

SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

TURKU HANSDA LAPSA HEMRAM MAHAVIDYALAY

VILL-MADIAN, P.O-GANPUR, P.S.-MALLARPUR, DISTRICT-BIRBHUM,
PIN-731216, WB
731216

www.thlmahavidyalay.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

This institution was established in October, 2006 {vide G.O No. 854 – Edn. (C.S.) dated 27.10. 2006} by the Higher Education Department, Govt. of West Bengal and had received its affiliation under the University of Burdwan of West Bengal. After the first cycle of NAAC in 2016, this institution endeavours to participate in the second cycle of NAAC after the proper submission of this Self Study Report.

The College has been named in the memory of the two leaders of the local Santal community – Turku Hansda (1907- 1973) and Lapsa Hemram (1916- 1986), who belonged to tribal families of this area and had eventually turned into famous tribal leaders of this district by their active contribution in significant Peasant movements. The name as well as the location of this College evokes the presence of the tribal flavour in the cultural unconscious of this institution.

The College is situated in a plot of about 24417.61 sq.m (built up area 12078.8 sq.m) land – 4 km away from Mallarpur Railway Station. There is an irrigation Canal in the Western wing of the College narrowly streaming beside the greeneries of the Shal and Mahua trees of the Ganpur forest. Two villages named Madian and Mehednagar can be found in the Southern part of the College. The Northern boundary of the institution faces the National Highway (NH 60 which is also known for connecting Raniganj to Morgram) which serves the purpose of connecting the College with the nearby populated zones. The eastern end of this institution has the green and yellow range of agricultural fields of the villagers..

The institution has a total number of 41 teachers in the 12 Departments among which the Honours Course in Philosophy is a significant new incorporation after the first cycle of NAAC was over in 2016. Along with this academic enhancement the introduction of the NCC in 2021 was another major achievement for this institution's well being. The IQAC of this College has been functioning at its fullest since 2014.

Vision

The institution had come into being with the primary aim of imparting higher education to the aspiring learners of the surrounding areas in 2006. It has been incorporating the basic tenets of transmitting value- based education to the next generation learners through the establishment of strong relationships among the primary stakeholders of the College.

The institution has the vision of becoming one among the most trusted educational institutions in its pursuit of excellence by working on the principles of diligence and harmony with good faith to overcome the hurdles arising in its way. Although situated in a predominantly tribal area, the institution which is keen on maintaining and protecting the vision of widespread diversity and disciplined democracy among all its students, envisions the dream of developing an ambience of dignified liberty by inculcating qualities like honesty, tolerance, confidence, self- righteousness, compassion, perseverance and humility among its learners.

The vision of this educational institution is also reflected in its emblem which has the Sanskrit word 'Jyotirgamaya' inscribed on it to communicate its visionary message for all. The meaning of the word is 'Lead us to Light' and this is indeed the central motto and purpose of this educational institution's existence. This

institution thus accepts the responsibility of becoming the emissary of guidance towards light for its students by providing a homely atmosphere in and around its campus. The College also aims to provide education with extra care and commitment for the diverse set of learners without any discrimination of any kind to establish a learner friendly atmosphere so that they can experience a growth in the level of their confidence and become competent enough to face the upcoming challenges of their lives inevitable in a fast changing world in spite of having originated from humble family backgrounds. This educational institution thus hopes to be a messenger of optimism through its endeavours of imparting quality education for its learners through a combination of methods and practices that can promote integrity and self reliance among all the primary stakeholders of the College.

Mission

The institution is dedicated towards the goal of achieving the above mentioned visionary targets through a set of policies and practices:

- A good relation is maintained between the administrative body of the College and that of the University which is the parental body of this institution.
- Motivating the tribal community students towards a path of freedom and uplift through a strict policy of eradicating all kind of discriminations within the peer groups of the College and a limited amount of predominance is enjoyed by them through the imparting of some amount of autonomy to the respective departments and sub- committees regarding their participation in all kind of programs and events of this institution.
- Practising an egalitarian attitude towards each and every learner getting enrolled in this institution by allowing them to voice their concerns regarding intra- College and intra- departmental activities, without losing the disciplinary mechanism of the institution at the same time.
- Providing financial support to the socially, economically and morally backward set of students to encourage inclusion without discrimination by making them aware of the various types of financial aids which are available from the State and Central Governing agencies.
- Following a well established information and feedback system for the students, teachers and non-teaching staff members in each Semesters so that they can be aware of all kind of curricular and extensional activities being practised within the College
- Formation of statutory bodies and other administrative sub- committees which are supervised and monitored by the IQAC and the Head of the institution to ensure a smooth mechanism of the College.
- Increase awareness about various subjects beyond their curriculum among the young learners through extensional activities and outreach programs like Seminars, invited lectures, field works, study trips and community building programs by volunteers of NSS and NCC Cadets of the College.
- A minimum Nature invasive policy is preached and practised in the educational approach of the institution to develop an eco friendly consciousness among the people of this institution.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The moral support of the students and the staff members of this institution in all kind of activities.
- The only College in the District which has been successful in the incorporation of a marginalised

section of the society into the mainstream by having the Santali department with more than 100 students and an adequate set of efficient teachers to guide them through.

- A convenient position of the College beside the Highway which connects it to the nearby places from which learners and staff members can reach to maintain the rich diversity of the College culture.
- A democratic, non- interfering and hassle free learning and working atmosphere can be maintained in the institution.
- Joint participation of teachers and students in all kind of Cultural and co- curricular programs irrespective of any discrimination in class, religion or gender.
- Decentralisation of the administration to avoid the chances of framing biased policies based on prejudicial judgements of the administration.
- Efficient, dedicated, hardworking and creative teaching staff members to improve the process of teaching and learning in the institution
- CCTV covered campus to ensure safety and security for all.
- A blended mode is followed for the circulation of all notices and information regarding all kind of activities and other important events to avoid confusion.
- ICT enabled classrooms for making PPT and Seminar presentations.
- A strong administrative body with the Head of the institution at its centre to look after the administration
- The IQAC keeps a track of the quality enhancing initiatives of the institution to lead it towards the goal of becoming a messenger of optimism and hope for its people.
- Extensional activities and outreach programs are carried by the NSS and NCC units of the College with students participating in all events with great enthusiasm.
- Ragging free Campus and a strong inter- personal relationship among all stakeholders of the College are maintained to ensure a positive growth of the institution in future

Institutional Weakness

Although this institution has a number of strong features to help it in the materialization of its visionary aims and objectives, there are significant areas which require further attention to improve its overall performance.

- Poor admission rate in the Science departments of the College. Lack of enrolment of new learners for Courses in Mathematics, Physics and Chemistry is a disturbing issue for the institution.
- Shortage of Teaching Staff in the Science departments and a few other subjects like Philosophy and Physical Education is another weak area which needs development.
- The institution also feels disheartened about the dropout rates of enrolled students. Many learners are unable to continue with their education due to their socio economic background and lack of family support in certain cases as well. In spite of repeated efforts made by the teachers of the institution, it is difficult to obtain a zero dropout rate among students admitted in this College.
- One of the major weaknesses of this institution is the lack of Government funds which makes it impossible to think about major developmental or innovative additions to the architectural, curriculum and administrative sections of the College.
- Lack of permanent staff members in the library and science laboratories is another area of weakness which is necessary to improve for increasing the number of students in the Science departments.
- Although there is a registered Alumnus, a lack of employed alumni members over the years is another discouraging issue.
- The institution being an affiliated one under the University of Burdwan, difficulty is faced in bringing Research Projects or initiating Professional Courses for students owing to lack of financial support.

Institutional Opportunity

- The institution is a great opportunity for the underprivileged learners of the surrounding areas particularly girl students who would not have dreamt of getting the chances to aspire for higher education owing to the unavailability of any such institution in their locality.
- Clean and green campus to promote environmental sanctity.
- Peaceful environment to promote introspective self learning during inactive hours.
- Ragging free and surveillance oriented campus to allow a healthy intermixing of peers.
- Wi- Fi enabled campus to work on the web by teachers and students.
- Well trained Faculty members joining from all over the state to add to the academic and cultural enrichment which serves as a good exposure to the young learners of the institution.
- The students can avail the financial supports provided by the Government through scholarships granted for their educational needs. Few students also have the opportunity of availing a deduction in their tuition fees granted by the institution on particular grounds.
- Various Add on Courses and Skill development courses provide the opportunity to acquire extra knowledge by the students beyond their scheduled curriculum.
- The learners get a wide exposure to Community problems and relevant social issues from a young age through their participation in NSS and NCC programs.
- Students are made aware about jobs and other opportunities through training programs arranged by the institution.
- The incubation centre helps in the spreading of entrepreneurship ideas through awareness programs on various locally available opportunities of small start ups.

Institutional Challenge

- To motivate the students for working diligently in their lessons and assessments by increasing the rate of their presence in the College. To improve the intellectual and technological skills of the students and also improve their communication skills. Reduce the dropout rates among students of the institution and Build the confidence of the underprivileged group of learners to compete in various State and National level job oriented examinations.
- Increase the enrolment of students in the Science departments of the institution by reaching out to the feeder schools of nearby area. There is a lack of interest among students of the locality about keeping Science based subjects in their Undergraduate Course.
- Increase the possibility of conducting professional and skill development courses for upgrading teachers and students.
- To draw funds from available external government and non government bodies to ensure implementation of standard quality infrastructural developments in future.
- Increase the number of technical equipments of the College in order to aid the students and staff members with enough resources to work with.
- Performance of tasks within scheduled time often becomes difficult due to frequent disturbances in power supply within the institution because of it being located within the forest area of the place.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being affiliated to the University of Burdwan, Turku Hansda Lapsa Hemram Mahavidyalay adheres to the rules as prescribed by the University in all its curricular aspects. It integrates the University prescribed syllabus for the 12 Courses without having the freedom to make any manipulations in the Course structure. Each session begins with the preparation of a well planned academic calendar by the IQAC and circulation of the same through meetings and the College Website. Academic activities like working weeks, tentative holidays, internal assessment periods and annual functions are documented in this Calendar which follows the University academic calendar. Once the admission process of new students sets in, a well structured Central Routine is prepared by the College Routine Committee and is handed over to the Departments for management of their own slots accordingly. The next step involves the distribution of the syllabus among the teachers of the departments by the respective heads of the Departments. Lesson Plans for the curriculum consisting of the tentative details of the academic and extensional activities for each Semester are also developed. Constant guidance of teachers through the mentor- mentee programmes, tutorials, quiz, student seminars, departmental study tours and picnics etc are also integrated into the curriculum. The institution also arranges Add on Courses, Soft Skill Courses, cultural programs, Community development programs as a significant part of the Curriculum. The College Library is well equipped with relevant books and other resource materials for the effective implementation of the curriculum by the teachers and students of the institution.

