as the invited speaker addressed the legal aspects of such cases and discussed an issue like sexual harassment in workplace and the salient features of the existing PoSH Act.
- In another webinar, organized in 2021, the eminent speaker highlighted the existence of discrimination against the female sex in a patriarchal society like India and the need to change it through education and awareness. She pointed out that we still have a long way to go, as there is an acute need to eradicate social conditioning and rigid gender constructions.
- The ICC is committed to its role for spreading gender awareness among students and intends to

conduct more such programmes on gender sensitization in the future.

5. Evidence of Success

- The programmes on Gender Sensitization have been successful in generating awareness among students. This is evident from an increasing number of students attending such programmes each year.
- The interest among students has provided enough motivation for the ICC to organize more such awareness programmes each year, with a focus on the legal aspects of sexual harassment and violence against women.
- No case of sexual harassment or assault has been reported to the ICC since the last five years.
- Students of the college are sensitive and respectful to members of the opposite sex.
- Male and female students of the college, belonging to different communities, learn and thrive together in a friendly, barrier-free environment.

6. Problems Encountered and Resources Required

- Gender stereotyping is very much a part and parcel of the social fabric and to generate awareness regarding gender issues in the community, of which the students are a part, still remains a challenge.
- Students need to come forward in larger numbers and participate in activities and campaigns in order to eradicate gender discrimination still existent in the localities to which they belong.

| File Description | Document |
|-------------------------------------------------------|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |
| Link for any other relevant information | 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:

Hooghly Mohsin College, with a glorious history and a rich tradition, is disciplined and systematic in meeting the demands of its academic curriculum. Each year, students in large numbers from the locality and even from far-off places, seek admission to this College, because of its commitment to the cause of higher education. The College, 185-year old, is recognized as a premier institution by the University of Burdwan and its much cherished ideals have created a unique and inspiring academic ambience,

reinvigorated by the principle of vertical upgradation through promotion of Postgraduate studies and research at the doctoral level.

In keeping with its **Vision** and **Mission**, which is to impart knowledge and skill to students so that they are encouraged to pursue higher studies, the College has put a premium on quality education at an affordable cost. In addition to this, vertical upgradation in higher education is definitely an area prioritized by Hooghly Mohsin College. Consequently, the progressive and humanitarian ideals of the institution have fostered a tradition of academic excellence over the years. This is borne out by the existence of Postgraduate programmes in 8 courses and PhD programmes in 2 disciplines, all affiliated to the University of Burdwan. PG programmes are conducted by 8 Departments, namely, Political Science, English, Urdu, Botany, Physiology, Zoology, Geology and Commerce. Although the mother University offers PG programmes in disciplines like Political Science, English, Botany, Zoology and Commerce, each year, students in large numbers seek admission to these PG departments of the college. This proves the demand for the PG courses run in this College among the student community of the locality and neighbouring areas.

PG courses in Urdu, Physiology and Geology, are not offered to students in the University campus. Consequently, the Departments of Urdu, Physiology and Geology of Hooghly Mohsin College enjoy the status of 'Mother Departments' (under the University), conducting PG programmes. For these courses, all the teachers of the above-mentioned departments take on additional duties besides teaching the syllabus like, setting question papers, moderation of questions and correction of answerscripts of final semester examinations. However, academic autonomy has not been granted to any of the PG courses run by the College.

Vertical upgradation is also ensured through the two PhD programmes run by the Departments of Urdu and Physiology. Course work for PhD programmes is conducted and each year, some teachers of the above-mentioned departments (belonging to the rank of Associate Professor), act as research supervisors to scholars who approach them for research guidance.

The institution gives paramount importance to research and 19 teachers belonging to Departments like, Botany, Commerce, English, Geology, Political Science, Physics, Physiology, Urdu and Zoology, are authorized by the University to supervise research at the PhD level. Research scholars, who have graduated from the affiliating University or those who belong to other Universities, often register themselves as PhD scholars under these faculty members of the College.

Students who are Postgraduate pass-outs from this institution, often engage with academics and appear for competitive exams like NET, SET, GATE etc., or go for research in other Universities or institutions. The College boasts of an incredibly erudite and academically vibrant alumni, comprising men and women who

have graced institutions of national and international repute.

