



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HARISHCHANDRAPUR COLLEGE

VILL.- PIPLA, POST.- PIPLA, P.S.- HARISHCHANDRAPUR, DIST.- MALDA,
732125

harishchandrapurcollege.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Harishchandrapur College, established in 2008, as a Grant-in-Aid State Government-sponsored College affiliated to the University of Gour Banga, situated at one of the remotest villages of Malda district, aims to contribute holistic education to the students of nearby areas irrespective of caste, gender, religion, race and nationality. Initially, in 2008, the institution was temporarily housed at Pipla High School and later the institution was run in full swing in its place. Before and during the establishment of the institution, the local enthusiastic persons, poor villagers, local unemployed youth, labourers, rickshaw pullers, porters, lorry drivers and even local beggars contributed significantly to set up the co-educational institution either encompassing financial help or proposing manual labour. Thereafter, the college started its journey with undergraduate degree program (General courses) in Arts with Bengali, History, English, Political Science and Philosophy. In the year 2009, two general degree programmes (Arabic and Sanskrit) were added to the already existing corpus of UG general courses. The Honours courses in Bengali, History and English along with Geography (General) were introduced in the session 2011-12 and Honours in Philosophy and General degree programme in Education and Physical Education were introduced in the session 2015-16 session as part of the initiatives for the introduction of new programmes. Apart from the student-friendly environment, the college is taking care of the students in several ways like conducting regular parent-teacher meetings, promoting NSS unit and visiting nearby blind, deaf and dumb schools to augment their social responsibility and accountability, arranging different career counselling programmes, organising different awareness programs, sports, quiz and cultural programmes which help them to motivate in character building, personality development, leadership capability and as a whole to make them a responsible citizen. Our college has been trying continuously towards achieving perfection with highly qualified faculty members and dedicated staff members to reach the mission of the college successfully.

Vision

To create a society where every individual can live with cooperation and break the boundaries of religion, race, caste and gender through (higher) education to become a responsible citizen

Mission

1. To provide scope to the students of rural areas to pursue higher studies
2. To create a trustworthy teaching-learning environment with a focus on collaborative, value-added and application-oriented learning.
3. To generate a place for women in modern society and promote their involvement in all areas of life.
4. To encourage the socioeconomic advancement of society by upholding moral principles and achieving excellence in education
5. To maintain good governance and openness in all facets of the college.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The organization supports good governance. A decentralized governing framework helps the institution to function smoothly.
- Every member of the college's faculty and support staff actively collaborates as a team to carry out administrative and academic tasks in a perfect manner.
- The institute provides education to the students of rural and very remote areas where communication is a big problem.
- Female education has been encouraged by the institute in a rural area.
- Special lectures on different subjects have been provided for the college students for exposure to the academic community outside of the college by organising workshops, seminars, and other events.
- The College has an active NSS unit as a part of the social extension programme.
- The institute boasts a committed and capable faculty and staff who support students in every way when they need it for their pursuit of higher education and other career counselling programs.
- Students from various states and social backgrounds come to this coeducational institute. Because of the diversity of its student body, the institution has an open and free atmosphere that fosters harmony and national unity.
- The institution actively encourages extracurricular activities among the students through various cultural, sports, social and extension activities.
- The institute has a big playground that helps to cultivate young talent in various sports activities.
- The organization strives to create a welcoming atmosphere for the pursuit of its vision and goal by promoting gender neutrality and equal chances for all of its stakeholders.
- Online mode is extensively used for all financial transactions and university form fill-up for any issues. The cashless mode of payment has made the entire process hassle-free which ultimately contributes to the transparency of financial transactions.
- Our college takes pride in its environmentally friendly, verdant surroundings.

Institutional Weakness

- The college experiences accessibility issues and occasionally a lack of communication due to its distant village location.
- Insufficient infrastructure (especially lack of sufficient classrooms, computer labs, etc which are required for smooth functioning of the systems).
- The college library is not up to the mark and has an insufficient number of books. For the library to operate as a conventional library, it requires additional volumes and modern technology.
- The College's ability to establish and modify the curriculum is still restricted because it is an affiliated college.
- A lack of sufficient student-to-computer ratio.
- The majority of our college's students are from the socioeconomically disadvantaged groups in society. Thus, they are unable to cover the costs of attending college regularly.
- Very few Funds/grants (one ICPR only) have been received from Government / Non-Government organizations for the last few academic years.

Institutional Opportunity

- The institution has an immense opportunity to offer newer disciplines. The addition of more humanities courses like Sociology, Social work, Legal studies, Tourism and the introduction of the Science stream as well as undergraduate Management Programmes like Bachelor of Business Administration will

improve the college's overall academic standing.

- There is a scope for the upgradation of the college library by the introduction of library software (KOHA) which will be useful for both students and faculty members. There is also a scope for individual departmental libraries for all departments apart from the college library which will be beneficial for departmental students.
- The Wi-Fi facility at our college will be very useful for students and also improve communication between the various stakeholders and significantly boost the college's academic productivity.
- The use of several forms of health counselling, including mental and physical, will encourage students to maintain their health.
- The institute has a great chance to host workshops on campus placement and career counselling for our senior students by bringing prospective employers from the business and government sectors.

Institutional Challenge

- To utilise the area of open space and increase the College's built infrastructure.
- To develop the students to the level necessary for them to meet the ever-increasing demands of the current curriculum under NEP despite of different socioeconomic backgrounds of the pupils.
- To create a culture of openness, dynamism, and forward-thinking in the students by eliminating societal taboos and local backwardness.
- To reinforce the college's efforts in student placement, career counselling and to encourage them to undertake competitive examinations and pursue higher studies.
- To inspire female students to prioritize their education and careers despite their backwardness and financial constraints.
- To strengthen the research work among faculty members by applying funds/grants from Govt. and Non-Govt organisations.
- To fill every seat available for every stream during admission, despite the declining tendency of students enrolling in general degree colleges.
- To enhance the student-computer ratio so that students can utilise and develop them in the present ever-changing world.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution offers undergraduate courses, and the curriculum is set by the University of Gour Banga. The College ensures effective curriculum delivery through a planned and documented procedure. The institution is not actively involved in academic curriculum construction, but it innovates within these established academic structures and is committed to offering comprehensive growth for students. Academic processes in Harishchandrapur College are well organized with timetables, workloads and other administrative tasks prepared well in advance of teaching sessions. The institution uses effective curriculum implementation strategies, including regular class lectures, audio-visual aids, and resource utilisation, to align with changing syllabi established by the affiliating university. Regular evaluation procedures, such as class test, departmental seminars and internal assessments, are used to monitor progress and identify deficiencies. Our professors keep their subject knowledge up to date through active participation in various faculty development programmes,

short-term programmes, refresher courses, curriculum reviews, and paper evaluations at university. Crosscutting issues are adequately focused in the academic atmosphere of the College by way of relevant courses from the affiliating university's curricula. The institution also tries to include sustainability into the curriculum by using the campus as a laboratory, actively participating in independent research, field trips, attending conferences, and so on. Harishchandrapur College also offers an add-on certificate course titled Health and Hygiene that helps students integrate optimum health practices and relevant sanitary and fast-aid protocol in their daily life. Feedback obtained from stakeholders in the institution is assessed by the administrative authorities and is incorporated in the strategic plan of the institution for implementation. A positive modification of its teaching resources and feedback system ensures that students achieve the highest level of learning.

Teaching-learning and Evaluation

Harishchandrapur College, situated in Pipla Village, places a strong emphasis on an effective teaching-learning process aligned with the National Education Policy (NEP). The college offers regular Honours and General classes, including practical sessions for subjects such as Geography and Physical Education. Over the past five years, the institution has maintained a consistent enrollment of female and reserved category students, with an average enrollment rate of approximately 56%. Additionally, the average percentage of seats filled against reserved categories (SC, ST, OBC, etc.) has been nearly 47% over the same period.

The student pass rate over the past five years has been 87.27%, despite a high student-to-full-time teacher ratio of 57.91. This ratio highlights a commendable student success rate even with a considerable student population per teacher. All sanctioned full-time teaching positions at the college are filled (91% approx.) and around 61% of the faculty possess qualifications such as NET, SET, or a Ph.D. The college enhances the learning experience with an ICT-enabled classroom. Each department adheres to a fixed class schedule and provides extra sessions to ensure comprehensive syllabus coverage.

Despite a high student population, the college faculty is dedicated to holistic student development through various methods, including demonstrations, visual aids, exhibitions, educational tours, fieldwork, case studies, and quizzes. The curriculum also includes activities like extempore speeches, Youth Parliament discussions, and yoga sessions. Exam results are displayed on college notice boards, and students have the opportunity to discuss any issues regarding their marks with the Heads of Departments and the Grievance Redressal Committee. External university-related issues are handled by the Head of the Institution.

The Internal assessment process at Harishchandrapur College is transparent and efficient, while external assessments are managed by the affiliating university. University notifications are communicated to students promptly. Both faculty and students are well-informed about program and course outcomes, which are published on the college's website and regularly evaluated to enhance teaching methods and improve student learning outcomes. The college is also prepared to conduct a student satisfaction survey, reflecting its commitment to providing quality education and support to its students.