Teaching-learning and Evaluation

This is primarily an under graduate co- educational institution holding Teaching, learning and evaluation to be its basic responsibility among all other activities. The highly qualified teachers of this institution have always been striving for the maintenance of a uniform standard in the pedagogical sector by adopting innovative techniques while implementing modifications for the Semester pattern under the UG- CBCS scheme since 2017.

The process involves organisation of introductory lectures known as Ice- breaking sessions by the IQAC Coordinator or the Head of the institution in which the newly admitted learners get acquainted with their Course, the ambience of the College, the teachers, the evaluation process, the code of conduct and the prescribed set of rules and regulations of the institution, other academic and extra- curricular activities etc. Teachers use traditional chalk and duster methods and ICT enabled smart classrooms for PPTs and online resources in their teaching hours. Participative learning is ensured through student participation in field based activities and project works, cultural programs and sports. Student Seminars, Add on Courses enhance the learning ability by allowing indiscriminate peer based intermixing during such events. The teachers and students became adept with the online mode of teaching during the Pandemic period. The Program and Course Outcomes are displayed in the website

The institution follows a transparent system of evaluation under the active role of the Exam Cell implementing time- bound effective measures for the completion of internal assessments and its evaluation process before the commencement of the University examinations.

Research, Innovations and Extension

Being situated in a turmoil free tranquil space of peace and serenity with a well equipped library, THLH Mahavidyalay provides ample scope of self study for the faculty members and students of the College during the idle hours of their stay in the institution. Since this is an Undergraduate educational institution affiliated to the University of Burdwan, it is unable to offer any independent Research Projects for learners. It is however committed towards the expansion of the spirit of creativity and enquiry among its students by making them participate in self study oriented topics through student seminars and field projects or assignments in various subjects and innovative introductory courses for willing participants. The Teachers are always encouraged to upgrade their academic propensity through participation in National and International Seminars and publication of Scholarly papers in articles, journals and books. The faculties have been successfully contributing in this direction through Seminars, papers and workshops. National and International Seminars are also arranged by several Departments in collaboration with the IQAC. Teachers acquiring their Doctoral degrees or any such achievements are felicitated by the annually. The Research Cell, the IPR Cell and the Incubation Centre of the college work towards the promotion and maintenance of a research oriented ambience in these institutions.

Extensional activities are carried out by the NSS and NCC through the arrangement of outreach programs like awareness camps and Seminars on health issues. Community benefit is ensured through the celebration of National important days like Earth Day, Clean India Programs, health awareness camps in College and adopted villages.

Total of 22 MoU has been signed with different educational institutions and 01 MoU has been signed with an NGO.

Infrastructure and Learning Resources

Although this institution cannot boast of having a splendid infrastructure from the beginning or of having been able to make many large developments due to the lack of availability of Government funds, since the last five years, it has however been able to maintain a striking balance between the natural roughness and its architectural imperfections. A beautiful garden 'Lumbini', the water body 'Anutoya', the vehicle stand, the Canteen, the Santali boys hostel and a canopy of few greeneries performs the welcoming address to any visitor of this institution. There are a sufficient number of well ventilated department specific classrooms, laboratories and computers to accommodate the growing number of students, separate arrangements for Students Common Room, Principal's Chamber, Teacher's Room, ICT enabled Seminar Hall, two Examination Halls, the IQAC section, Wash Rooms, Office and Administration section and a spacious Reading Room with the Library in the Wifi enabled Campus. Installation of the CCTV surveillance system and three ICT enabled rooms are the major infrastructural developments in the past five years The 'Mukto dhara' is an open air activity space for all kinds of cultural practices. Games and Sports are carried out in the two open fields located within the boundary of the College.

The Library is one of the major achievements owing to the precious collection of books with a semi-digitally enabled central system of cataloguing used for books of various subjects stacked in it.

The College is gifted with a clean and green environment which is an additional never- ending resource for its people.

Student Support and Progression

Being a State government- aided College, this institution has always been extending its full support to students eligible for all kind of government and non- government scholarships such as Kanyashree, Aikyashree, Swami Vivekananda, Jindal etc. to empower its economically weaker learners. Special care is given to the dissemination of the information regarding such financial supports. Student capability is also enhanced through their participation in soft- skill Courses to improve their language and Communication skills, Character developing skills, Yoga skills etc. Subject oriented awareness programs and guidance seminars for competitive examinations are also arranged by departments and the Career Guidance Cell to motivate them towards further progression.

Students receive formal and informal support from the staff members regarding several issues. Keeping a track of their mental health was an important task for the teachers particularly during the Covid period when the entire world was confined within their homes.

A fair number of learners have progressed towards obtaining higher educational degrees from various universities and Colleges after completing their Undergraduate Course. Many have succeeded in qualifying the NET, SET, TET, SSC, PSC examinations etc and some are either employed or involved in self engaging start ups.

Since this College has a majority of students coming from the surrounding rural sector, good success is manifested in their performance of sports. Students are also an important support in all cultural programs of the College.

A registered Alumni Association with the Pass out students is also maintained by the institution.

Governance, Leadership and Management

The institution abides by the rules and regulations of the UGC and depends upon the University of Burdwan as its primary statutory body for framing the academic and curricular aspects. Governance of the institution shares a close affinity with the visionary motto of 'leading to light' by progressing towards the creation of an egalitarian, non- hierarchical disciplinary working space for all the staff members. Staff members representing the Governing Body, the IQAC, the Teacher's Council, the Exam Cell, the Grievance Cell, the RTI Cell, the Cultural and Sports Committee, the Finance Committee etc. and the Office are involved in the decentralised implementation of internal and external administrative strategies for sustained institutional growth under the leadership of the Head of the Institution regarding issues like Teachers' welfare, Examinations, complaint management, student admission, culture and sports etc. Along with the growing needs and despite many obstacles arising due to its semi- urban location, this College has also been able to implement the e- governance mechanism for the management of admission and conducting of classes particularly since the pandemic driven sessions.

Faculties participate in Faculty Induction Programs,STC, Workshop, NEP Orientation and sensitization Program & Refresher Courses necessary for their Career development.

The IQAC keeps a track record of all the events and makes future plans for upgrading the teaching learning process, arrangement of all kind of programs, NAAC etc. through periodic meetings with respective Staff members to maintain the standard of excellence of the institution and by generating a Feedback system for its stakeholders.

Institutional Values and Best Practices

The institution harbours the desire to become one of the most trusted educational institutions by promoting the cultivation of values like integrity, respect, responsibility, gender equality, environmental awareness and creativity among all its learners by adopting a holistic approach towards their all round development. Gender equity is promoted by arranging awareness programs on poignant issues pertaining to gender inequality by the Gender Cell. Women safety is ensured by adopting a zero tolerance policy towards any untowardly incident within the Campus. A Code of Conduct booklet is also uploaded in the Website for all. A mixture of tribal and non- tribal community students promotes the Cultural, linguistic, socio- economic diversity of the institution through their active participation in all kind of Cultural and co-curricular activities without any discrimination.

One of the institutional best practices involved the project of empowering the tribal community of the adopted village through training on making of biodegradable plates with Sal tree leaves. The second best practice was the annual recognition of excellence of the institutional staff members through felicitation. The first practice ensured a better life of survival for their families and their communities in future. It instilled a feeling of confidence and self- worth among the participants. This practice was a result of an affirmative relationship established between the institution and the tribal community of the adopted village. The second practice was highly successful as it encouraged the employees of the institution to work towards the development of the institution. It also promoted mutual respect and healthy cooperation among all the teaching and non teaching members of the institution.

Institutional distinctiveness is ensured through the inclusion of the marginalised in the mainstream by the integration of the Santali Department in its curriculum. Efforts are made to make the poverty ridden inhabitants of the adopted villages become aware of health issues through the NSS.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TURKU HANSDA LAPSA HEMRAM MAHAVIDYALAY
Address	VILL-Madian, P.O-Ganpur, P.S.-Mallarpur, DISTRICT-Birbhum, PIN-731216, WB
City	MALLARPUR
State	West Bengal
Pin	731216
Website	www.thlmahavidyalay.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	SUMAN MUKHERJEE	091-9434582845	9126115159	-	thlmahavidyalay@gmail.com
IQAC / CIQA coordinator	SK NUR UPSAR	091-9434513579	9064862907	-	iqac.thlhm2006@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	University of Burdwan	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-10-2011	View Document
12B of UGC	14-10-2011	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VILL-Madian, P.O-Ganpur, P.S.-Mallarpur, DISTRICT-Birbhum, PIN-731216, WB	Rural	6.034	12078.8

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, HONS	36	Higher Secondary or Equivalent	Bengali	67	44
UG	BA,English, HONS	36	Higher Secondary or Equivalent	English	51	40
UG	BA,History, HONS	36	Higher Secondary or Equivalent	English + Bengali	58	31
UG	BA,Geography,HONS	36	Higher Secondary or Equivalent	English + Bengali	32	31
UG	BA,Sanskrit, HONS	36	Higher Secondary or Equivalent	Sanskrit	43	8
UG	BA,Santali,HONS	36	Higher Secondary or Equivalent	Santali	43	22
UG	BA,Philosophy,HONS	36	Higher Secondary or Equivalent	English + Bengali	24	9
UG	BSc,Mathematics,HONS	36	Higher Secondary or Equivalent	English	43	7
UG	BA,Ba General,GENERAL IN BENGALI ENGLISH HISTORY GEOGRAPHY SANSKRIT POL SCIENCE SANTALI PHYSICAL EDN PHILO	36	Higher Secondary or Equivalent	English + Bengali	926	865

	SOPHY					
UG	BSc,Bsc General,GENERAL IN PHYSICS CHEMISTRY MATHEMATICS	36	Higher Secondary or Equivalent	English + Bengali	17	4

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	1				2				39			
Recruited	1	0	0	1	1	1	0	2	29	10	0	39
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	5	1	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
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.	1	0	0	1	1	0	7	3	0	13
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	20	7	0	27
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	1	0	0	1
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	