Thus by preparing students for the pursuit of advanced degrees through research in their chosen courses or for employment in allied professional fields, the College tries its best to achieve its stated **Mission**.

| File Description | Document |
|-------------------------------------------------------|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

NAAC

5. CONCLUSION

Additional Information :

- Established in 1836, Hooghly Mohsin College is an intrinsic part of the glorious history of Bengal. The alumni of this College include eminent personalities like Bankim Chandra Chattopadhyay, Dwijendralal Roy, Charu Chandra Roy, Sahayram Basu, U.N. Brahmachary, Akshay Chandra Sarkar, Rangalal Bandyopadhyay, Mujaffer Ahmed, Bhabani Charan Bandyopadhyay, Martyr Kanailal Dutta, Syed Ameer Ali, Dr. Bholanath Chakraborty, Shyamal Mitra, Surajit Sengupta, to name only a few. Among the renowned Principals and teachers who have graced this institution are, Captain David Richardson, Robert Thwaytes, Rev. Lalbehari Dey, Dr. Kuruvilla Zachariah, Jyotish Chandra Ghosh, Prof. Subodh Sengupta and the world-famous polyglot, Harinath Dey.
- Bankim Chandra Chattopadhyay, Dwijendralal Roy, Akshay Chandra Sarkar, Rangalal Bandyopadhyay, significantly enriched Bengali as well as Indian literature and culture in the nineteenth century. U.N. Brahmachary, Charu Chandra Roy, Sahayram Basu made remarkable contributions to the development of modern science in India. Over the years, this College has become a centre of an admirable cultural heritage and is engaged in an endless pursuit to live up to its reputation. The involvement of students of the College in the larger social milieu is beautifully captured in the pages of *The Hooghly College: 1836-1936*, penned by Dr. Kuruvilla Zachariah. Students of this institution have been playing a leading role, and have been able to cast an indelible impression on all walks of social, cultural and intellectual life.
- The legacy of these luminaries lives on and today, the College is well-supported by an extremely active Alumni Association, dedicated to the cause of its quality upgradation. The Alumni Association frequently participates in all events organized by the College and even extends financial support to the cause of education. The Association performs several welfare activities and is an inspiration to the present-day learners.

Concluding Remarks :

Hooghly Mohsin College has been accredited by NAAC in 2007 (First Cycle) and post-accreditation, the College has been relentless in its pursuit of quality in all spheres. It has also tried to implement several recommendations of the NAAC Peer Team during the first cycle of accreditation.

Following are some significant post-accreditation quality initiatives undertaken by the IQAC till the academic session 2020-21:

1. Introduction of Honours and PG courses: An Honours course in Hindi and two PG courses (Zoology and Geology) have been introduced since the first cycle of accreditation.
2. Feedback System: Since the academic session 2020-21, a proper Feedback mechanism is in place, with the IQAC generating online feedback forms and collecting online feedback from the different

stakeholders. The feedback is then analysed and placed before the Principal, who shares and discusses the feedback reports with the faculty members.

3. Mentor-Mentee System: This has been introduced in the 2020-21 academic session, keeping in mind student-specific needs.
4. Collaborative ventures with other institutes / Student and Faculty Exchange Programmes: Academic collaboration with other reputed institutions is definitely a quality initiative, a learner-centric drive to improve the overall teaching-learning process.
5. ICT-enabled teaching-learning: There are a few classrooms with ICT and some departments are equipped with laptops and projectors, facilitating technology-enabled teaching-learning.
6. Computer laboratories: At present there are only three computer laboratories in the Physics, Mathematics and Commerce Departments.
7. Digitization of Rare Books: Some rare books (approx.1600) in the Library have been digitized, a process that has ensured their preservation.

As a Government-run higher education institution, Hooghly Mohsin College remains committed to its objective of providing quality education at an affordable cost. In keeping with its **Vision** and **Mission** statements, the College attempts to create a community of students, who, empowered by knowledge and skill and nurtured by humanitarian values, are well-equipped to excel in all their future ventures and in all walks of life.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---|---|----|----|----|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 30 Answer after DVV Verification: 30</p> <p>Remark : As per data provided by HEI</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 0 | 1 | 2 | 2 | 2 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 0 | 1 | 2 | 2 | 2 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 0 | 1 | 2 | 2 | 2 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 0 | 1 | 2 | 2 | 2 | | | | | | | | | | | | | | | | | |
| 1.2.3 | <p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>9</td> <td>21</td> <td>22</td> <td>23</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 0 | 9 | 21 | 22 | 23 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 0 | 9 | 21 | 22 | 23 | | | | | | | | | | | | | | | | | |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 9 | 20 | 21 | 21 |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15 | 17 | 16 | 15 | 15 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 13 | 14 | 11 |