Research, Innovations and Extension

The College has created a highly supportive innovation ecosystem by engaging students in academic endeavors and discussions beyond the conventional examination system. Faculty members have published their research in UGC-approved journals and contributed to numerous international and national edited collections. From the

academic year 2023-24, the institute provided financial support to the faculty members for attending and presenting research papers at different conferences, seminars etc. Faculty members are also encouraged to copyright publications. Over the past five years, the institute has undertaken a significant number of extension activities aimed at fostering the holistic development of students.

The students of the institute have been awarded from Govt. recognized bodies for their exemplary performance in extension activities. The NSS unit of the College has played a pivotal role by organizing numerous extension and outreach programs, further enhancing community engagement and social responsibility.

Additionally, the College has signed several Memorandums of Understanding (MoUs) with various institutions, underscoring the importance of collaboration and expanding opportunities for academic and research advancements. These MoUs facilitate knowledge exchange, joint research projects, and other cooperative endeavors, significantly contributing to the College's mission of promoting innovation and excellence.

Infrastructure and Learning Resources

Over the years Harishchandrapur College has developed infrastructure and physical facilities to facilitate all kinds of activity in the institution. To support co-curricular and extracurricular activities, the institution has developed an infrastructure for every activity. An air conditioned auditorium of around 200 person sitting capacity with a good sound system facility for organizing cultural events. The college has a playground. Infrastructure to facilitate all kinds of athletics and outdoor game events like football and cricket; Indoor games facilities like chess and carom board. The institution incurs substantial expenditure to augment and maintain infrastructural facilities in the institution. This is evident from the fact that a substantial proportion of the expenditure incurred by the institution is on infrastructure augmentation and its maintenance. The central library is fully automated, with a collection of more than 3700 books that caters to all stakeholders. The library has an Integrated Library Management System (ILMS) – KOHA used by students and teachers. The institution regularly updates its IT and internet facilities and maintains a campus with Wi-Fi facility and internet bandwidth of 100 Mbps. The College has provided internet facilities for both students and teachers in different academic departments, Principal's room, IQAC room, Library, and office section. The entire college campus has CCTV surveillance system.

Student Support and Progression

Harishchandrapur College, committed to fostering holistic development and academic progression, offers a myriad of opportunities for students to gain meaningful experiences and excel in their educational journey and beyond. In accordance with the standards set by the NAAC, the institution offers crucial support to students, ensuring their holistic development. Various scholarships are granted to students of the college through different programs initiated by the Government of West Bengal, such as, Talent Search Programme (TSP), Minority Scholarship (Aikyashree) aimed at providing financial assistance to deserving students from minority backgrounds, and the 'Swami Vivekananda merit-cum means scholarship' (SVMCM) to aid outstanding students from economically disadvantaged families.

The college is actively engaged in augmenting competencies and skills through workshops concentrating on, Yoga, Career Guidance, Health, and Sanitation, among others. An open and transparent mechanism has been instituted to address student concerns, including issues such as ragging and harassment. Grievance redressal policies and records of committee meetings are meticulously documented in the Self Study Report (SSR).

Comprehensive information regarding students' progression to higher education over the past five years is provided, highlighting those who have successfully cleared examinations and records appended to the SSR.

The institution's students have demonstrated excellence in sports competitions at state, district, and university levels, with scanned certificates provided as evidence. The report provides detailed accounts of students' participation in administrative, co-curricular, and extracurricular activities over the past five years, including sports and cultural events. Although the college's alumni association is not formally registered, initiatives have been undertaken in this regard, with anticipated completion by the end of the year. Alumni members actively contribute to the college's various activities in a defacto sense, with approximately 120 individuals already part of the Alumni Association.

Through these initiatives, Harishchandrapur College exemplifies its dedication to cultivating a supportive and enriching milieu for students, ensuring their comprehensive preparedness for future academic and personal endeavors. This holistic methodology enhances students' academic accomplishments and fosters their personal development, enabling positive societal contributions.

Governance, Leadership and Management

The Governing Body, Principal, and IQAC carry out the college's policies and programs in academic and administrative domains that have supported consistent institutional growth by its vision and mission. To improve quality, IQAC creates an Action Plan based on input from stakeholders, implements it at the start of each session to achieve the institution's short- and long-term goals, and regularly tracks its completion. The Governing Body-approved committees carry out the choices made by the Principal and IQAC to pursue academic and administrative goals.

The institution not only encourages faculty members to take part in various conferences, seminars, but also to enrich research activities for their professional development. The institute provides funding for them to do so for their personal growth. The institution participates in the many government benefit schemes that are available and implements various welfare measures for both teaching and non-teaching staff under government regulations. The e-governance has also been implemented in accounts, finance, examinations, admission and library. To guarantee ongoing recording and oversight of the college's financial transactions, audits of its accounts are conducted regularly.

The continuous internal evaluation system (CIE), stakeholder feedback, periodic reviews of the teaching and learning process using the CO-PO methodology, and career counseling for students are all part of the IQAC's measures to guarantee the quality of the institution. Under the direction of IQAC, audits related to gender, academics, administration, green, energy, and sustainability are carried out to enhance the caliber of instruction and administration inside the organization.

Institutional Values and Best Practices

One essential human right for a happy, successful, harmonious, and sustainable planet is gender equality. Thus, it is critical to recognize the various manifestations of gender-based violence, disparities in access to high-quality healthcare and education, involvement in politics, and decision-making at all levels. Since gender

development is Harishchandrapur College's defining characteristics, the organization has a clearly defined gender policy. A gender audit is carried out to pinpoint areas where there is a lack of gender balance. It also assesses the gender equity within the organization through group analysis and discussion and promotes the start of gender equity initiatives inside the organization. To track and evaluate gender equality within the company, the institution has active Internal Complaint Committee, Women Cell, Anti-Ragging Cell, and Grievance and Redressal Cell.

The institute has an environmental policy and has taken a number of environmentally beneficial steps to create a lush, green, eco-friendly campus. The institute has implemented a number of energy and natural resource conservation strategies to create a clean and sustainable campus. As a result, students participate in lectures, biodiversity profiling, and sapling planting. To provide the institution with a framework for improved environmental performance, a green and energy audit was carried out. To facilitate their access to the institution, people with disabilities have been given a disabled-friendly facility.

One of the two best practices of Harishchandrapur college is 'Sauhardya' indicating all round development of nearby Pipla Madhyapara village and another one is "Learning from activities and peers" (LAP process) indicating learning from co-curricular and extra-curricular activities, peers like senior students and alumni. The institutional distinctiveness is the activities of NSS unit of our college in local areas which prioritize community development initiatives, addressing the needs of vulnerable populations, including children, elderly individuals, persons with disabilities, and those living in poverty or facing social exclusion, promoting health and hygiene practices within communities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HARISHCHANDRAPUR COLLEGE
Address	Vill.- Pipla, Post.- Pipla, P.S.- Harishchandrapur, Dist.- Malda,
City	Harishchandrapur
State	West Bengal
Pin	732125
Website	harishchandrapurcollege.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sumit Nandi	03513-255101	8768130356	-	harishchandrapurcollege2008@gmail.com
IQAC / CIQA coordinator	Rubi Das Chakraborty	-	6289421804	-	rubichakraborty84@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Gaur Banga University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill.- Pipla, Post.- Pipla, P.S.- Harishchandrapur, Dist.- Malda,	Rural	5.08	3203.21

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co	Duration in Months	Entry Qualificatio	Medium of Instruction	Sanctioned Strength	No.of Students

	Course	Enrollment	Qualification	Medium	Students	Admitted
UG	BA,Arabic,MAJOR	48	Higher Secondary	Bengali	75	48
UG	BA,Bengali,HONOURS	36	Higher Secondary	Bengali	45	0
UG	BA,Bengali,MAJOR	48	Higher Secondary	Bengali	200	154
UG	BA,English,HONOURS	36	Higher Secondary	English	45	0
UG	BA,English,MAJOR	48	Higher Secondary	English	80	29
UG	BA,Education,MAJOR	48	Higher Secondary	Bengali	100	21
UG	BA,Geography,MAJOR	48	Higher Secondary	Bengali	25	0
UG	BA,History,MAJOR	48	Higher Secondary	Bengali	300	202
UG	BA,History,HONOURS	36	Higher Secondary	Bengali	45	0
UG	BA,Philosophy,MAJOR	48	Higher Secondary	English + Bengali	130	39
UG	BA,Philosophy,HONOURS	36	Higher Secondary	English + Bengali	40	0
UG	BA,Political Science,MAJOR	48	Higher Secondary	English + Bengali	300	220
UG	BA,Physical Education,MAJOR	48	Higher Secondary	Hindi,Bengali	50	3
UG	BA,Sanskrit,MAJOR	48	Higher Secondary	Bengali,Sanskrit	20	0
UG	BA,Arts,GENERAL	36	Higher Secondary	Bengali	885	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	0				0				21			
Recruited	0	0	0	0	0	0	0	0	16	5	0	21
Yet to Recruit	0				0				0			
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				11
Recruited	9	1	0	10
Yet to Recruit				1
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.	0	0	0	0	0	0	6	1	0	7
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	7	3	0	10
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	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		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	211	5	0	0	216
	Female	383	13	0	0	396
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	47	54	39	40
	Female	54	59	44	59
	Others	0	0	0	0
ST	Male	6	4	5	3
	Female	7	4	5	13
	Others	0	0	0	0
OBC	Male	65	54	26	62
	Female	81	84	69	108
	Others	0	0	0	0
General	Male	164	114	90	161
	Female	250	213	194	409
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		674	586	472	855