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	500	0	0	0	500
	Female	561	0	0	0	561
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	101	119	116	120
	Female	136	118	81	75
	Others	0	0	0	0
ST	Male	49	45	23	35
	Female	51	68	35	23
	Others	0	0	0	0
OBC	Male	123	126	56	85
	Female	139	152	115	118
	Others	0	0	0	0
General	Male	227	224	204	195
	Female	235	212	210	208
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1061	1064	840	859

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution has an array of subjects included in its well planned curriculum along with a range of extra-curricular and extensional activities to impart quality education among its diverse set of learners through a flexible combination of institutional methods and practices promoting the vision of becoming a holistic multidisciplinary institution for an effective implementation of the NEP 2020 model. The NEP model has already been implemented since July 2023. Being an affiliated Undergraduate institution; the students are instructed about their Courses and choice of combination subjects accordingly by the teachers in the first few classes by following the syllabi provided by the University of Burdwan. Some</p>
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of the teachers have also participated in the NEP Sensitization professional Courses from the MMTTC Centres of various Universities to keep themselves updated about it and others have also enrolled themselves for this Course to be held in near future. The institution integrates both Humanities and the basic Science subjects in its educational framework for the newly implemented four years and three years NEP students of its curriculum. The humanities stream consists of - Bengali, English, Sanskrit, Santali, History, Geography, Philosophy, Political Science and Physical Education. Major and Minor course subjects are being taught in combinations following the NEP guidelines. The Science group imparts knowledge in the subjects of Mathematics, Physics and Chemistry on a regular basis. As affiliated by the University of Burdwan, this College will be offering a 4 years Major Course in English, Bengali, Geography, History, Santali, Mathematics, Sanskrit and Philosophy particularly and three year Courses will be taught in all available subjects. Faculties from the Geography and Political Science departments are working together to impart environmental awareness by arranging field works or project works on the subject with students and also by arranging the Value Added Course classes in Environmental Science for them. The library will be furnished with books relevant for the new NEP syllabus. Extensional activities are carried out and will also be continued in future by the NSS volunteers and NCC cadet participants in surrounding villages and blocks through various camps and awareness programs. Special attention will be given for the arrangement of more invited lectures by eminent resource persons and Add on Courses with the objective of improving the research aptitude of the students in future. The feeder schools are already informed about the change in higher educational model by representative teachers from the College in order to increase the enrolment. Being the only higher educational institution offering an undergraduate Course in Santali, the institution plans to make efforts for opening a PG Course and it has already applied to the University about this matter. The institution plans to keep itself updated about the NEP 2020 model by arranging annual NEP orientation and Sensitization Programs in collaboration with the University members, the first

	of which has already taken place in the academic session of 2023-2024.
2. Academic bank of credits (ABC):	<p>The ABC ID is a digital mechanism that the Government of India originally has envisioned in the National Education Policy (NEP) 2020. Being affiliated to the University of Burdwan, the ABC is initiated by the university so that the students can register themselves under it to avail the benefit of multiple entries and exit accordingly. The institution has taken special initiatives in the creation of the ABC id s for students by appointing Mr. Jayanta Kumar Barman, Assistant Professor in the department of Political Science as the NAD Nodal Officer for this agenda who is also the convener of the separate ABC ID Cell. The students were notified about the necessity of enrolling themselves in the ABC portal of the University and the guideline manual as supplied by the University was made available to them through a general notice from the above mentioned cell and similar process will be followed in the coming years under the special supervision of the Nodal officer and head of the institution as well. A number of invited lectures have been organised by several departments along with another set of Faculty Exchange programs being conducted under MOU with various higher educational institutions of the state for the past few years and the practise will be continued in future as well. Faculties are encouraged to prepare their departmental lesson plans, proper syllabus distribution and distribute them among students after the commencement of classes. Classroom teaching is a combined process of chalk – duster methods and use of ICT for particular occasions. They also prepare materials for particular texts and supply resources from the internet for the learners. Internal assessments are conducted in the form of regular assignments and project works in all Semesters. Innovative techniques like viva- voce are introduced in the current academic session to evaluate the oral and communicative skills of the learners of the institution. The progress of the students is also dealt with great care and sincerity by the faculty members of the institution.</p>
3. Skill development:	<p>The NEP 2020 model of education has focussed on the area of skill development for its students by incorporating a separate paper entitled as the Skill</p>

Enhancement Course in each Semester for all subjects in its Undergraduate Course. The institution is well adept in the appropriate execution of the SEC Papers since the implementation of the CBCS Pattern in 2017 and it will continue to incorporate skill enhancing deliberations during the SEC classes in the NEP system as well. Teachers have been focussing on the skill developing aspects of this paper by making the students engage in solving more and more exercises for the theoretical area and engaging them in field based activities for the practical part. Besides this, an additional number of Skill development and Add on Courses have been arranged by some departments to equip the students with an extra amount of professional skills which may be beneficial for their career. Soft Skill Courses have already been arranged on themes like Spoken and Communicative English, spoken Sanskrit and Creative Writing skills have been organised by departments like Santali and Bengali. The Physical education department has been working diligently for arranging courses on Physical fitness, Yoga and Aerobics for willing participants. Learners have been imparted with basic knowledge on Chemistry, advanced computer application skills and ICT skills by the Science departments as well. Besides the development of professional skills, special seminars were also arranged on the topic of developing ethics oriented skills through the Value Education Seminars on morality, environment etc organised by the department of Philosophy. Special lectures and Seminars have also been organised by other departments to enhance the subject analysing skills of the students and the institution is well prepared to continue with this practise. More books will be added in the library to support the learners and teachers in the proper execution of the Skill Development Courses. The argumentative and analytic skills of the students are worked upon during their participation in Seminars and other programs like the Youth Parliament Competition, Sports, student's week etc by teachers acting as mentors for these events. Professional training programs have also been arranged within the College Campus under the initiatives of the Jio Smart Trainers in 2022. A special awareness camp for UPSC aspirants was also organised by the joint initiatives of the Political Science department. Career Guidance Cell in

	collaboration with the IQAC in the present current session of the academic year.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institution follows the Course structure as provided by the University of Burdwan for all its subjects in the curriculum. The syllabus for all the subjects consists of topics relevant enough for the course to be considered as an integration of the Indian Knowledge system into the curriculum. Subjects like Sanskrit, English, Bengali, History, Philosophy, Political Science, Santali and Physical Education introduce the basic concepts of the Indian culture and its value system to the beginners of the undergraduate Course. Several ancient Indian language texts of classical writers like Kalidasa, Sudraka and part of the Indian epics like the Mahabharata are incorporated into the syllabus of the language group of subjects offered by the institution. Subjects like History covers the topic of ancient and modern Indian history, subjects like Philosophy and Political Science have papers on Indian philosophical thoughts and Indian political thoughts respectively for the undergraduate learners of the institution. Physical Education enriches its students by teaching them about the relevance of Yogas having its origin in the rich heritage of Indian culture and practice. Other than Sanskrit and Bengali a bilingual mode is adopted by the teachers for their lectures in all subjects. The vernacular being Bengali, almost all the faculties are well versed in both English and Bengali to be used for verbal and written modes of instruction in most of the departments. A special Seminar on the topic of 'Indian Knowledge System' has been jointly organised by the department of Philosophy and Sanskrit in collaboration with the IQAC. The institution has also made good efforts in the preservation and promotion of the Indian languages by arranging spoken Sanskrit courses for willing participants. Creative writing courses were also arranged by department of Bengali and Santali with the objective of motivating the participants towards the skill of using the vernacular for their creative endeavours. The topic of Indian culture and traditions was handled by Seminars organised by the department of Philosophy and History as well. Such collaborations will be continued in future in order to maintain the integration of the Indian Knowledge system in the curriculum. The celebration of annual</p>

	<p>events like that of 'Bhasha Divas', 'Rabindra Jayanti', 'Yoga Day', 'Ekta Divas' Independence day, Saraswati Puja etc. helps in the inculcation of a sound knowledge about the richness of Indian Culture and tradition. The College takes special initiative about the promotion of Santali literature and culture by celebrating the birth anniversary of Pandit Raghunath Murmu and it will be continuing with this practice in future as well.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution strictly adheres to the Course structure as provided by the University and adopts the outcome based approach for the curriculum. It is indeed necessary that the students can develop their knowledge according to the growing needs of the present situation. Thus they are instructed about the desired outcomes which may be obtained by them through a diverse set of Course Papers after the successful completion of their Course. Special care is taken by the departmental teachers to design the Course outcomes for each subject and they are discussed with the students in classes to acquaint them with the different prospects of their syllabus. The NEP 2020 model is also greatly invested towards the holistic development of the new generation learners through an outcome based course designed for them. The Skill oriented Courses will be an introduction to the basic skills related with that particular subject. Skill developing additional courses is designed for participants so that the learner may get the opportunity to become a part of participative and experimental learning. The creative elements of the Courses are highlighted by teachers to boost the creative skills of the students by motivating them towards a creative exploration of the subject through assignments and student seminars. The Course and Program Outcomes of the entire curriculum are discussed in meetings by the teachers and also with students. The progress of the learners in fields like participation in College level and external activities other than studies is also evaluated to mark the overall outcome of the curriculum. Feedbacks are also taken to get an idea of the implemented process and the outcomes of the feedback reports are also discussed for making future changes wherever needed.</p>
<p>6. Distance education/online education:</p>	<p>Blended mode of education has already become a usual practice after the pandemic period and online</p>

education is being continued under several circumstances to promote the smooth functioning of the teaching- learning process irrespective of the difficulties that may arise with the traditional mode of educational practice. Vocational courses inclined towards the development of professional and ethical skills like the soft skill courses and the Add on Courses have been conducted both in online and offline modes. Awareness programs, invited lectures, webinars have been conducted online since 2020. The teachers also make good use of the technological tools available within the institution for regular classes through power point presentations, student seminars and special programs organised by them on particular days. Blended learning is encouraged during difficult situations like adverse weather conditions, prolonged period of absence of some student from class etc. All kinds of curriculum based documents prepared by the departments are distributed through the online mode of sending information and study materials are also provided in the same manner. Since the institution is located in a rural area, many students are unable to attend regular classes and the blended mode helps them to a great degree. Internal and final examinations were also conducted online during and after the pandemic and the institution have also been able to make necessary adaptations in the entire process. One of the best things in the online system of education is that teachers unable to attend the institution for a prolonged period of time usually try to conduct classes through virtual platform according to the need. The institution has been encouraging such practices for the benefit of students and these practices will be continued in future as well.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