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

1.3.3.1. Number of students undertaking project work/field work / internships

Answer before DVV Verification : 135

Answer after DVV Verification: 140

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

1.4.2 Feedback process of the Institution may be classified as follows:

Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**

3. Feedback collected and analysed**4. Feedback collected****5. Feedback not collected**

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

2.1.1 Average Enrolment percentage (Average of last five years)**2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1272 | 931 | 1177 | 1343 | 1403 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1272 | 931 | 1177 | 1343 | 1414 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1898 | 1868 | 1868 | 1868 | 1868 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1898 | 1898 | 1866 | 1866 | 1866 |

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 552 | 446 | 372 | 656 | 615 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 552 | 446 | 372 | 656 | 614 |

Remark : As per data provided by HEI

| 2.3.3 | <p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 74 Answer after DVV Verification: 74</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 2.4.2 | <p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 667 1046 801"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>62</td> <td>59</td> <td>57</td> <td>55</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 880 1046 1014"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>58</td> <td>58</td> <td>60</td> <td>54</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 60 | 62 | 59 | 57 | 55 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 59 | 58 | 58 | 60 | 54 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60 | 62 | 59 | 57 | 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 59 | 58 | 58 | 60 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4.3 | <p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 700.75 Answer after DVV Verification: 651</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.6.3 | <p>Average pass percentage of Students during last five years</p> <p>2.6.3.1. Number of final year students who passed the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1529 1046 1664"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>723</td> <td>803</td> <td>761</td> <td>529</td> <td>646</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1742 1046 1877"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>723</td> <td>803</td> <td>762</td> <td>529</td> <td>646</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2000 1046 2089"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 723 | 803 | 761 | 529 | 646 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 723 | 803 | 762 | 529 | 646 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 723 | 803 | 761 | 529 | 646 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 723 | 803 | 762 | 529 | 646 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|------|-----|-----|
| 783 | 905 | 1145 | 773 | 865 |
|-----|-----|------|-----|-----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 783 | 905 | 1143 | 773 | 865 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 1.15 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 1.15 |

3.1.2 **Percentage of teachers recognized as research guides (latest completed academic year)**

3.1.2.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 19

Answer after DVV Verification: 19

3.1.3 **Percentage of departments having Research projects funded by government and non government agencies during the last five years**

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 1 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 1 |

3.1.3.2. **Number of departments offering academic programmes**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17 | 17 | 18 | 18 | 18 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17 | 17 | 18 | 18 | 18 |

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 42

Answer after DVV Verification: 40

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 19

Answer after DVV Verification: 19

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 29 | 34 | 40 | 38 | 48 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|----|----|----|
| 29 | 34 | 40 | 38 | 48 |
|----|----|----|----|----|

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

3.3.3.1. 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:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30 | 27 | 9 | 42 | 33 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30 | 27 | 9 | 42 | 33 |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22 | 24 | 15 | 15 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 10 | 9 | 8 | 0 |

Remark : As per data provided by HEI

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2766 | 1212 | 889 | 1161 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2766 | 1212 | 889 | 1161 | 0 |

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 0 | 0 | 0 | 0 |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 5

Answer after DVV Verification: 5

Remark : As per data provided by HEI

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------------|---------|---------------|---------|----------|
| 142.9851 0 | 50.0 | 252.6580 4 | 5.88 | 53.38607 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|----------|---------|---------------|---------|----------|
| 142.9851 | 50.0 | 252.6580 4 | 5.88 | 53.38607 |

| 4.2.2 | <p>The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above</p> | | | | | | | | | | | | | | | | | | | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|---------|---------|----------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|---------|----------|-----------|-----------|-----------|-----------|
| 4.2.3 | <p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 831 1046 965"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1.459</td> <td>4.559</td> <td>0</td> <td>8.85538</td> <td>21.55732</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1043 1046 1178"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1.459</td> <td>4.559</td> <td>0</td> <td>8.85538</td> <td>21.55732</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 1.459 | 4.559 | 0 | 8.85538 | 21.55732 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 1.459 | 4.559 | 0 | 8.85538 | 21.55732 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 1.459 | 4.559 | 0 | 8.85538 | 21.55732 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 1.459 | 4.559 | 0 | 8.85538 | 21.55732 | | | | | | | | | | | | | | | | | |
| 4.3.3 | <p>Bandwidth of internet connection in the Institution</p> <p>Answer before DVV Verification : C. 10 MBPS – 30 MBPS Answer After DVV Verification: C. 10 MBPS – 30 MBPS</p> | | | | | | | | | | | | | | | | | | | | |
| 4.4.1 | <p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1697 1046 1872"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>55.37910</td> <td>106.50969</td> <td>128.28365</td> <td>217.74287</td> <td>138.64192</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1951 1046 2085"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>55.37910</td> <td>106.50969</td> <td>128.28365</td> <td>217.74287</td> <td>138.64192</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 55.37910 | 106.50969 | 128.28365 | 217.74287 | 138.64192 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 55.37910 | 106.50969 | 128.28365 | 217.74287 | 138.64192 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 55.37910 | 106.50969 | 128.28365 | 217.74287 | 138.64192 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 55.37910 | 106.50969 | 128.28365 | 217.74287 | 138.64192 | | | | | | | | | | | | | | | | | |

| | | | | |
|--|---|---|---|---|
| | 9 | 5 | 7 | 2 |
|--|---|---|---|---|

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 888 | 747 | 500 | 439 | 309 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 888 | 747 | 500 | 439 | 309 |