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Under NEP 2020, all the students study their compulsory course on Environmental Studies irrespective of their discipline. Faculty exchange among the departments is often done with the
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	flexibility to provide students with holistic interdisciplinary knowledge. The students find it interesting to locate overlapping areas of different disciplines. Multidisciplinary/Interdisciplinary approach is also provided by organizing interdepartmental seminars, conferences, and quiz competitions which are beneficial for the students.
2. Academic bank of credits (ABC):	At present, the college has taken initiatives with the guidelines of ABC as provided by the University Grant Commission. To promote student registration and increase awareness on campus, the institution has encouraged the students to get register and exhibited informative posters. Notifications for getting registered to the digital repository of ABC show how it is treated as another digital infrastructural platform where the students can access a flexible curriculum.
3. Skill development:	The students of the college have been made aware of how the phenomenal rise of the digital platform has made the world accessible. Some computers are made available in the library to make them familiar with the basics of operating computers by faculty members. Students often use web content from the computers for their tutorial and dissertation projects.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The medium of teaching is primarily the vernacular language e.g. Bengali and sometimes bilingual approach is taken. Programmes in Indian languages like Hons and General in Bengali and General Course in Sanskrit are offered by the institute and all the students opt for Bengali as their MIL course. The Department of Sanskrit encourages the need of learning Sanskrit as a language for accessing the repository of Indian culture and knowledge. Department of Bengali has focused on traditional folk forms in order to encourage for the preservation of cultural heritage of the local surroundings. With the introduction of NEP, Lokosahitya has been offered as one of the options of MDC course which emphasizes on the local culture, heritage and its impact on human life.
5. Focus on Outcome based education (OBE):	As NEP has been introduced from the session 2023-24, both the CBCS (those who got admitted under CBCS) and NEP courses are currently run by the institute with specific Programme Outcome and the Course Outcome. Each course (both Honours and General) has components of Skill Enhancement

	Courses which are acquired by the students after the completion of their courses. Practical skills have been developed for the students of Geography and Physical Education.
6. Distance education/online education:	Despite the fact that the College has not yet started offering online courses, departments provide blended learning and online lectures for students to familiarize the students with different online learning facets. The implementation of the online often becomes challenging for us as many students are financially poor and they live in remote areas where access to internet is not always available.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club was established in Harishchandrapur College on 11.09.2019 to teach people both inside and outside the college about how elections work in our country. The club is led by four coordinating teachers and the TIC, who is the chairperson. Bhupen Ghimirey, an Assistant Professor in the Political Science Department, has been appointed as the nodal officer of the club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Since its establishment in 2019, the Electoral Literacy Club at Harishchandrapur has been actively involved in activities aimed at raising awareness among both the stakeholders within the institution and the broader public about electoral rights and the voting process. The club appoints student coordinators and coordinating faculty members, led by a Nodal Officer designated by the college. Additionally, all students are automatically members of the club.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	Students voluntarily help with electoral processes like voter registration, assisting with polls, and spreading awareness about ethical voting. The Electoral Literacy Club organizes events in and outside of the college to teach students and the public about voting, using electronic voting machines, and the importance of fair elections to celebrate National Voter Day on January 25th each year. Additionally, they hold awareness classes to help new voters register.

<p>citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college and its NSS unit teamed up to create an awareness program. They organized a voter awareness rally to educate the local community about the electoral process for the upcoming elections.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A large number of students at the institution haven't registered to vote yet. The Electoral Literacy Club conducted awareness classes for new voters nationwide. They also intend to host a voter registration camp at the college before the 2024 Lok Sabha Election, collaborating with NSS.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1203	1690	1190	1347	1510

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 20

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	20	10	3

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
57.87	42.09	42.67	40.05	18.59

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Harishchandrapur College, established in 2008, is affiliated to the University of Gour Banga, Malda. The University changed the yearly system with the (CBCS) semester system beginning with the 2019-2020 academic year. According to the guidelines of the University of Gour Banga, the college has implemented planned initiatives to ensure the successful and timely delivery of its courses.

- Every academic session begins with a discussion of a number of issues pertaining to the operation of the college through meetings of the Teachers Council and Academic Committee.
- Every academic year, the College prepares an Academic Calendar that includes extracurricular, co-curricular, and curriculum events in compliance with applicable University policies.
- Department-specific (advised by HOD) and centralised timetables (approved by TIC) are developed and implemented based on the requirements of the organisation. These plans' main goals are for students to complete their curricula on time, and their academic scheduling is based on the academic year. Departments prepare lesson plans to improve efficiency and facilitate the teaching, learning, and assessment processes.
- Departments examine departmental progress on the timely completion of the syllabus at Departmental Committee (DC) meetings, and the actions are taken based on the DC meetings.
- During the pandemic lockdown, all classes are held in online mode via Google Meet Platform / Whatsapp. Keeping in view the convenience of the students, various technological tools have been used by the faculties like Google Classroom, e-materials, etc. Using these, the faculty members have attempted to encourage group collaboration among students as well as flourish the institutional efforts towards blended learning.
- In relation to NEP-2020 and its prudent implementation, the college as a whole is diligently endeavouring to execute the curriculum and syllabus as devised by the University of Gour Banga (according to NEP-2020). In fact, NEP advocates for a comprehensive, interdisciplinary approach to education, wherein every department emphasizes empowering and enhancing students' skills. The entire department therefore actively promotes engagement in seminars, lectures, debates, and clubs, and offers courses for augmenting skills and providing career guidance. Value Education classes are instrumental in inculcating virtues such as truth, justice, peace, love, and nonviolence.

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

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Response: 0	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2 <i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> Response: 0											
1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years											
<table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0	
2022-23	2021-22	2020-21	2019-20	2018-19							
0	0	0	0	0							
File Description	Document										
Upload supporting document	View Document										
Institutional data in the prescribed format	View Document										

1.3 Curriculum Enrichment

1.3.1

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

Response:

To skillfully incorporate and champion the intertwined matters encompassing gender, environment, sustainability, human values, and professional ethics, the institution offers a diverse range of courses within the CBCS as well as the current NEP-2020 curriculum of the University of Gour Banga (academic session 2023-24). The specifics of these courses are outlined below:

- Under CBCS system, In Semester VI- DSE-3-B Gender and Education, (Honours) within the syllabus of History, there exists a distinct course titled 'Gender and Education' that centers its focus on the empowerment of women in both the Colonial and post-colonial eras of India. It places significant emphasis on their entitlements within the legal framework, fostering health awareness, and labor-related concerns within Indian society.
- In Semester-V- Women, Power and Politics in the syllabus of Political Science, a specific course named DSE-1B, aptly titled 'Women, Power, and Politics', is provided to students. This course is primarily dedicated to addressing gender-related issues which resembles the subject Gender and Education of Semester VI of History (Hons.). Its main objective is to provide introductory knowledge on women's empowerment and the discrimination that women face in India.
- Likewise, the UG syllabus of the University of Gour Banga, English Honours incorporates "Human Rights and Gender Studies" (Generic Elective), and there is paper -14 in VI semester English Honours "Women's Writing". For students pursuing English Honours, a Core course called 'Women's Writing' is made available. This Core course is a mandatory requirement for all English Honours students. The aim is to introduce students to the distinct nature of women's writing and how it reflects gender issues. Additionally, for students studying English General, a course entitled 'Contemporary India: Women and Empowerment' is offered. The purpose of this course is to familiarize students with the multifaceted aspects of gender issues and women's empowerment in India.
- To promote awareness among students regarding environmental and sustainability issues, a compulsory subject titled 'Environment Studies' is included in the curriculum for all semester-I students. This course aims to provide an introductory understanding of environmental issues and discourse and cultivate strategies to mitigate their impacts.
- Furthermore, the institution organizes a variety of activities such as seminars, workshops, special lectures, observance of Environment Day, Health Awareness Camps, tree plantation programs, and observation of Swatch Bharat Day, to instill sensitivity among students towards environmental and sustainability issues. These activities take place annually and actively encourage student participation.
- The National Education Policy 2020 in India endeavors to foster the development of students by incorporating professional ethics, gender sensitivity, human values, environmental awareness, and sustainability. The curriculum at the University of Gour Banga underscores these subjects, with all departments striving to attain these goals.

File Description	Document
Upload Additional information	View Document

1.3.2	
Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)	
Response: 19.29	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 232	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1	
<i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i>	
Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 56.09

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
585	855	472	586	674

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1165	1165	1165	1080	1080

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 47.3

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
210	285	188	259	260

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

2022-23	2021-22	2020-21	2019-20	2018-19
523	523	523	486	486

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 60.15

2.3 Teaching- Learning Process

2.3.1

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

Response:

Today, it is imperative that students acquire and master contemporary technologies to adequately prepare themselves for the professional realm. As a result, teachers are incorporating technology into conventional instructional methods to effectively involve students in long-term learning. The educational institution employs Information and Communication Technology (ICT) to support, enhance, and optimize the delivery of education. Within the institution, there is a single ICT-enabled classroom that is equipped with projectors and desktops, providing students with a more immersive learning experience. Teachers commonly utilize smart boards and PowerPoint presentations to facilitate interactive sessions and promote an enjoyable learning environment. Additionally, teachers incorporate documentary videos and video lectures, while students are provided with links to access e-content from various websites for research purposes. During the pandemic, Zoom, Google Meet, WhatsApp Group were used along with video displays for webinars and website where faculty and students enhanced their skills and knowledge.