The ELC is a platform to engage the young learners of schools and colleges about the electoral process through awareness programs so that the culture of electoral participation can get ingrained within the pedagogical framework of the institutions. Considering the importance of the situation, the Electoral Literacy Club of this institution has been

	<p>established in the academic session of 2021- 2022 on 19th May 2022 with Dr. Monalisha Ghosh of the Political Science department as the Nodal Officer and Mr Jayanta Kumar Barman of the same department as the student coordinator of this Club and it is working towards increasing the electoral literacy of the College students since then.</p>
<p>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?</p>	<p>The ELC is composed of four other faculty members named Mrs. Sanhita Samanta, Mr. Debkrishna Saha, Mr. Asraful Hossain and Mr. Kanchan Paul appointed by the institution to keep it functional in College. In response to an official request from the BDO regarding the functioning of ELC, special initiatives are taken by the ELC to upgrade the students about their electoral responsibility through one day awareness programs on relevant topics regarding the electoral policies of the country. It is also working towards reducing the gap between the voters and non voters by holding regular discussion sessions with participating students who can share their views and experiences regarding the electoral system of the country and the state.</p>
<p>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 citizens, etc.</p>	<p>Being situated in a rural area which is primarily based on the agrarian front of Mallarpur, most of the learners are not very conscious about their electoral responsibilities or their fundamental duties as citizens. The ELC took special initiatives to organize programs like the Voter's Day awareness camp in collaboration with the department of Political Science and Internal Quality Assurance Cell for the first time young voters among the College students on 14th July 2022. It was an intra College event where the members of the ELC acted as speakers too. The Nodal Officer Dr. Monalisha Ghosh and another faculty member Mrs. Sanhita Samanta emphasized upon the necessity of ethical voting and the working process of the electoral system particularly about the importance of the district and state administration in it. The ELC along with the Political Science department and IQAC of the institution also organised an awareness camp through a hands on training program in collaboration with the Block Development Office of Mayureswar- 1 on 5th April 2024.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research</p>	<p>The Youth Parliament Competition involves training programs which have been a part of the institution for</p>

<p>projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>many years and ensuring the participatory role of the College in contributing towards the development of electoral consciousness among the participants preparing them for their role as speakers.</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>Most of the students of this institution above 18 years of age are already enrolled in the electoral roll. The non- voter students were encouraged to register themselves as new voters from their area and they are guided about the process in the awareness programs by the student coordinator Mr. Jayanta Barman of the ELC.</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
2338	2226	1686	1563	1560

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: 43

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
41	42	42	42	27

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
47.65	35.34	23.16	42.59	31.40

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Being an affiliated College under the University of Burdwan, Turku Hansda Lapsa Hemram Mahavidyalay follows the curriculum prescribed by the parental institution to the best of its capacity. All courses from 2018 to 2023 have followed the UG CBCS module until the implementation of the NEP model of education in 2023. The effective curriculum planning follows four major steps as adopted by the institution and the departments at two levels.

- At the institutional level the curriculum process is initiated with the preparation of the academic calendar by following the University model and the preparation of the structural routine by the College Routine Committee.
- At the departmental level, the respective departments prepare their own syllabus distribution at the beginning and the departmental routine is also framed to be circulated among their students in the first few classes of the session. The tentative lesson plans of respective departments are also chalked out by the teachers in order to ensure a punctual delivery of the Course.

The Semester ends with the internal assessments which are conducted either by the Department or by the joint collaborating efforts of the Exam Cell and the departments on specific dates. The teaching and learning process comprises of experimental activities in the curriculum through the incorporation of the ICT tools available within the College to familiarise the learners with the role of technology for better understanding of their Course. Tutorial classes are also a matter of great importance for students demanding more attention. A greater emphasis is given on the arrangement of Seminars, special invited lectures and Faculty exchange programs to expand the horizon of knowledge of the learners in various subjects.

Special attention is given to the arrangement of Add on Courses where the enrolled students get the opportunity to acquaint themselves with an additional number of topics covered in these courses. The syllabi are checked and the relevant Program and Course outcomes are documented by the respective departments to keep a track of the performance of students in the Courses.

In order to continue with the process of continuous internal evaluation, most of the Honours paper internal assessments are conducted by the respective departments and the compulsory general pass course papers are internally assessed under the central supervision of the Exam Cell. The papers and assignments are evaluated on time and results are published to let the students know about their performance. The effectiveness of the entire method of curriculum planning is evaluated by adopting a variety of methods to conduct internal assessments like the written spot examination, home assignments, and student seminars after the completion of a certain amount of syllabus and much before the

commencement of the University examination.

During the Pandemic phase a blended mode of teaching – learning and evaluation process was followed to keep the curriculum functioning in- spite of several challenges.

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: 25

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

Other Upload Files

1	View Document
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1.2.2

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

Response: 5.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
129	113	54	146	107

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:

Being affiliated to the University of Burdwan, this institution follows the University prescribed syllabi for the curriculum in all its 12 subjects. The crosscutting issues relevant to Professional ethics, Gender, Human Values, Environment and Sustainability are found to be well integrated into the wide range of topics covered under the various Course Papers taught within the institution. The Crosscutting issues are also integrated into the Course module of the subject specific Add on Courses, Skill development Courses, awareness programs, invited lectures etc throughout the year to enable a better understanding of the subject for the holistic development of the learners.

Professional ethics is integrated in CC2, CC6, SEC papers of the Bengali Honours and General Course . Papers like CC6 in English Honours can help the learners to understand the necessity of developing profession oriented conduct from texts like *Tintin in Tibet* and *The Murder of Roger Ackroyd*. The SEC 2 Paper in Sanskrit Honours has texts like *Mudraraksasa* and *Arthasastra* talking about various professional ethics of Indian origin. Social Science subjects like History incorporates the concept of origin of various professions across world history in its Course Papers like Paper XII (Studying History Writing Indian and Western) Paper XIV (Making of the Contemporary World) etc. Programs arranged by IPR Cell talks about the ethics behind the system of owning copyrights.

Gender issues are found in almost all Language and Social Science Courses offered in this institution. Texts like *Bravely Fought the Queen* and *Clear Light of Day* in CC3, the entire CCXI (Women's writing) etc in English Honours have gender issues in its module. Issues of gender are also found in the study of epics like *Ramayana* and *Mahabharata* and ancient texts like *Abhijnanasakuntala* as moduled in the Sanskrit Undergraduate Course. The entire CC11 of Santali Course contains novel and short stories with Gender issues. Political Science contains gender issues in SEC 3 which is an entire paper on Gender

Sensitization and Paper CC2 of Philosophy has the concept of Gender Equality in its course. The Sensitization programs arranged by the Gender Cell covered significant issues on Gender also.

Courses on **Human Values** include SEC 4 (Human Rights Education) in Political Science, several Papers from History Honours and General Courses, Several papers from Santali Honours and General, CC3 (Human Geography) from Geography and several Honours and General papers from English, Bengali and Sanskrit respectively.

Environment and Sustainability is an important theme that students learn particularly from Geography (CC5, CC7, CC8, DSE papers, SEC papers etc), Physics (SEC 1and SEC 2) and Chemistry Courses (CC 1D). Environmental Studies is a compulsory Course integrated into the first Semester for all newly admitted students in the CBCS. Several campaigns like Environment day, Green village, Clean College by NSS and NCC also bring awareness on environment related issues.

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

1.3.2

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

Response: 45.38

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

Response: 1061

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 78.66

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
1061	1064	840	859	905

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1304	1304	1164	1120	1120

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 95.27

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
599	629	426	456	468

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
587	587	524	504	504

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 57.02

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teaching learning methods adopted at Turku Hansda Lapsa Hemram Mahavidyalay incorporates both the traditional mode of chalk and duster method during classroom lectures, providing notes or reference materials at regular intervals, and the contemporary methods of teaching like using of the power point presentations through the ICT enabled tools available in the institution, online mode of teaching- learning and supplying resources from the academic sites available over the web. Student centric methods are ensured through the following ways:

- **Experiential Learning** is made possible through laboratory experiments of the Science based subjects like Physics and Chemistry. The Computer laboratories are used for Mathematics and Geography department students for Practicals. Field works and projects are conducted by students under the guidance of teachers in charge of imparting the Environment Study lessons in the first Semester of the CBCS. Project writing in the form of Home assignments in regular course as well as in the Add on and Skill oriented courses gave the students ample scope for experiential learning. Students gather first- hand experience of their subjects through study tours of History, Geography and English departments for a better understanding of certain topics in their subject.
- **Participative Learning** is promoted by arranging Student Seminars in most of the departments to ensure that the students might get a confidence boost by speaking in-front of their peers. Invited lectures are arranged annually to enable student participation in an enriched atmosphere. A number of online lectures and Seminars are arranged at periodic intervals since the pandemic to enable maximum student participation. Community based learning obtained by student participation in co- curricular activities like sports and cultural programs are also important aspects of the teaching- learning process.
- Group discussions and open viva- voce during assessments improve the **problem solving skills** of the learners by encouraging them to use their intellect for handling immediate questions.

There are three ICT enabled rooms and effective teaching and learning could only be ensured through an efficient use of these rooms like the Seminar Hall and two Smart rooms, the College Computers and the centrally functional internet system of the institution. A well resourced semi- digitized library and a Wi-Fi enabled campus empowers self study for both teachers and students. Besides the use of PowerPoint presentations, the communication groups over the internet are regularly used to communicate about the class hours, syllabus distribution, internal examinations and other relevant information. Since the pandemic phase, classes and internals are also conducted over the internet through personal and institutional gadgets. There is a ready supply of computers with printers in the IQAC room and Computer Laboratory to function for the preparation of notes, question papers and Mark sheets for internal evaluation. The College also has a well functioning website and an updated you tube channel to keep connected with the outer world for better communication.

Student mentoring programmes were conducted from the academic session of 2021-2022.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.63

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
43	43	43	44	32

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 53.61

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
23	23	23	22	13

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Being affiliated to the University of Burdwan, Turku Hansda Lapsa Hemram Mahavidyalay is bound to function according to the University guidelines. Although the CBCS for UG Courses was implemented in 2017 through Semesters and continued till 2023, the pre- existing 1+1+1 system of Graduation continued to exist till 2019. The annually held Final examinations for the pre- existing system along with the Semesters for the newly implemented CBCS were conducted by the University through Colleges declared as Examination Centres in each year.