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 7 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 7 |

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

- 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 : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

| 5.1.4 | <p>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</p> <p>5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>203</td> <td>63</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>203</td> <td>63</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 167 | 203 | 63 | 0 | 0 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 167 | 203 | 63 | 0 | 0 |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-----|-----|----|----|---|---------|---------|---------|---------|---------|-----|-----|----|---|---|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 167 | 203 | 63 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 167 | 203 | 63 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 5.1.5 | <p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 5.2.1 | <p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1415 1046 1550"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>7</td> <td>4</td> <td>11</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1628 1046 1762"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>5</td> <td>4</td> <td>8</td> <td>7</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 17 | 7 | 4 | 11 | 8 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 15 | 5 | 4 | 8 | 7 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 17 | 7 | 4 | 11 | 8 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 15 | 5 | 4 | 8 | 7 | | | | | | | | | | | | | | | | | |
| 5.2.2 | <p>Average percentage of students progressing to higher education during the last five years</p> <p>5.2.2.1. Number of outgoing student progression to higher education during last five years</p> <p>Answer before DVV Verification : 502 Answer after DVV Verification: 492</p> | | | | | | | | | | | | | | | | | | | | |
| 5.2.3 | <p>Average percentage of students qualifying in state/national/ international level examinations</p> | | | | | | | | | | | | | | | | | | | | |

during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21 | 18 | 12 | 9 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21 | 18 | 12 | 9 | 0 |

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21 | 18 | 12 | 9 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 21 | 18 | 12 | 9 | 0 |

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 4 | 5 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 3 | 1 |

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 3 | 1 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 3 | 1 | 0 |

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Answer before DVV Verification : D. 1 Lakhs - 3 Lakhs

Answer After DVV Verification: D. 1 Lakhs - 3 Lakhs

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 0 | 0 | 0 |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 19 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 19 | 0 | 0 |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18 | 13 | 17 | 12 | 7 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18 | 13 | 17 | 12 | 7 |

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.17 | 0.45 | 0.45 | 0.45 | 0.4 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.17 | 0.45 | 0.45 | 0.45 | 0.4 |

6.5.3 Quality assurance initiatives of the institution include:

| | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p> |
| 7.1.2 | <p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.4 | <p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: D.1 of the above</p> |
| 7.1.5 | <p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p> |
| 7.1.6 | <p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities |

| | |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>310</td> <td>298</td> <td>349</td> <td>335</td> <td>310</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>310</td> <td>298</td> <td>349</td> <td>335</td> <td>309</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 310 | 298 | 349 | 335 | 310 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 310 | 298 | 349 | 335 | 309 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 310 | 298 | 349 | 335 | 310 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 310 | 298 | 349 | 335 | 309 | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>32</td> <td>32</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 30 | 30 | 32 | 32 | 31 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 30 | 30 | 32 | 32 | 31 | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 30 | 30 | 32 | 32 | 30 |

2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2858 | 2625 | 3394 | 3837 | 3366 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2856 | 2625 | 3394 | 3836 | 3366 |

2.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 952 | 883 | 936 | 936 | 936 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 858 | 858 | 841 | 841 | 841 |

2.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 783 | 905 | 1145 | 773 | 865 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 783 | 905 | 1143 | 773 | 865 |

3.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 104 | 106 | 103 | 99 | 100 |

Answer After DVV Verification:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 103 | 96 | 96 | 99 | 95 |

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 127 | 127 | 135 | 135 | 135 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 127 | 127 | 135 | 135 | 135 |

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 63

Answer after DVV Verification : 62

4.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-----------|-----------|-----------|-----------|-----------|
| 198.36420 | 156.50969 | 380.94169 | 223.62287 | 192.02799 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|----------|-----------|-----------|-----------|-----------|
| 198.3642 | 156.50969 | 380.94169 | 223.62287 | 192.02799 |

4.3 **Number of Computers**

Answer before DVV Verification : 70

Answer after DVV Verification : 88