The institution utilizes the following ICT tools:

1. Projectors: There is one projector available in the College.
2. Smart Board: A single smart board is installed in the Dr. APJ Abdul Kalam Hall, complete with a microphone, projector, cameras, and computer system.
3. Online Classes: Online classes are conducted through platforms such as Zoom, Google Meet, and Google Classroom.

Faculty members utilize ICT in the following ways:

1. PowerPoint presentations: Faculty members are encouraged to incorporate PowerPoint presentations into their teaching using LCDs and projectors.
2. Registration and counseling: Google Forms are utilized for activities such as NSS enrollment, registration for banking quizzes, and workshop participation and enrollment for currier counselling.
3. Video Conferencing: Counseling sessions for students are conducted using applications like Zoom or Google Meet.
4. Video lectures: Recorded video lectures are made accessible to students for long-term learning and future reference.
5. Workshops: Teachers utilize various ICT tools to conduct workshops, seminars, and special lectures.

This comprehensive approach to integrating ICT in education ensures a dynamic and engaging learning environment for both students and faculty.

Harishchandrapur College has its Facebook page, YouTube Channel and NSS has its own Facebook page and Twitter account. Various college programs, event photos, and videos are uploaded on these pages for easy access by students and other interested audiences.

Some departments organize field trips and excursions as part of their course curriculum. For instance, the Department of History conducts an Educational Tour annually. Additionally, certain departments arrange field visits to complement classroom learning. For example, the Department of Political Science engages

in mock Parliament sessions at the district level. These field visits provide students with firsthand learning experiences aligned with the department's course curriculum.

The Nature Club at the college fosters awareness about the significance of protecting and preserving nature and the environment. The NSS unit of the college remains active in conducting various extension and outreach programs, providing students with a platform for increased participation and motivating them to engage in voluntary community services.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 85.88

2.4.1.1 Number of sanctioned posts year wise during the last five years

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 71.23

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	12	11	3

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The College has established a transparent internal assessment system for students, aligned with the marks distribution guidelines of the University of Gour Banga, Malda. Over 30 percent of the total evaluation marks come from the College, directly influencing the final mark sheet under ‘Internal’ and ‘Tutorial’ components. The distribution is as follows:

Internal Component: 10 marks

Tutorial Component:8 marks

Theory Component: 32 marks

Internal Assessment:

Internal assessment schedules are detailed in the Academic Calendars. The Examination Committee, collaborating with the Academic Committee, methodically plans and announces routines, submission dates for question papers, and ensures secure handling. Schedule changes are communicated via the college website and WhatsApp groups. Departments inform students about syllabus portions, question patterns, and project presentation schedules well in advance. Some exams use self-assessment forms for transparency, allowing students to view their scores immediately. Adequate invigilators and surprise checks ensure integrity. Improvement tests and make-up exams are offered.

Assessment Process:

1. **Internal Examinations:** Departments conduct internal exams, including written tests and viva-voce, ahead of final exams, allowing ample preparation time.
2. **Tutorial Assessment:** Following internal exams, departments assess students for the Tutorial component.
3. **Marks Upload:** Marks for Internal and Tutorial assessments are uploaded to the University's portal to ensure accuracy in the final mark sheet.

Pandemic Adjustments:

During the pandemic, internal assessments were crucial, aligning with UGC and University guidelines. Attendance and test components were removed, and assessments relied solely on assignment-based continuous evaluation. Regular, punctual assignment submissions led to higher scores. Internal exams, combined with previous semester marks, facilitated the promotion of intermediate semester students to the next level during the 2021-22 academic year.

External grievances:

The University conducts Semester End Examinations. Students, after fee payment, receive admit cards verified by the Head of Institution. The college addresses discrepancies, and exam details are announced in advance. Question papers follow the Board of Studies' guidelines. Adequate invigilators and surprise visits prevent malpractice.

Grievance Redressal Mechanism:

Internal grievances:

Internal assessments are announced in Academic Calendars and organized by the Academic Committee. Departments provide syllabus details and schedules. Internal exams feature self-assessment forms for transparency and immediate score viewing. Adequate invigilators and surprise checks ensure integrity. Improvement and make-up tests are available. Marks for Internal and Tutorial assessments are uploaded to the University's portal. During the pandemic, adjustments made internal assessment solely assignment-based, omitting attendance and tests. Internal and previous semester marks promoted students during 2021-22. Grievances are addressed first by the department head, then by the Principal/TIC, ensuring a transparent process with no grievances reported.

University Examination Grievances:

For University-conducted exams, students can apply for re-assessment through the appropriate channel after the University's notification. The College supports logistical arrangements for re-assessment applications. The HOI handles University-related grievances.

This structured and transparent assessment process, with thorough grievance redressal mechanisms, ensures fairness and clarity for all students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Harishchandrapur College offers 4 undergraduate Honours programs and 10 General programs in the Arts stream. The program structure and syllabus of the college are provided by the University of Gour Banga, Malda, through the Executive Council and the Departmental Board of Studies. As an affiliated college, Harishchandrapur College enforces the undergraduate programs in accordance with the directives of the university. Due to the absence of specified learning outcomes by the university for these programs and courses, the college departments formulate their own program and course outcomes, following the standards established by the University Grants Commission (UGC). The formulation of these outcomes takes into consideration various hierarchical models of educational learning objectives, concentrating on the cognitive domain. Each undergraduate Honours programme within a specific discipline has detailed program outcomes (POs) and course outcomes (COs) meticulously developed by the departments for all courses offered over six semesters. Similarly, course outcomes are designed for all General courses in the three-year undergraduate General program. The college monitors learning outcomes starting at the department level, followed by review by the Academic Committee, and finally by the Internal Quality Assurance Cell (IQAC). Subsequently, the outcomes are displayed on the college website, ensuring transparency and accountability in the achievement of learning objectives. Physical copies of the POs and COs are available in the respective departments. The course outcomes are an essential component of the lesson plans and are communicated to students at the onset of each course. This dissemination ensures that students comprehend the objectives and expectations for each course, which facilitates their academic planning and performance. The publication of program and course outcomes proves particularly advantageous during admissions, as it equips potential students with crucial details to make informed decisions regarding their chosen programs of study. These outcomes help students in selecting within the Choice Based Credit System (CBCS), aligning their academic pursuits with personal inclinations and vocational aspirations. The assessment method used by faculty to gauge the achievement of program and course outcomes primarily adopts an indirect approach. This methodology encourages students to self-assess their learning outcomes, furnishing valuable feedback to faculty for enhancing teaching methodologies. The ongoing assessment of learning outcomes enables faculty members to adjust and enhance their instructional approaches, ensuring that the curriculum delivery is efficacious and in accordance with the intended educational objectives. In essence, the strategy employed by Harishchandrapur College in formulating and disseminating program and course outcomes is geared towards enriching the educational journey for students. By offering lucid and accessible information on learning objectives, the college bolsters students in reaching their academic aspirations and acquiring the requisite knowledge and skills for their forthcoming endeavors. The process of continual evaluation and adjustment guarantees that the teaching methodologies maintain their

effectiveness, cultivating an atmosphere of perpetual enhancement and scholarly distinction.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The assessment of Programme Outcomes and Course Outcomes (COs) is a crucial academic activity, essential for evaluating the learning achievements of students. It is an ongoing process that aids in enhancing teaching, learning, and evaluation, ensuring the effectiveness of the educational environment. This evaluation is pivotal for determining whether students have achieved the desired course outcomes and objectives. At the institutional level, the evaluation of the attainment of POs and COs is conducted using both direct and indirect methods, which collectively contribute to improving the educational quality of the institution and the graduates it produces.

Direct Method:

The direct method involves the systematic preparation and assessment of learning outcomes across all programs and courses. Initially, specific program outcomes, course outcomes, and objectives are established for different courses. The attainment of these outcomes is then measured through various methods, including result analysis and the collection of direct evidence of student learning. These methods include:

- 1. Result Analysis:** This involves analyzing student performance in university and internal examinations. The attainment levels for each course are calculated and compiled in a result analysis report of the College. This report serves as a key indicator of the effectiveness of the teaching and learning processes.
- 2. Evidence Collection:** Evidence of student learning is gathered through various means such as assignments, projects, practical work, demonstrations, and skill assessments. This evidence is used to directly measure the attainment of the defined outcomes. The evaluation includes not only academic performance but also the development of skills, attitudes, and competencies relevant to the course.
- 3. Examination Performance:** The attainment of POs and COs at the undergraduate level is assessed primarily through examination performance. The contribution of university examinations is significant, accounting for 80% of the assessment, while internal examinations contribute the remaining 20%.