The entire process of evaluation and progression of students to the next Semester in the CBCS system also had the provision of regular internal assessments to be conducted by the College authorities either through the respective departments or through the centrally functioning Exam Cell in the College. The internal assessments of the CBCS students were dependent upon their attendance in College and their performance in the respective internal examinations held after the completion of a major part of the syllabi before the commencement of the University Final Examinations.

In order to make the entire process transparent, a tentative schedule for the internal examinations were documented in the Lesson plans of the Departments and the Exam Cell arranged for meetings before finalizing of dates. After this notices were circulated about the submission of internal question papers by respective departments to the Exam Cell. The internal assessment question pattern would follow the University norms by having 10 marks assigned for it. Practical was conducted by teachers for Lab based subjects in pre- scheduled dates. Some departments also engaged the students through assignments on particular topics. Environmental Science Projects of 10 marks were submitted by all students of the 1st Semester during the CBCS years.

After the completion of the internal assessments, the evaluation process ensured transparency through

time- bound evaluation of answer scripts and declaration of results within a stipulated time and these were displayed on the notice boards for the students. The internal result performances were analyzed orally with the students and the Final University result analysis are also documented at an annual basis every year.

Mock Tests and Student Seminars organized for the learners of the Annual system in the absence of the internal assessment system were also an important mechanism in the previous curriculum.

The grievance redressing policy of the Exam Cell handles all kind of issues arising from the learners regarding their inability to sit for the internal examinations. Special online assignments were arranged for candidates who were unable to be physically present due to some kind of emergency at home or other such issues in their lives.

The University too has a particular grievance addressing system regarding the scrutiny and review of evaluated papers applied by students to them through the College. The institution guides the candidates by reporting the University about all kind of complaints regarding subject choice, registration, scrutiny and review of mark sheets after publication of results.

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:

Being an affiliated College, Turku Hansda Lapsa Hemram Mahavidyalay implements Course Outcomes (CO) and Programme Outcomes (PO) for all the courses as per the guidelines of the University of Burdwan. There are twelve departments in the institution and each of them documents their own Program and Course Outcomes after receiving the final syllabus from the University

The entire list of the POs and COs for all Programmes are briefly referred to by the institutional head and IQAC Coordinator in the student induction programs of the first Semester. Interested parents are also made aware about the desired outcome of the Course in which the learners opt to get admitted during the admission process. While **discussing about the Outcomes**, special focus is given to the skill developing areas of all subjects to motivate the newly admitted students for their Course. The necessity to have an outcome based objective for all Programmes in order to meet contemporary demands are also simplified by the IQAC Co-ordinator to the students in the student Induction programs. The Departmental Head performs the responsibility of imparting a detailed knowledge of the Course specific Outcomes in the

first few classes of the Semesters in each academic session. The innovative and creative areas of the Courses are also pointed by the teachers to keep them interested in their chosen Course.

The COs and POs of each course are also **uploaded in the College Website** to help the students to proceed with the pre- structured syllabus by getting acquainted with the mode of teaching and learning as adopted in the College. Availability of these Outcomes in the Website also helps the aspiring learners to obtain a glimpse of their preferred institution before taking admission in it. Availability of these outcomes in the College website also helps in creating a complete picture of the institution's efforts to deal with the possible areas of development as can be obtained from a detailed analysis of these outcomes. They also allow an efficient and flexible delivery of the entire curriculum to meet the needs of the students as well as to serve the mission and vision of the institution. The teachers can perform self analysis of their teaching performance through the already available details of the Program Outcomes in the College website. A better understanding of the Courses is also made possible through the availability of the outcomes in the College Website.

During the Pandemic phase, since it was difficult to reach the newly admitted students in the offline mode, the uploaded Program Outcomes in the Website were of great help for them. The availability of the Outcomes in the Website helped in the academic enrichment of the curriculum particularly in this academic session and also in the general improvement of the overall teaching and learning process of the institution.

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 POs and COs are prepared after the University framed Course module for each subject is received by the institution from the University via mail. The outcomes are explained to the students in the introductory sessions by the Head of the Institution and the IQAC Co-ordinator just before the commencement of the Semester classes. The teachers also impart the detailed outcomes for the Course in their introductory classes. The Course outcomes are uploaded in the College website to ensure better circulation. The institution functions together under the leadership of the Head of the Institution and supervision of the IQAC Co-ordinator to evaluate the Programme and Course outcomes in the following ways:

- The overall performance of the learners are analysed by **scrutinizing their University Final Semester Examination performances**. The University Results of the final batch are evaluated

each year by the teachers of every department in order to obtain an idea about the general performance of the College students in final examinations. The highest scores are recorded for future reference. This helps in pointing towards the merits and demerits of the Undergraduate Course which is implemented under the guidelines of the University.

- The teachers try their best to evaluate the POs and COs from the performance of the students at the **College level internal examinations** and discuss them orally with the students in class to determine their future progress after the evaluation of the internals are completed.
- Special care is taken for choosing different kind of topics for **project works and assignments** to be submitted by the students to check their capability of following instructions given by their teachers.
- The success of the Course outcome was also determined through **online teaching** by checking the creative responses received from students during experimental interactive sessions like group discussions, online and offline student seminars, reading practice classes conducted to keep the students mentally and physically engaged during the pandemic.
- A track record is also maintained by the College regarding the **employment status** of pass out students as well as of their engagement in higher studies or research oriented projects in the district or outside to evaluate the Outcomes of
- The **feedback system** generated by the IQAC for the stakeholders helped in the evaluation of the overall performance of the institution in its attainment of the Outcomes as documented in the website. The reports indicated the satisfaction of the students and their parents on the basic system of teaching – learning in College.

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

2.6.3

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

Response: 76.35

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
311	465	328	199	134

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
569	467	334	272	240

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.98</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
00	00	00	00	00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution encourages the teachers to involve in innovation related practices by using their expertise in the development of interesting topics for the Add on Courses offered in the last five years. After the sad demise of Dr Debayan Deb Barman, the institution had arranged for a series of invited lectures and named it as 'DDB Commemorative' series of invited lectures for the English Department students in 2023. This was one innovative practise initiated by the institution for the transfer of knowledge. The practise of recognising the achievements and contributions of teachers and non-teaching staff through felicitation is also another innovative aspect.

Subjects like Philosophy, Sanskrit, History and Political Science include topics to promote ideas on Indian Knowledge System to the learners. A special Seminar on the topic of 'Indian Knowledge System' has been jointly organised by the department of Philosophy and Sanskrit in collaboration with the IQAC in 2022- 2023. Several ancient Indian language texts of classical writers like Kalidasa, Sudraka and part

of the Indian epics like the Mahabharata are incorporated into the syllabus of the language group of subjects offered by the institution.

The institution has an IPR Cell which organises awareness lectures on various aspects of Intellectual Property Rights on 26th April every year to celebrate World Intellectual Property Rights Day.

The Incubation centre of the institution plays the role of spreading awareness among students about various opportunities in the field of entrepreneurship. A special MOU has been signed with the Paschim Banga Bigyan Mancha. Representative from this centre were invited to teach **Spice Making and Vermi Composting** as entrepreneurial initiatives with minimum investment.

The Research and Publication Cell encourages an academically enriched research oriented campus through its affirmative cooperation. It keeps a track of the research oriented project work Effective transfer of knowledge is ensured through the arrangement of Seminars and invited lectures by several departments in collaboration with the IQAC.

The NSS has ensured a transfer of knowledge through the various awareness programs for its participants in the institution. It has demonstrated the mechanism of the Sal leaf plates making by active training of the tribal community in the adopted village.

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

3.2.2

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

Response: 5

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
02	01	01	00	01

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: 0.37

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
02	06	06	00	02

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

3.3.2

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

Response: 1.35

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
13	08	12	06	19

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

Extension activities are carried out by the NSS and the NCC units of the institution with the objective of making the students understand the problems of the neighbouring community only to realize the real problems of this Nation at a microcosmic level.

The following **extension activities** and **sensitization programs** were organised by the NSS unit Coordinators along with their students in the last five years:

- A 5 days NSS special Camp was held from 14/2/2019 to 18/2/2019 for the NSS volunteers in collaboration with the IQAC to understand the necessity of keeping a clean campus and maintaining a clean surrounding. Besides arranging intra institutional invited lectures, the NSS also extended its community development programme in this event by providing the knowledge of making sustainable plates from locally available Sal tree leaves. Being situated in a tribal area the adopted village was selected to carry out the Community development Program on preparation of biodegradable utensils from natural resources to promote sustainability and self sufficiency among the villagers. Special care was given to see that the villagers could apply what they had learnt from these programs. It also enhanced the connectivity of the institution with the neighbourhood to promote a close understanding of the community. Similar self empowering programmes were arranged on 29/12/2021, 11/4/2022 and 18/4/2022 by the NSS in their adopted

village.

The **impact** was that the adopted village residents were granted an opportunity to empower themselves economically through the self employment technique of preparing biodegradable utensils from easily available Sal tree leaves.

- During the Pandemic period, the institution had arranged for the safe vaccination of its students on 28/9/2021 and 29/9/2021. A program on spreading the awareness of the necessity of vaccination was also carried out in the NSS adopted village.

The **impact** was that a number of villagers could be persuaded to take the vaccines.

- A programme on the awareness and testing of thalassemia disease was arranged on 20/9/2022 and an HIV- AIDS awareness program was arranged on 6/1/2023 to sensitise the learners about the issues.
- Community development Programs on Village cleaning at Namo Para and a 7 days NSS special Camp from 20/3/2023 to 26/3/2023 was arranged.

The new inclusion of **NCC** in the institution has enabled to expand the horizon of the cadets through their participation in various events even outside the College campus in which they would meet their peers to discuss and explore various issues of National importance.

- Celebration of World Environment day involved a tree plantation program to spread the word on the importance of maintaining a green environment around them.
- Earth Day was also celebrated which involved the cadets visiting the nearby locality to campaign about the importance of preserving the earth on which human life has been existing since creation.

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

3.4.2

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

Response:

- The National Service Scheme (NSS) Unit-1&2 of Turku Hansda Lapsa Hemram Mahavidyalay has been honored with recognition for their outstanding contribution to the voluntary Blood Donation Camp Awareness Program. The commendable efforts of the NSS Unit-1&2 have significantly contributed to raising awareness about the importance of voluntary blood donation in the community. This recognition, bestowed by the State Blood Transfusion Council, West

Bengal, underscores the dedication and commitment of the institution towards promoting social welfare and healthcare initiatives.