Indirect Method:

The indirect method involves collecting feedback from students at the end of each course. This feedback provides valuable insights into the students' perceptions of their learning experiences and the effectiveness of the course in achieving its outcomes. Key aspects of this method include:

1. **Student Feedback:** Students are requested to provide feedback on various aspects of the course, including the content, teaching methodology, and overall learning experience. This feedback is collected systematically and analyzed to identify areas for improvement.
2. **Continuous Improvement:** The feedback collected through the indirect method is used by the department and the college to enhance the quality of the educational outcomes. It serves as a vital input for making necessary adjustments to the curriculum, teaching strategies, and assessment methods to better meet the needs of the students and achieve the desired learning outcomes.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 87.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
231	271	364	279	144

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	271	364	297	303

File Description	Document
Institutional data in the prescribed format	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.38</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution, Harishchandrapur College, located in a marginal rural area, mainly educates students from economically backward backgrounds. Recognizing the challenges faced by these students, the college has established an ecosystem conducive to innovation and the promotion of Indian Knowledge System (IKS). The Indian knowledge system is included as part of the curriculum which helps the students to share the knowledge among different departments. The fully automated college library supported by KOHA software is utilized by students and faculty members including e-books and e-journals. This approach aims to empower students to think critically and creatively, transcending traditional rote learning methods.

Efforts to foster innovation and independent thinking include:

- Departmental seminars: Each department organizes regular seminars to encourage students to engage in scholarly discourse and develop their analytical skills.
- Field trips to historical and heritage sites: Students are taken on educational excursions to

historical and heritage sites, allowing them to experience hands-on learning and gain a deeper understanding of Indian heritage.

- Dissertation submissions: Students in the English and History departments are required to submit dissertation papers in their final semester. This enables them to explore their own ideas and receive guidance from departmental faculty.
- Interdisciplinary lectures: Special lectures are organized from various departments to expose students to diverse perspectives and stimulate independent learning.
- The institute organizes seminars on Intellectual Property Rights and research methodology to create awareness about research ethics and plagiarism and also encourages creativity and innovation among faculty members and students. The college actively discourages plagiarism among its staff and students and places a high priority on upholding a code of ethics for research and academia.

These initiatives exemplify the institution's commitment to nurturing innovation and promoting a holistic approach to education, evident in the trans-formative outcomes observed among its students.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	0	0

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**Response:** 0.35**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.35**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Over the past five years, our college has spearheaded a series of extension activities aimed at addressing diverse social issues in our surrounding community. These initiatives have not only sensitized our students to pressing social challenges but have also significantly impacted the overall development of our community.

One of our prominent initiatives focused on the prevention of vector-borne diseases through a comprehensive campaign on mosquito eradication and cleanliness drives. This program involved educating both students and local residents on the importance of maintaining clean surroundings to mitigate mosquito breeding grounds. Through awareness sessions and practical demonstrations, participants learned effective methods to combat mosquitoes, thereby reducing the incidence of diseases like dengue and malaria.

Additionally, our college organized campus and surrounding area cleaning camps on a regular basis. These camps mobilized students and community members alike to actively participate in cleaning drives aimed at maintaining cleanliness in public spaces. Such activities instilled a sense of civic responsibility among students, fostering a cleaner and healthier environment for everyone.

Another impactful initiative was our tree plantation program, where students actively planted and nurtured trees in the vicinity of the college and neighboring areas. This initiative not only contributed to environmental conservation but also raised awareness about the importance of green cover in mitigating climate change and enhancing biodiversity.

Furthermore, our college actively supported national campaigns such as "Beti Bachao Beti Padhao" and "Kanyashree," aimed at promoting gender equality and empowering girls through education and financial assistance. Awareness camps and workshops organized by our students helped disseminate information about these initiatives, leading to increased awareness and support from the local community.

Our efforts also extended to financial literacy and empowerment through initiatives like the "Student

Credit Card and Various Scholarship Awareness Camp." These programs educated students and their families about available financial aid options, encouraging higher education aspirations and reducing financial barriers.

Our college initiated the "Har Ghar Tiranga" program, promoting national pride and unity by encouraging households to display the Indian flag. This initiative fostered a sense of patriotism among students and community members, reinforcing national identity and values.

Collectively, these extension activities have had a profound impact on both our students and the surrounding community. They have sensitized our students to critical social issues, instilled a sense of responsibility and empathy, and strengthened community bonds. Through active participation and outreach, our college has contributed to the holistic development of our students while making a tangible difference in the quality of life in our neighborhood.

In conclusion, our college's commitment to community engagement through these extension activities has not only enriched the educational experience of our students but has also made a meaningful contribution to societal progress and well-being. We remain dedicated to continuing these efforts and expanding our impact in addressing emerging social challenges for years to come.

3.4.2

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

Response:

Every year the students of Harishchandrapur College actively participate in various competitive programs of district and state level. They have won several awards by participating in competitions like extempore speech competition, sports, recitation, music, quiz competition, youth parliament etc. Also the students and staff of the college go to different places and donate blood. It is worth noting that the strong competitive spirit of the students, active participation, unwavering dedication, are able to move their lives forward to the path of success. Below are the awards received by the stakeholders of the college in various fields.

- Individual award in extempore in Youth Parliament 2019.
- Award for Quiz team in Youth Parliament 2019.
- Individual award in 800 meter run for boys in Youth Parliament 2019.
- Individual award in 1500 meter run for boys in Youth Parliament 2019.
- Individual award in athletics in Youth Parliament 2019.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	0	08	01

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration**3.5.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 2

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

To support the overall development of the institution's students, the institute has consistently worked to deliver high-quality instruction and guarantee the holistic growth of the students. Our infrastructure is user-friendly, robust, and well-maintained, making it ideal for teaching and learning. The infrastructural facilities are as follows:

- The institute has large classrooms accommodating more than 100 students.
- The whole campus is under CCTV surveillance for safety and security.
- Wi-Fi enabled campus.
- The seminar/auditorium hall is utilized not only for conducting workshops, meetings, seminars, movie screenings, cultural activities and other educational activities, but also for teaching-learning activities.
- Two well-maintained laboratories namely Geography and Physical Education have been provided.
- The institute has a big central library where students and faculty members use it. Koha system software is used in the central library for proper library management.
- The institute has ten departmental libraries for each department apart from the central library.
- Computing facilities have been provided for the students in the central library as well as in the departmental library.
- A big playground is utilized for different sports activities of the college. Annual sports of the college has been organized every year in this ground. This playground is also used by other nearby schools.
- The College has two students' common rooms, one each for male and female students, providing different physical games.
- The College has two hostels run by the Minority Department, Govt. of West of Bengal.
- E-learning facilities is available in the institute from the central library for students and the departmental library for faculty members.
- The institute has well-maintained NSS room.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 3.54

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5.21866	0.75	0	1.161	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college has a library since its inception and it has been named after the name of Pandit Bidhusekhar Sastri who is a renowned son of the soil. The college library houses near about 3700 books of different subjects. The college authority is trying hard to make more books available in the library. A number of books on competitive examinations have been purchased so that the students can read for getting through competitive examinations at an early stage. There is a fair number of reference books in the library. The students get the opportunity to read newspapers and magazines in the library. The password for Economic and Political Weekly has been shared so that the students can read the soft version of the same using the computers in the library. The library system is fully automated by Koha LMS and facilitate the patron with OPAC services. The rise of ICT has broken the concept of the library as a closed space confined within the four walls and foregrounded the importance of E-resources. So, subscription to NLIST service (e-resources through INFLIBNET) be initiated soon by the college.

- Each department has a separate departmental library where students from a definite department can study in the library and also discuss with departmental faculty members.
- The Library Committee keeps an eye on the library's overall operations to ensure optimal performance. A significant portion of the student body consistently attends library sessions while being supervised by their individual teachers. During these sessions, the lecturers urge the students to visit the College library and gain experience working in libraries. In addition, teachers use library materials to prepare lessons and advance their own knowledge.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The IT facility of the college is developing to get an ideal level of perfection. The main objective is to achieve optimal usage by making use of the facilities that are accessible.

Details of the college's IT facilities are as follows;

1. The institute has desktops and laptops with internet facilities available for the students and employees.
2. In addition there are printers and scanners in the administrative section and also the Teachers' room.
3. The Institution has one projector and a seminar hall.
4. The College provided Koha Software for Library management and recorded the library books.
5. All the computers are supported by a 100 Mbps LAN and a 50-user capacity Wi-fi system.
6. Teachers can access the internet for their teaching-related works and research works from the computers kept in the teachers' common room. The computers become extremely helpful for the teaching-learning process and also help a lot to teachers for conducting their research.
7. There are some computers in the library for the students. The students can avail of internet facilities and access online resources from these computers for tutorial projects or dissertation projects available in the college library.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 300.75

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

Response: 4

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 1.22

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.65481	0.41044	0.0366	0.15325	1.19348

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 65.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
1099	1049	1038	1174	182

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

5.1.2

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

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

Response: D. 1 of the above

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

5.1.3

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

Response: 1.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	0	0	0	0

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 2.02

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	5	5	4	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
229	271	364	279	144

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0.08

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

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

5.3.2

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

Response: 5.2

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Harishchandrapur College has been formed with several members and has been participating actively in different programs of this college which created a healthy relationship with the present students. Alumni members also take classes for junior students as and when required. They also help them for guiding in different competitive examinations and higher studies. Registration of the Alumni Association has been initiated and the registration procedure for the association is in progress.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

To align our college's governance and leadership with our institution's vision and mission, the administration and staff have collaborated to devise several initiatives. The following are the strategies:

- The College has decentralized its entire operating system into multiple subcommittees where the teaching faculty and non-teaching staff collaboratively arrive at various decisions, which are then forwarded to the administration for further decisions and final approval. This is done in order to facilitate the various activities of our college while utilizing the available human resources. Through this process, our staff members can make a major contribution to the College's decisions.
- Although the governing body is the ultimate decision-maker but when it comes to our institution's practices and policies, a decentralized, collaborative, and participatory work system characterizes the institution's overall operation.
- When a significant decision is to be made that could affect the institution's employees as a whole, the principal calls a general, emergency, or urgent meeting of the staff council and the resolution(s) of such meetings are duly forwarded to the President of the Governing body for additional review, recommendations, and final approval. After that, Governing Body designate particular responsibilities to one or more pertinent subcommittees for the implementation of the decided upon matter.
- The College comprises five key subcommittees that execute decisions in a practical manner. The faculty and non-teaching staff members are represented on each subcommittee, and they schedule meetings regularly. When it comes to issues where students are directly involved, like sports or cultural events, the relevant committee sets up meetings with students to solicit their opinions. It also forms working committees with student representatives to make sure that student input is taken into consideration. The institute maintains both short- and long-term goals and objectives for academic growth and development. The strategic plans that have been developed are intended to realize the institution's administrative and academic development.

As NEP has been introduced from the session 2023-24, both the CBCS (those who got admitted under CBCS) and NEP courses are currently run by the institute. The IQAC recommended for the preparation of the Programme Outcome and the Course Outcome. Each course (both Honours and General) has components of Skill Enhancement Courses. The students come to know the outcomes and the skills they have acquired after the completion of their courses. The department of Geography and the Department of Physical Education take practical classes to develop practical skills in the learners.

Policy of Decentralization and Institutional Governance

- To run the internal administration, the Principal and the IQAC carry out the policies that have been approved by the Governing Body.
- Coordinating with the principal, IQAC, and department heads, a number of committees approved by the governing body take part in the academic, financial, and cultural activities of the school.
- The heads of several departments oversee the department's daily operations in close collaboration with the principal and IQAC.
- Teachers Council members provide creative ideas and actively to plans for improvement in both the academic and administrative domains.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Governing Body, comprising the Principal, Representatives from Teachers, Non-Teaching, and Students, and individuals selected by the Government and affiliating University, oversees operations in accordance with UGC, University of Gour Banga, and Higher Education Department statutes. The Principal works with the college's teaching and non-teaching staff to implement approved policies for internal administration. The IQAC plays a crucial role in developing development plans and policies, implementing them in the academic and administrative sectors to achieve the institution's goals.

Governing Body-approved committees carry out decisions made by the Principal and IQAC. The Academic Committee for Academic Excellence imbibes best practices to establish a high-quality academic environment for current and future students. The Admission Committee, Finance and Purchase Committees, Examination Committee, Library Committee, Promotion Subcommittee, and NSS, Sports Committee and Cultural Committee oversee the admissions process, grant use, and examinations. The Promotion Subcommittee handles teacher promotions. Students are encouraged to participate in social and cocurricular activities, as well as state and national contests.

As a State Government-aided college, the University of Gour Banga, the Higher Education Department, and the UGC have statutes referenced in the service rules and processes for the appointment of Principals and other teaching and non-teaching staff.

The following provides a summary of how well and effectively our college's institutional bodies operate:

Regular staff meetings are held by the governing bodies, the principal and the president, to maintain a democratic and cooperative environment. Equal weight is also given to recommendations made to the President and Principal by different subcommittees when formulating policies and plans of action.

The College Office, led by the Principal and the IQAC Coordinator, takes the required steps to guarantee faculty members' advancement and academic advancement.

To ensure that internal assessments and tutorial projects are completed on time, the Examination Committee, in collaboration with the Teacher's Council, maintains a simplified schedule.

The College Service Commission of West Bengal takes up matter of recruitment of new Assistant Professors.

In order to quickly fill open positions, the College Office, working with the Principal and the President, immediately transfers or creates new roles. It then notifies the West Bengal College Service Commission and the state's Higher Education Department.

The organization encourages its employees to take part in conferences, research projects, and publications.

Short term plan:-

- Managing the Career Guidance and Remedial classes.
- Purchasing books.
- Classroom renovation.
- Fully automated library
- Purchase of almirah for separate departments

Long term plan:-

- Extension of College building for smooth functioning of NEP curriculum.
- Development of playground.
- Renovation of boys and girls hostel.
- Applying for new subjects as major paper.
- Setting up smart classroom and improving the teaching-learning process.
- Tree plantation in college campus.

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

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

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies**6.3.1****The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression****Response:**

Our college has made every step to ensure that the teaching and non-teaching personnel have the greatest working circumstances available. In order to guarantee that none of the college's employees experience financial hardship, the college offers advance allowances through government funding until the state's Higher Education Department's monthly salary begins. With the above-indicated objective in mind, the College offers the following financial support to its staff:

- The staff's advance salary up until the government starts paying them. A college provident fund is run in accordance with applicable government guidelines under the GPF plan. In addition to financial support, the College offers its employees paid time off based on their needs and circumstances, adhering to applicable governmental regulations.
- The College has occasionally also made an effort to guarantee health services for the employees. In addition, our college works with the district/block administration to host Health Check-up Camps.
- The College invites faculty members to participate in a variety of activities aimed at fostering their professional development, keeping in mind the need to enhance their creative abilities as

educators. Teachers are encouraged by our college to take part in monthly seminars, conferences, symposia, refresher courses, short-term courses, faculty development programs, and orientation programs.

- The College offers Wi-Fi to its staff members, and enough LCD projectors are available for instructors to use in their classrooms.

Our college's staff members are subject to an efficient performance appraisal system. Staff members who are not teachers and teachers complete their corresponding appraisal forms regularly. The College offers a method for professors to submit their annual self-evaluations.

- Teachers' performance reviews are also very important for their CAS promotion.
- Promotion of teachers from SACT-II to SACT-I on completion of UGC qualification are done urgently. 10 years' service benefit of NTS are provided to NTS as per rules of the Government of West Bengal.
- From the academic year 2023-24, as per GB resolution (Memo No September/2023/05 dated 09.09.2023), it has been decided that financial help would be provided to the faculty members for presenting research papers in seminars/conference /workshops and for patent and copyright publication. Financial help would also be provided for non-teaching staff members for attending their related training programmes. Most of the faculty and staff members availed of these opportunities.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 8.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	3	2	0

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institution constantly makes sure that all government funds are applied for the appropriate cause promptly to mobilize the available funds for the college. One can mobilize in the following ways:

1. The government's salary funding for teaching and non-teaching staff is disbursed on a regular and comprehensive basis.

2. Full utilization of development funding to acquire a variety of college assets, such as a Xerox machine and generator.
3. Full utilization of the Smart Classroom funding. The College has several other resources in addition to funding, and the following is a remark on how they are used:
4. Games and sports are frequently played in the College's playground by the local population, particularly the younger demographic. Similar requests are made verbally on the playground by a few of the nearby schools. Nonetheless, the College declines to charge for this kind of use.
5. The College also has a conference hall with an integrated sound system.
6. Financial audits are regularly carried out by our college. Regarding the internal audit, a local district auditor receives pertinent information from the College office, particularly from the accounts staff. The local auditor then carries out the audit according to the protocol.
7. The college desired financial audits by person duly appointed by the DPI since its inception. As no response has yet been received from the government regarding external audit, for the smooth running of the administration, internal audit has been conducted for the financial years (2018-19, 2019-20, 2020-21, 2021-22, 2022-23) taking permission from the GB.
8. With regard to the external audit, the state government's Higher Education Department designates an auditor for the College from its roster of authorized auditors. The designated auditor pays the College a visit and performs audits in accordance with pertinent protocols.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The goal of IQAC is to raise the standard of both its administrative and academic operations. The following is how the cell is dedicated to organizing and carrying out the thoughtfully designed resolutions for the enhancement of the college's teaching and research environment:

- IQAC has encouraged teachers to use ICT in the classroom to provide a better and advanced environment for the teaching-learning process as well as for instructions.
- IQAC has made sure that all college buildings, including offices, library and other significant locations, have a working internet connection.
- IQAC has suggested several academic departments to host lectures. In partnership with IQAC, most of the departments organized a number of in-person and online lectures for students as well as faculty and

staff members to improve their teaching and learning methodology.

- IQAC organises lectures on Research Methodology and patents and copyrights for the faculty members to enhance research publication and to encourage patenting and copyrighting.

- IQAC has made sure that all departments organize seminars for students to help them develop a stronger research aptitude. Several programs have been organized each year in Student's week.

- IQAC has made the effort to display flexes and posters across campus to raise awareness among students about the need to maintain campus hygiene and appropriate conduct.

Every year, IQAC conducts Academic and Administrative Audits (using the AAA format), in which departments are required to complete a SWOC Analysis of their performance based on outcomes, research projects, the successful implementation of curricula, and the application of pedagogical approaches related to ICT. The IQAC provides the Departments with helpful feedback based on the audit, including recommendations for ways to improve internal quality. It offers suggestions on how the Departments should assess themselves and raise their standard globally to take on new challenges in research as well as academics.