- Mr. Dipankar Sinha (PO-1) and Mr. Manu Murdi (PO-2), representing Turku Hansda Lapsa Hemram Mahavidyalay, showcased exemplary dedication and enthusiasm during their participation in the 7-day NSS Training Program. Hosted by the prestigious NSS Empaneled Training Institute at Ramkrishana Mission Ashrama, Narendrapur, Kolkata, the program provided a comprehensive platform for skill enhancement and leadership development. The active involvement of Mr. Sinha and Mr. Murdi in this training initiative reflects their commitment to nurturing a spirit of social responsibility and service among the youth.
- Dr. Suman Mukherjee, an esteemed member of Turku Hansda Lapsa Hemram Mahavidyalay, has been duly recognized for his scholarly contribution through his participation and presentation at Nalhati Hiralal Bhakat College, Birbhum. His academic endeavors and insightful presentation have added value to the academic discourse, further enhancing the reputation of the institution.
- Rajyadhar Ghosh, representing Turku Hansda Lapsa Hemram Mahavidyalay, exhibited commendable conduct and resilience during his participation in the Rajgir Trek 2023 held at Rajgir, Nalanda. His exemplary behavior and dedication have not only reflected positively on his personal character but also on the values upheld by the institution. Such endeavors foster a culture of adventure, discipline, and camaraderie among the student community.
- In conclusion, the collective achievements and individual recognitions garnered by the members of Turku Hansda Lapsa Hemram Mahavidyalay underscore the institution's unwavering commitment to academic excellence, social responsibility, and holistic development. Through their concerted efforts, they continue to inspire and uphold the ethos of service and leadership within the community and beyond.

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

3.4.3

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

Response: 16

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
07	05	00	01	03

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 22

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

- Our college, nestled in a rural community, serves as a beacon of education, empowerment, and growth, accommodating a student body of 2346 for the academic session 2022-2023 and a dedicated team of 41 teachers. Our expansive campus spans 24,418 square meters, with 33 spacious and well-ventilated classrooms, including three equipped with projectors and ICT tools to enhance teaching and learning experiences. Additionally, we provide modern laboratories for Physics, Chemistry, Geography, and Physical Education, alongside a computer lab with LAN and internet connectivity for digital exploration.
- Smart classrooms and a seminar hall equipped with audio-visual systems and projectors accommodate up to 100 students each, facilitating interactive learning and hosting various educational and cultural events. While our central library, digitized using SOUL 3.0 software, offers access to a vast collection of books, journals, and e-resources, departmental libraries cater to subject-specific needs. Moreover, students benefit from internet connectivity, access to online databases and e-books, and photocopying services on campus.
- Inclusivity is paramount, evident in our specially designed classroom for differently-abled students, featuring webcams and audio facilities to ensure equal access to education. Furthermore, our audio-visual facilities, including colour printers, scanners, and laptops, support academic endeavours across disciplines.
- Hands-on learning opportunities are provided in our geography and science labs, encouraging students to engage with real-world phenomena and fostering curiosity and critical thinking. Subscriptions to INFLIBNET grant access to online journals and research materials, enriching students' understanding of global perspectives.
- Cultural and recreational activities are integral to our college experience, with annual competitions in recitation, extempore speech, quiz, and debate honing communication skills and fostering healthy competition. Smart classrooms serve as dynamic spaces for cultural activities and workshops, complemented by our open stage, "Muktadhara," where students express their creativity through music, dance, drama, and poetry. Outdoor and indoor recreational facilities, including playgrounds and games like carrom and table tennis, foster camaraderie and provide respite from academic rigors.
- As we await the completion of our auditorium and gymnasium, we remain committed to excellence, nurturing the next generation of thinkers, innovators, and leaders. Our rural college believes in transcending boundaries, empowering students to dream big and achieve their goals, with every corner of our campus reflecting our commitment to holistic education.

- Baby care room and guest cum persons with disabilities (PWD) room:-A baby care room provides a supportive environment for nursing mothers and caregivers to attend to the needs of infants and young children while on campus. The baby care room typically includes amenities such as comfortable seating, changing tables, feeding areas, washbasins, and storage space for diapers and baby supplies.
- The guest cum Persons with Disabilities (PWD) room serves multiple purposes, accommodating visiting guests as well as individuals with disabilities who require specialized facilities or assistance. This room is equipped with wheelchair-accessible entrances, adjustable furniture, Braille signage, visual alarms, and accessible washrooms to ensure comfort and accessibility for individuals with diverse needs. By providing an inclusive space that caters to the needs of guests and individuals with disabilities, the college promotes equality, dignity, and respect for all members of the community.

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

4.1.2

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

Response: 4.85

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
5.11	0.76	0.14	1.59	1.13

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

- Our college's Central Library transcends the conventional notion of a mere book repository. We have nearly ten thousand books in our college library. It pulsates with life, curiosity, and boundless exploration. Let's delve into the features that transform our library into a treasure trove for both students and faculty:
- Automation and Efficiency: Our library has embraced automation with the implementation of SOUL 3.0 software. This cutting-edge system streamlines cataloguing, circulation, and resource management.

Each book is meticulously tagged with a unique barcode, ensuring efficient tracking and accessibility. We've forged a connection with INFLIBNET N-LIST (Information and Library Network). Through this network, our students and faculty gain access to a vast collection of e-resources.

- E-journals, databases, and scholarly articles spanning diverse disciplines await exploration: Shodhganga, India's repository of electronic theses and dissertations, enriches our research landscape. Students can delve into doctoral thesis and scholarly works from universities across the country. It's a gateway to cutting-edge research and intellectual discourse.
- Current Affairs and Beyond: Our library subscribes to Employment News, keeping students informed about job opportunities, exams, and career guidance. Daily newspapers and magazines provide a broader perspective on current affairs. Whether it's global events or local happenings, our library keeps everyone well-informed.
- Multimedia Learning: Beyond traditional reading, our multimedia section offers educational DVDs and documentaries. Visual learning complements textual knowledge, enhancing understanding and retention. From historical documentaries to scientific animations, students explore diverse topics.
- Competitive Exam Support: Aspiring civil servants and professionals find a treasure trove of competitive exam materials. Our collection includes study guides, mock tests, and reference books. Whether it's WBCS, TET, NET, SET etc. our library supports exam preparation.
- Lifelong Learning: Our library isn't confined to books; it's about opening doors to new worlds. It sparks curiosity, encourages critical thinking, and empowers lifelong learners. As we continue to digitize and expand our resources, we invite everyone to embark on this exciting journey of exploration.
- In the heart of our college, the Central Library stands as a beacon of knowledge—a place where curiosity knows no bounds and learning transcends boundaries.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

- In the digital age, seamless connectivity is essential for education, research, and communication. Our college recognizes this, and we've invested in robust IT infrastructure to enhance the learning experience. Let's explore how technology shapes our campus:
- Our e-zone ensures that students can easily access the internet. Whether it's research, online courses, or collaborative projects, the digital world is at their fingertips. The e-zone serves as a hub for exploration, information gathering, and staying updated. Regular maintenance of our IT infrastructure is crucial. Our dedicated committee oversees website management, cyber security, and computer maintenance. From software updates to network security, their efforts keep our systems running smoothly.
- Most areas of our campus are covered by 12 closed-circuit television (CCTV) cameras. Enhanced security and monitoring ensure a safe environment for everyone.
- All computers within our premises are either connected with a LAN or wi-fi router. This network infrastructure facilitates seamless communication, file sharing, and collaborative work. Whether in classrooms, labs, or administrative offices, LAN and wi-fi connectivity keeps us linked.
- We believe that everyone deserves access to information. Our teaching and non-teaching staff have internet connectivity. From lesson planning to administrative tasks, online resources empower our dedicated faculty and staff.
- Working Computers:

We maintain 30 computers in total:

Office Computers: 15

Student Computers: 15

These machines serve as tools for productivity, research, and creativity.

- Our college caters to a diverse student body, with a total of 2346 students in for the academic session 2022-2023. Each student's journey is enriched by digital resources and connectivity.
- Our institution boasts a robust internet connection with a bandwidth of 100 Mbps. Whether streaming lectures, accessing e-books, or collaborating on projects, students and faculty benefit from uninterrupted connectivity.
- As we navigate the digital landscape, we remain committed to providing an inclusive and technologically empowered environment. Our e-zone, LAN and wi-fi connected computers, and high-speed internet are not just tools—they're gateways to knowledge, creativity, and progress.

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

4.3.2

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

Response: 155.87

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

Response: 15

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.36**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
2.59	1.24	0.28	0.74	1.21

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 83.46

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
1955	1506	1138	1757	1467

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 2.65

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
198	36	00	14	00

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: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 14.41

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
37	48	56	46	20

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
311	465	328	199	134

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

5.2.2

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

Response: 2.2

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
15	03	00	5	04

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

5.3 Student Participation and Activities

5.3.1

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

Response: 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
00	00	00	00	00

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 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
09	05	0	05	07

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

5.4 Alumni Engagement

5.4.1

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

Response:

Although the institution cannot boast of financially strong Alumni, it has a registered Alumni Association under the West Bengal Act xxvi of 1961, S/2L No-60615 of 2016-17 under West Bengal Societies Registration Act 1961. The Alumni Association is headed by a number of teachers who keeps in regular touch with the Alumni members and procures the updated data from respective departments. Regular meetings are held by the Alumni Association for the purpose of keeping a track of the Alumni activities. A few of the Alumni members of this institution are well established whereas many are still trying for employment opportunities. The Alumni of various departments have contributed in various ways. Alumni members of the History, Political Science, English, Geography, Mathematics, Philosophy departments have financially contributed for adding books in the department's collection of books. The Sanskrit department has contributed a book keeping cupboard for the purpose of storing extra books. The following notable Alumni members are employed at this institution at present:

- 1.Asraful Hossain of History department is employed as a faculty member of the History department at present
- 2.Gopinath Tudu is a faculty member of the Santali department
3. Kanchan Paul is a faculty member of the Bengali department
4. Sujoy Dutta is a faculty member of the Geography department
5. Sukol Baski is employed as the gardener of the institution

These alumni members have been contributing towards the growth of this institution with their contribution in teaching and other activities since their involvement with us. .

The English department of this institution was successful in the organization of its first Reunion in 2022. More than 110 departmental Alumni had joined this event to make it worth remembering.

The Alumni Association has also contributed the Sanitary Napkin Vending machine in 2023 to be kept in the Girls Common Room of the institution. This has been an affirmative contribution to the issue of maintaining health and hygiene in the Campus. The female students are encouraged to use this machine for safe disposal purpose as well.

Members of the Alumni have been active in the first cycle of the NAAC in which the College had participated with success. Some members of the present Alumni association are also supportive in this second cycle of NAAC which could not have been possible without their help. The Alumni serves as an inspiration for the present students of the institution by maintaining a good relation with the College under all circumstances.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Situated in a predominantly tribal area, Turku Hansda Lapsa Hemram Mahavidyalay is keen on maintaining and protecting the vision of widespread diversity and disciplined democracy among all its students, by imparting an all-round holistic and quality education to the diverse set of learners coming from every stratum of the society so that they can gather knowledge, employable expertise and grow up into compassionate and responsible human beings. The college is affiliated to the University of Burdwan and can only ensure a partial control over its functional mechanisms through a combination of methods and practices that can promote integrity and self reliance among all the primary stakeholders of the College.

The institutional governance of THLHM functions under the leadership of the Government approved Governing body, the institutional head and a committed group of employees constituting the various sub committees to sustain the institutional growth through a democratic method of encouraging all stakeholders to voice their concerns and get them resolved without losing the visionary goal of maintaining the disciplinary order in the institution's journey of becoming an emissary of guidance for its learners.

As directed by the Higher Education Dept., Govt. of West Bengal and the University of Burdwan, the undergraduate program based on NEP has been implemented in the college from the academic session of 2023-2024. Teachers have participated in NEP sensitization programmes. The Governing Body is the highest Body for decision making. It comprises representatives of the Government and West Bengal State Council of Higher Education, representatives of the affiliating University, Teachers' representative of the college and Non-teaching staff representatives also. The Head of the institution, the Teacher' Council, the IQAC are always working together for the institution's growth. Students and other stake holders are often involved in important decision making like renovation of the existing premises, organizing extra-curricular activities, performing cultural programmes, etc.

As an initiative towards decentralization, the Governing Body has set up a number of sub-committees like admission committee, anti-ragging cell, grievance redressal cell, gender cell, RTI cell etc. under the chairmanship of the Head of the institution to take decisions and advise the management on crucial issues. Regular meetings are arranged by the statutory bodies to keep themselves updated. Regular TC meetings are held .The IQAC plays a major role in the governance mechanism keeping in view the overall development and quality improvement of the institution.

Some of the key perspective plans are:

1. To create new teaching posts for effective delivery of the curriculum.
2. To procure funds for necessary infrastructural development like classrooms and auditorium
3. To arrange more skill oriented and knowledge based Courses and also introduce vocational Courses if possible
4. To bring Research projects and increase library resources
5. To reduce the drop-out rate and increase enrolment in Science based subjects
6. To create more ICT facilities
7. To continue with Faculty Exchange programs under MoU
8. To encourage teachers in Research activities
9. To uphold the nature friendly and learner friendly ambience

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 institution effectively deploys the institutional perspective plan through the following:

- Efforts are being made for creating teaching posts in subjects like Physical Education and Philosophy. PG in Santali is applied.
- Initiatives are taken to achieve funds through negotiation with district and state level Government bodies.
- A number of Add on Courses and skill enhancement programmes have already been introduced by all departments.
- The library is semi digitized with a moderate number of books. NEP related resources are being

added continuously and lists are being prepared by departments.

- Curriculum is delivered in a bilingual mode with ICT facilities and several invited lectures and Seminars on relevant topics are arranged to attract more students and reduce the drop- out rate
- Teachers participate in Seminars and Workshops, engage in academic paper publishing and also involve in other duties of the institution. Many are PhD holders while others are trying to get themselves enrolled.
- Students are encouraged to become part of NSS and NCC and thus get more involved in community extensional activities through which they can learn about Man, Nature and Society.
- Rotational headships are implemented for departments with more than one Assistant Professors

Governing body (GB) is the apex body of the college for academics and administration. University of Burdwan and directorate of higher education, Government of West Bengal are the superior authorities to the institution for academic and administrative affairs respectively. **The Head of the institution** is responsible for all academic and administrative activities. **The IQAC** is responsible for initiating, planning and implementing all kind of developmental activities and performs the academic audit of the institution. The functioning of the institutional body is made effective and efficient through the following sub- committees and policies:

- **The Exam Coordination Cell** is functional for the internal examinations of the institution.
- **The Grievance Redressal Cell** reports to the Head of the institution about grievances received.
- **The Anti Ragging Cell** spreads awareness about the institution's zero tolerance policy and the strict measures which will be taken if any complaints on ragging are reported.
- **The Finance Sub- Committee** and the Bursar take care of financial matters.
- **The cultural committee** plans and performs all cultural programs.
- **The Departmental heads** manage academic and co-curricular activities of the departments.

Appointment and Service Rules

Teachers are appointed according to the UGC Rules and Regulations. The Assistant Professors have been recruited as per WBCSC guidelines. The State Aided College Teachers and the non- teaching staffs are recruited by the institution to Higher Education Department rules. All Appointments are approved by the Governing Bodies. All the employees follow the statute of the WB Government regarding leaves and emoluments. All kind of leaves like EL, ML, Maternity Leave, CCL and special leaves are made to go through prior approval of the GB before they are sanctioned.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

Performance appraisal:

Teaching Staff

a) **The performance of each Assistant Professor** is assessed through Self-Assessment for the Performance Based Appraisal System (PBAS). Promotions are conducted on the PBAS proforma for UGC Career Advancement Scheme (CAS) that is based on the API scores. The Institution grants appropriate marks for these contributions in their overall assessment. Whenever the proper time for promotion arrives, the documents containing all kind of data are first approved by the IQAC and forwarded to the Head of the institution before getting it finally approved the President of the Governing Body. It is send to the West Bengal Higher Education Department by the institution after being verified by the University and DPI nominees. The institution keeps in constant contact with the Higher Education Department until the final documents of upgraded salary structure arrives.

b) **Promotions from SACT -II to SACT-I** also take place according to governmental rules of West

Bengal only after the approval of the Head of the institution and the Government Body.

Non-Teaching Staff

All non-teaching staff members are also assessed through feedback reports obtained from other stakeholders and annual performance appraisals. The contribution of the non teaching staff is marked through their awareness, productivity, quality, willingness to learn, diligence, and behavioural aspects like group behaviour, acceptability, punctuality, etc.

Welfare measures for teaching and non-teaching staff

THLHM gives utmost importance to its staff members. In connection with this, existing welfare measures for teaching and non-teaching staff are as follows:

1. Leaves- The employees are provided with the facilities of all kind of leaves like the Medical Leaves, Earned Leaves, Maternity and Child Care Leaves, Special Leaves, Quarantine Leaves, Compensatory Leaves etc whenever they are applicable. They are sanctioned on prior approval of the institutional Head and the GB. The Leave Records are maintained by the institution for future reference
 2. The employees have the facility of maintaining the General Provident Fund. Pension benefits are applicable at the end of their service period.
 3. The employees are assisted to avail Loan facilities also.
 4. Special financial emoluments are provided during festivals to eligible employees by following the government mandate.
 5. At the time of unfortunate death of **Lulu Khan** (Casual non-teaching staff) the college had extended a helping hand to his family by having the internal members contribute their one-day salary.
6. Free Internet and Wi-Fi facilities are available in the campus for staff
7. Annual picnic, sports, and various cultural activities are organized for Teaching and Non-Teaching Staff

Avenues for Career Development

1. Faculty members are encouraged to attend Faculty development programs (FDP), Refresher Courses and Short Term Courses
2. They are provided on- duty leaves for attending Seminars and are encouraged to publish academic papers.
3. Training programs were organised before beginning with the NAAC preparation which also enriched the technical knowledge of the employees.
4. Various Seminars and invited lectures enlarge the horizon of knowledge not only for students but also for teachers.

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

6.3.2**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 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
00	00	00	00	00

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

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

Response: 12.2**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
06	09	06	06	04

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

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

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Although the institution has not received any significant amount of financial contribution from any government body in the last five years, it has a well-defined internal mechanism for managing its internal

funds and expenses through the Finance Committee, the College accounts section, the Governing Body and the head of the institution to maintain discipline and transparency in financial management of the institution. This helps in preparing strategies for mobilization and optimal utilization of available resource.

The institution makes almost all its expenses from internally obtained financial resources from student admission in the form of tuition fees. The college has a statutory body named as the Finance and Purchase Committee which reviews and find ways and means to mobilize resources and keeps a track of all expenses. All College Fund related developments are verified and approved by the Finance Committee and then forwarded by the head of the institution to the Governing Body for final approval. The IQAC takes care of proper disbursement of the approved finance in required areas of development.

The college had accepted a total amount of Rs. 3, 74299/- from various sources during the last five years (2018-2023):

1. (2018-2019)- 8000 /-through NSS
2. (2019-2020)-2,20500/- from DPI and 8000/- through /-NSS ,
4. (2020-2021)-30000/- from ICPR
5. (2021-2022)-10000/- From ICPR
- 6.75299/-from Liver Foundation, 8000/- through NSS
7. (2022-2023)-6500/- through NSS and 8000 /-through YPC.

Utilization of the fund is monitored by respective committees (Finance committee/Building committee/ Purchase committee etc. formed by the GB) in order to minimize the cost of procurement and installation.

Internal and external audit is conducted annually. The internal financial audit is conducted by the Account Section by collecting available data of internal expenses from relevant sub committees.

The external financial audit is conducted annually by a DPI nominated auditor from a Government of West Bengal empanelled audit firm. The auditors are appointed by the DPI, Education Directorate of Government of West Bengal. The audit reports are forwarded by the head of the institution to the Governing Body for final approval and then the yearly audit reports are submitted to the DPI, Govt. of West Bengal. The accounts of the college have been audited by the statutory auditors up to 2022-2023. Accounts of the college have been internally audited by the CA firm for 2020-2021 and 2021-2022, 2022-2023. They are ready for Statutory Government Audit.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of Turku Hansda Lapsa Hemram Mahavidyalay has been immensely active since 2014 in almost every aspect of academic and other areas of development of the college to ensure the holistic development of students, teachers and other employees of the institution. It arranges for periodic review meetings and works according to resolutions adopted in those meetings.