- To support teaching and learning improvements, IQAC gathers feedback from stakeholders such as students, parents, staff, and alumni. This makes it easier to get an honest assessment of how well an institution is performing, particularly in the academic realm.

- IQAC routinely promotes the use of cutting-edge instructional approaches in addition to traditional methods like assignments, tests, tutorials, and field trips, such as PowerPoint presentations, projects, role plays, workshops, and movies.

- IQAC has made sure that the college is promoting and implementing a better waste management system. It has offered suggestions for the usage of distinct dustbins for the many waste kinds generated in the college.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Maintaining gender equality remains a formidable challenge in numerous rural areas of our nation. Considering the rural location of our college, the employees and administration have implemented a variety of initiatives in order to foster gender equality among the students.

The initiatives consist of the following:

- Our employees consistently handle student affairs without any discrimination based on gender. The attitude of each staff member towards the students is impartial and devoid of any bias or stereotype related to gender. The gender audit has been initiated.
- Our faculty members consistently encourage students to participate in various student activities, thereby ensuring equal representation of both genders in academic, sports, cultural, and NSS activities.
- Harishchandrapur College prioritizes student safety, particularly females, with CCTV surveillance in all entrances, pathways, libraries, offices, and other critical areas, ensuring constant monitoring and safety.
- Different sub-committees like the Women's Cell, Internal Complaint Cell, Anti-Ragging Committee and Discipline Committee have been entrusted to ensure a safe and inclusive campus environment for female students.
- During the general Orientation Programme, newly admitted students are educated about the significance of gender equality.
- Women's Health Awareness programme is being conducted in the college to raise awareness among female students about their mental and physical well-being.
- Dedicated common rooms for male and female students are provided on the campus.
- Our college ensures that eligible students get benefits from the different scholarships like Oasis, Swami Vivekananda, Chief Minister Relief fund, and Aikyashree fund of the West Bengal Government.
 - Suggestion boxes have been provided for the students in a suitable place on the campus.
 - Code of conduct for the students, teaching and non-teaching staff is followed. It is also displayed

on the college website.

- Each year, a significant number of female students are admitted to the college. This parity between female and male students exemplifies how the college's policies regarding gender equality have motivated female students to seek admission in our institution.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives

4. Beyond the campus environmental promotion activities

Response: B. Any 3 of the above

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

7.1.4

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

Response:

Our College is working to promote cultural, regional, linguistic, communal, and socioeconomic harmony that promotes an inclusive environment in the institution. An outline of these initiatives is given below:

- Our college organized and also organizes various programmes like celebration of Rabindra Jayanti, Republic Day, Saraswati Puja, International Environment Day and observation of the Birthday of Pandit Bidhushekhhar Shastri. These inspires students of all communities to participate in them. The co-operation of all the students and college faculties in those programmes is noteworthy.

- To eliminate the regional difference, the college faculties, both teaching and non-teaching, inspire the students to speak in colloquial Bengali and English languages in the college premises. They even show compassionate attitude towards those who sometimes speak their regional dialects. The continuous efforts have borne fruitful result. Moreover, the sympathetic and generous attitude shown towards the students by the college faculties help to eliminate regional difference.

- A noble effort to eliminate linguistic difference by the college is to celebrate “International Mother Language Day” every year. Students are asked and encouraged to speak either in Bengali or English as study materials and other resources are easily available in these two languages.

- The college authority is too sensitive towards communal matters being a multi-religion populated area. It observes and shows equal respect towards various religious functions, like Saraswati Puja, Recitation from the Noble Rabindra Sangeet on Jesus, Milad un Nabi etc. to maintain communal harmony and cultivate an environment of inclusivity. It is especially taken care that no student feels segregated due to his religion. The college itself has faculties and Governing Body members of various religions; and a cordial atmosphere is maintained so set an example before the students of communal harmony.
- To mitigate the efforts of socio-economic diversity among the students, each and every member of the college treats every student equally irrespective of his social and economic condition. The environment created in the college helps the students forget their distinctive social and economic conditions; and assimilate them into one community, i.e. student community. “Learner” is their only identity and “Learning” is their sole aim while in the college. The friendship bond that they form among themselves eliminates their separate socio-economic diversity even outside the college.
- The faculty members welcome all the questions from the class without any kind of discriminatory attitude. The office staffs are also very much aware of this inclusiveness.
- Additionally our College sensitizes students and employees to the constitutional obligations and various responsibilities as a citizen.
- Our College has emphasized on creating general awareness amongst the employees and students regarding the six fundamental rights and eleven fundamental duties mentioned in the Indian constitution.
- Our College celebrates National Constitution Day to create awareness about these rights and duties.
- Our college sensitizes the students for leaving the discriminatory mindset for the differently abled students.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title of the Project: Sauhardya

(All round development of nearby Pipla Madhyapara village through cordial relations with Harishchandrapur College)

Objective:

The main objective is to promote inclusive development in Pipla Madhyapara village, ensuring equal opportunities for all community members, regardless of background or status, to participate and benefit from development initiatives.

Context:

Harishchandrapur College observed a lack of progress among the residents of Pipla Madhyapara village. The village was afflicted by an unsanitary environment, preventable illnesses, illiteracy, child marriage, lack of education and the absence of proper support and guidance. From the very beginning of life of a child of this village, the children go to work to earn money. Based on all these issues, the college authority has been trying to develop the life of the people of this village in all respects for the last few years through different awareness programs.

Practices:

Harishchandrapur College is promoting environmental sustainability, health awareness, and social reform in Madhyapara village, focusing on cleanliness, tree plantation, water conservation, disease prevention, and women's education.

Harishchandrapur College launched a cleanliness campaign (Prevention of vector borne diseases – 03.07.2019), involving students and villagers, to promote hygiene, health, and educate villagers on the importance of cleanliness in preventing diseases.

The College initiated a tree plantation campaign in Madhyapara village, planting hundreds of saplings to improve soil erosion, air quality, and climate resilience, enhancing the village's aesthetic appeal.

Harishchandrapur College educated villagers on water-saving techniques, rainwater harvesting, and waste prevention to ensure sustainable water supply, mitigate scarcity effects, and promote responsible usage.

Harishchandrapur College organized health camps and awareness programs to educate villagers about preventive measures regarding child marriage and encourage women's education.

Evidence of Success:

The active participation of villagers in cleanliness drives, tree plantation activities, and water conservation efforts has resulted in significant improvements in the cleanliness, green coverage, and water management practices of the village. The implementation of health awareness programs has also led to a reduction in waterborne and mosquito-borne diseases. By arranging these programs, a trustworthy relationship has been generated among the college people and the village people. Now, the village people organizes different programmes with the help of the college and they are now aware about proper cleanliness, education, literacy and ill effects of child marriage.

Problems encountered and resources required:

While undertaking these various initiatives, the lack of human resources posed a significant challenge. Furthermore, village people believe child marriage is worthwhile, women's education is not necessary and child labor is not an offence. These beliefs are the main constraints for the progress of work. However, the college people sorted it out and they tried hard and did their job successfully.

Conclusion:

Sauhardya is a successful project at this moment of Harishchandrapur College. The people of Madhyapara village now believe that with limited resources and finances, they solve many problems through their dedication and honest efforts. Interactions between college people and village people are now dependable and a friendly relationship has been set up which ultimately helps the development of a remote village like Madhyapara, Pipla, Harishchandrapur, Malda.

Best Practice 2**Title of the Project: Learning from activities and peers (LAP process)**

(Learning from Co-curricular and extra-curricular activities, peers like senior students and alumni)

Objectives of the Practices:

Learning from different activities and from seniors and alumni have a great impact on students. It is now seen as not just passive, but also active, with learners constructing and solving problems individually or collaboratively. Co-curricular and extra-curricular activities play a crucial role in promoting holistic development and learning from senior college students and alumni prepare students for real-world challenges.

Context:

Co-curricular activities foster leadership, team integrity, and coordination skills among students, while also teaching them essential ethical values, cultural and religious perspectives, discipline, and college life ethics. It significantly contributes to students' holistic development and critical skills, enabling them to succeed and be happy in 21st-century life and workplaces, making their importance in college education immense. Extra-curricular activities provide youths with opportunities to connect with peers with similar interests, enhance time management skills, and explore new interests, ultimately preparing them for later life success. Many student's problems can be easily solved by seniors and alumni which takes much time with the college faculty members.

The Practices:

Harishchandrapur College aims to transform students into participatory learners by combining co-curricular, academic, and extra-curricular activities. The Departments of History conduct study tours for students every year, accompanied by college faculty members which helps them to learn from nature. Each year annual sports has been organized which help the students to learn positive competition, match-winning mentality, togetherness, and above all strong bonding among themselves in difficult situations. Peer learning is the usual practice of the college to arrange classes by seniors along with the alumni.

Alumni help the current students in their studies by sharing their real-world knowledge which is an effective learning process for college students. This two-way learning has been a good practice at this college. The cultural programme prioritizes holistic student development by incorporating extra-curricular activities into its academic calendar.

Evidence of Success:

Students of this college actively participated in different activities which helped them to do better results in academics. They show much interest in the classes of seniors and alumni. The attendance rate of the students in the classes also enhanced and they showed interest in these classes. Many students participate study tours in each year which is a very attractive part to them. Interest shown by the students to participate in sports and cultural activities for the last few years is notable.

Problem Encountered and resource required:

Due to its remote location, Harishchandrapur College frequently has issues with access to sufficient resources and technical supports. Therefore, social backwardness frequently gets in the way of people realizing their ambitions. In addition, they struggle to get the money needed to support their creative endeavors. In actuality, financial resources are always needed to further improvement of the teaching-learning process.

File Description	Document
Best practices as hosted on the Institutional website	View Document
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:

7.3 Institutional Distinctiveness

National Service Scheme (NSS) Unit-I, Harishchandrapur College

All round development of the students can be accomplished with the selfless participation of social work along with their class study. NSS unit of this college is constantly trying this selfless service to society with the students of this institute. The primary objective of the National Service Scheme Unit-I at

Harishchandrapur College is to foster community involvement and societal accountability among the student body. The unit emphasizes qualities such as understanding, cultural acumen, effective guidance, democratic principles, collaborative efforts, tenacity, and national cohesion. Furthermore, the unit actively promotes substantial exchanges and dialogues concerning pertinent societal matters, thereby empowering students to champion the cause of social equity and effect a constructive transformation within the community.

The key points outlining the **priorities** and the **thrust** area of the National Service Scheme (NSS) NSS Unit-I, Harishchandrapur College are as follows:

- NSS Unit-I, Harishchandrapur College **prioritized community development initiatives** that aim to uplift marginalized and underprivileged communities, with a specific focus on projects related to infrastructure development, access to basic amenities, and livelihood enhancement programs. The objective of these endeavors is to enhance the standard of living for community members. NSS Unit-I, Harishchandrapur College has selected Pipla Village, Harishchandrapur, adopted village for carrying out community development activities.
- NSS Unit-I, Harishchandrapur College is committed to **addressing the needs of vulnerable populations, including children, elderly individuals, persons with disabilities, and those living in poverty or facing social exclusion**. The organization actively engages in various social service activities, such as organizing welfare programmes, providing assistance to orphanages and old-age homes, and facilitating access to education and healthcare services.
- NSS Unit-I, Harishchandrapur College is dedicated to empowering young individuals to become **active and responsible contributors to society**. Through leadership development programs, skill-building workshops, and volunteer opportunities, NSS Unit-I, Harishchandrapur College encourages youth engagement in community service and civic participation. This fosters a sense of social responsibility and leadership qualities among the participants. Additionally, the Unit has initiated a program named "Safe Drive, Save Life" to promote road safety. However, the rural setting of the college presents challenges due to limited human resources for organizing NSS Unit-I, Harishchandrapur College activities.
- NSS Unit-I, Harishchandrapur College acknowledges the significance of **environmental sustainability and actively promotes** initiatives aimed at safeguarding and conserving natural resources. These initiatives include tree plantation drives, cleanliness drives, and awareness programs on pollution, yoga, health awareness like AIDS, environment conservation. The goal of these activities is to instill a sense of environmental stewardship among young individuals and community members. This unit has recently conducted a tree plantation program to enhance the beauty of the campus and create a more environmentally-friendly atmosphere.
- NSS Unit-I, Harishchandrapur College places considerable emphasis on **promoting health and hygiene practices** within communities to prevent diseases and improve overall well-being. This includes organizing health camps, awareness workshops, and vaccination drives, as well as advocating for sanitation and hygiene practices to ensure access to clean water and sanitation facilities. This unit organizes blood donation camps to address the issue of blood scarcity, although the efforts have been impacted by the COVID-19 crisis. Furthermore, the NSS Unit-I, Harishchandrapur College conducts regular cleanliness drives and Swachh Bharat Abhiyan in campus as well as in adopted village, Pipla to maintain cleanliness both within and outside the campus. Awareness camps on seasonal diseases like Dengue are also conducted by the NSS Unit-I, Harishchandrapur College in Pipla village. Additionally, the NSS UNIT-I, NSS Unit-I, Harishchandrapur College organize free health check-up camps to ensure the well-being of its students and the surrounding community. First Aid awareness camps are conducted to educate

students about primary remedies for various health problems. The Unit has also supported the organization of vaccination camps for COVID-19. Furthermore, the NSS Unit-I, Harishchandrapur College conducts campaigns to raise awareness on Tobacco Free Campus about the negative effects of smoking. Recently, active volunteer from the NSS Unit-I, Harishchandrapur College participated in an Adventure camp in Narkanda, Himachal Pradesh (H.P). Dr. Bhupen Ghimirey, NSS Programme Officer, Harishchandrapur College used as the contingent leader for NSS adventure camp, Narkanda, HP from the state of West Bengal.

Major Thrust area

- The unit actively engages with the local community to understand their needs and aspirations. By implementing projects and initiatives tailored to address local issues and challenges, NSS Unit-I, Harishchandrapur College fosters a sense of ownership and participation among residents, promoting sustainable partnerships and positive change at the grassroots level.
- Recognizing the transformative potential of young people, NSS Unit-I, Harishchandrapur College empowers students to become leaders and change agents within their communities. Through workshops, training programs, and values-based education, the unit cultivates social responsibility, empathy, and compassion among youth, nurturing a generation of engaged citizens committed to making a difference.
- NSS Unit-I, Harishchandrapur College promotes a culture of volunteerism and service, encouraging students to actively contribute to societal welfare. By organizing volunteer projects and community service activities, the unit addresses pressing social issues while recognizing and celebrating the invaluable contributions of volunteers in driving positive change and inspiring others to join the cause.
- Capacity building is integral to NSS Unit-I, Harishchandrapur College Unit-I's mission, as it equips students with the skills and competencies needed to address emerging challenges effectively. Through training, support initiatives, and networking opportunities, students develop leadership abilities, communication skills, and project management expertise, enabling them to become effective change agents and leaders within their communities.

The NSS Unit-I, Harishchandrapur College at Harishchandrapur College demonstrates a strong commitment to community development, social service, youth empowerment, environmental sustainability, and health promotion. Through tailored initiatives and partnerships with the local community, the unit addresses pressing issues while fostering a culture of volunteerism and social responsibility among students. By equipping youth with essential skills and fostering collaboration with various stakeholders, Unit-I strives to create lasting positive change and empower individuals to become effective leaders and change agents within their communities.

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

5. CONCLUSION

Additional Information :

- The Department of Philosophy of the institute has got ICPR grant (Rs. 30000/-) first time in the year 2023-24 to organise National Seminar.
- All the faculty members of the institute hold either Ph.D or pursuing Ph.D.
- Special lectures as well as seminars and conferences are conducted on a regular basis so that students can enhance their knowledge globally.
- From the academic year 2023-24, the institute provides financial support to faculty members for attending and presenting research papers in seminars and conferences. Faculty members are also encouraged to publish copyrights for their recognition of innovative ideas.

Concluding Remarks :

Harishchandrapur College though is situated at a remote place in the Malda district, still, all faculty and staff members are constantly trying to upgrade the college in all respects. The surrounding rural area has benefited greatly from the College's educational and general development. Faculty members are always in touch with the students apart from class hours so that students can get help from them in all troubles. The institute is trying to involve students in different curricular and extracurricular activities so that students can benefit from all aspects of life to become good citizens of our country. Due to the lack of an appropriate communication system, the residents of Harishchandrapur and the neighboring villages could not get access to higher education. The presence of Harishchandrapur College has greatly helped this circumstance by providing a variety of amenities and high-quality education closer to the people living in these isolated places. In the next ten years, the college hopes to become more noticeable on the national education map of our nation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 1 Answer After DVV Verification :0</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	50	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	0	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 247 Answer after DVV Verification: 232</p>																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>21</td> <td>21</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>21</td> <td>11</td> <td>11</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	21	10	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	11	11
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	21	21	21	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	21	21	11	11																	

2.4.2 **Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	12	12	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	12	11	3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	05	00

Answer After DVV Verification :

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

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

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	0	13	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	0	08	01

Remark : Values have been updated as per the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.43	0.75	0	1.161	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.21866	0.75	0	1.161	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.95	2.09	4.07	2.13	1.82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.65481	0.41044	0.0366	0.15325	1.19348

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Input has been updated as per the supporting documents.

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career**

counseling offered by the Institution during the last five years**5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
463	162	40	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
77	0	0	0	0

Remark : Values have been updated as per the attendance sheet provided by the HEI however DVV partner observed that HEI has not provided the year-wise list of students attending the schemes duly certified by the head of HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years**5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	10	4	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	5	5	4	0

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

Answer before DVV Verification:

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

5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p><i>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 604"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 683 1046 815"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	01	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	01																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p><i>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1099 1046 1232"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>6</td> <td>5</td> <td>17</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1310 1046 1442"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>2</td> <td>6</td> <td>6</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	12	6	5	17	18	2022-23	2021-22	2020-21	2019-20	2018-19	6	6	2	6	6
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	6	5	17	18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	6	2	6	6																	
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above</p>																				
6.3.3	<p><i>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</i></p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional</p>																				

development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

6.5.2

Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: D. Any 1 of the above

Remark : Input has been updated as per the supporting documents.

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: C. 2 of the above

7.1.3

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

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 21 Answer after DVV Verification : 20</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>21</td> <td>21</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>10</td> <td>3</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	21	3	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	20	10	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	21	21	21	3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	20	10	3																	