Contributions in teaching learning process

- IQAC prepares and publishes the Academic Calendar by following the Burdwan University Calendar. It coordinates with the Routine Committee to make a comprehensive Master Routine for all the UG programmes.
- IQAC monitors the admission process and conducts induction programmes for new learners.
- IQAC conducts meetings with the teachers during the Teachers' Council meeting where the teachers are instructed to keep records of all academic activities including attendance register, departmental routines, internal assessment documents, departmental program records, student progression documents and mentoring reports of individual teachers. It also coordinates with the Exam Coordination Cell about the internal examinations of the institution. Records are maintained at individual level, department level and institutional level
- The Add-on courses and Skill Development Courses were introduced by all departments during the last five years after instructions received from the IQAC.
- It was influential in the implementation of a blended mode of learning in the Pandemic period and it monitored the online teaching – learning process of the institution.

Role of IQAC in Structures & methodologies of operations and learning outcomes

IQAC has initiated and been successful in.

- Semi- Digitization of library
- MoUs with 22 Colleges and one with Paschim Banga Bigyan Mancha of Birbhum District
- Collaborating with all the invited Resource persons for Seminars and other events.
- Monitoring the attainment of PO s, CO s and PSOs by the departments
- Generating the Academic, the Administrative, the Energy, the Green and the Gender audit of the

institution

- Generating the Feedback system from various stakeholders
- Encouraging teachers to remain active academically through participation in Seminars and publication of Research papers.
- Monitoring the activities of all the sub- committees and review their activities annually.
- Arranging Seminars and Sensitization programs on NEP 2020, IPR and creating the Incubation Centre to promote entrepreneurial opportunities among students
- Preparation of NAAC oriented mechanism of the institution by submitting the AQAR and SSR for obtaining accreditation in the second cycle
- Providing support in the preparation of reports for all programs under its collaboration
- Monitoring the outreach and extensional community activities of NSS and the NCC.
- Maintain the overall integrity by reviving its best practices and maintaining the institutional distinctness to promote the Vision and missions of the institution.

Incremental Improvement in Various Activities: The IQAC keeps a track of the benefits earned by all teachers after their promotion to next stages. It also records the general increments provided to the casual staffs of the College.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Being an affiliated institution under the University of Burdwan, subjects like English, History, Philosophy, Sanskrit and Political Science have Papers and texts with gender related issues incorporated into the curriculum like **CCXI (Women's Writing) in ENGH, Paper- I (Women's Studies in India) in History, SEC 3 (Gender Sensitization) in Political Science** etc.

The institution has a separate sub- committee named **Gender Cell** with The Head of the Institution as its Chairman, three teaching and one non- teaching staff as its active Committee member functioning under the guidance of the Internal Quality Assurance Cell in the academic session of 2018- 2023. A **CCTV installed campus**, a **Code of Conduct** booklet uploaded in the website are part of the institution's efforts to maintain gender equity and ragging free campus. Separate arrangements for women include **Common Rooms for girl students and female staff members, sanitary napkin vending machine for the maintenance of hygiene and a baby care room for children and mothers.**

The Gender Cell has been actively engaged in the promotion of gender equity through the following number of **awareness and sensitization programs on various** topics in collaboration with the IQAC within the Campus:

1. **Awareness Programme on 'Menstrual Health and Hygiene'** organised on the occasion of **International Women's Day (8/3/2019)** in the academic session of 2018- 2019 with Miss Oendri Chatterraj, a faculty member of the English Department as the speaker to enlighten the female participants about the issue.

2. **Awareness programme on 'Gender Based Violence'** organised on **3/3/2020** in the academic session of **2019- 2020** with Mr. Debkrishna Saha of the History Department and Mrs. Sanhita Samanta of the Political Science Department as the speakers to impart the concept of how violence can impact both men and women under specific circumstances and the ways to prevent them.

3. **An Online sensitization and awareness program on 'Gender roles during the Pandemic' organized on International Women's Day (8/3/2021)** in the academic session of **2020- 2021** with Dr. Sewli Chatterjee of the Mathematics Department as the speaker to spread the idea of the importance of equality in gender roles during the lockdown.

4. **Sensitization program on Sexual Harassment (Vishaka Guidelines) organised on 22/1/2022** with Dr. Bratati Chakraborty of the Sanskrit Department as the speaker and an **Awareness program on**

‘Educating the Girl Child and various scholarship schemes for girls’ organised on 8/3/2022 with Amit Chandra Das of the Physics Department as the speaker in **2021- 2022** session.

5. An awareness program on **‘Prohibition of Child Marriage’** organised on **9th March 2023** with Dr Sk. Nur Upsar as the speaker in the academic session of **2022- 2023**.

The Gender Cell has the provision of forwarding **gender specific grievances** to the head of the institution through the **Internal Complaints Committee** if needed. **Gender audit was conducted by the audit team members** to analyse the standards of gender equity standards of the 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: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institution provides an inclusive environment by promoting tolerance and harmony among diversity in the following manners:

- A **ragging free** environmental friendly campus is maintained within the institution with no grievances arising out of any untowardly circumstances. Gender equality is ensured through a zero tolerance policy towards harassment issues if any.
- It allows the **intake of all kind of students without any discrimination** and equal amount of attention is given to them within the campus irrespective of class, caste, religion, language, region of origin, social background and gender.
- Being situated in a tribal area, the institution successfully incorporates teaching and learning of the **regional Language and Literature in the department of Santali** where culturally diverse tribal and non- tribal learners are taught together by highly qualified teachers.
- The **cultural committee** plays a crucial role in maintaining communal harmony by organising **Saraswati Puja, periodical lectures on specific topics like Indian independence, health awareness camps and students week observation** as well. **Mentor- Mentee meetings,**

financial grants in the form of scholarships, Fresher’s welcome, teachers’ day celebrations aid in reducing the socio- economic disparity among students. .

- The institution engages in the observation of **national days** like the **Birth anniversary of Swami Vivekananda and Netaji Subhash Chandra Bose, Mahatma Gandhi; Republic Day, Independence Day, Mother Language days, tree plantation day, women’s day** etc. to encourage tolerance and harmony through participation of all kind of students within the institution on these events.

Libraries, Canteens, Gardens, Laboratories are kept widely accessible without any discrimination. Students and employees of the institution are periodically sensitized about their rights and responsibilities and human values through various program organised by relevant sub-Committees like the **Gender Cell, IPR Cell, Grievance and Anti Ragging cells.**

Celebration of **National Voter’s Day by Electoral Literacy club** and participation of students in **Youth Parliament Competition** sensitize all participants about their constitutional and voting rights. Curriculum based subjects like Political Science inculcate knowledge about the Indian Constitution and Physical Education preach the health benefits of Sports and Yoga.

The **NSS units and NCC** are able to generate a clear sense of discipline, dutifulness and responsibility through various awareness campaigns, celebration of particular days of importance through extensive outreach programs like:

- **International Yoga Day:** The Physical education department students perform several yoga postures to demonstrate the importance of body fitness and discipline to all.
- **World Earth Day:** Tree plantation is taken up as a major step towards greening of the College Campus to reduce pollution and engage the students in a closer bonding with nature.
- **Republic Day and Independence Day:** Flag hoisting by the Head of the institution, drills by the NSS cadets, and small informative lectures on the significance of these days are practised.

Various Seminars are organised by departments to endure active participation of all learners in the last five years. The College library with a wonderful reading room imparts knowledge beyond boundaries.

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

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice:

**EMPOWERMENT THROUGH SELF EMPLOYMENT IN THE ADOPTED VILLAGE:
MAKING OF BIO- DEGRADABLE PLATES FROM SAL TREE LEAVES.**

Objectives:

? Acquainting the residents of the adopted village about the process of collecting proper Sal Tree leaves suitable for the purpose of making cheap and good quality Bio- degradable Plates and make them economically independent within their own community.

? To enhance the bonding of Man and Nature by making the maximum usage of naturally obtained materials in this process.

? To empower the marginalised section of this area by making them eligible to impart their learned skills to their community and beyond.

The Context:

The residents of the adopted village being close to their ancestral and indigenous mode of living, the idea of acquainting them with the technique of becoming economically engaged amidst their own natural surroundings appeared a beneficial way of extending the institution's support towards creating a pollution free environment with the use of local resources.

The Practice:

The practise of making plates from Sal Tree Leaves was carried out in the following manner:

? A detailed plan with the possible outcomes was chalked out prior to the visits to the adopted village for the purpose.

? A group of teachers, non teaching staff members and representative teachers from the NSS team and the teachers of the Santali department discuss amongst themselves about the detailed plan of action for this practise.

? Proper Sal leaves were collected

? Cleaning, Washing , Sewing of the leaves was done manually by the villagers before sending the sewed plates inside the Compression machine.

? After the plates were made, packaging was done

This practise helped in recapitulating the self help motive for the rural and marginalised section of the tribal society in the adapted village by reviving the motto of 'Atmanirbhar Bharat'.

? The limitation associated with this project was regarding the availability of finance to support the cost of the machine which was however obtained from the institution. .

Evidence of Success:

The plates so made in the machine could be sold in the local market to generate an additional income. This ensured a better life of survival for their families and their communities in future. A feeling of confidence and self-worth became an important part of their lives. Although this practise was not remarkable in terms of assets creation, it inspired the villagers to think beyond their limits with the objective of obtaining self employment.

Problems encountered and resources required:

Most of the Trainees were inefficient in the handling of the machine because it was obviously a risky job. For this we needed more time and perseverance with the trainees. The problem of scarcity in the supply of good quality leaves often slowed down the targeted progress of this practise as rainy season and an over-dry weather would reduce the quality of the Sal Tree leaves.

Notes:

The incubation centre of the institution was functional in 2023 to impart additional knowledge on this topic.

NO. 2

TITLE: RECOGNITION OF EXCELLENCE THROUGH FELICITATION: AN INTRAINSTITUTIONAL PRACTICE

OBJECTIVES:

? To maintain the standard of the institution by acknowledgement of excellence among the teaching and non-teaching staff members through annual felicitation and improve the work culture of the institution.

? To upgrade the teaching standard of the institution by focusing on the topic of academic enhancement through the acquirement of higher degrees in areas of Research and academic excellence.

? To welcome the newly joined teaching staff members into the extended professional

family of THLHMahavidyalay.

CONTEXT:

This institution had begun its journey by overcoming a large number of obstacles in terms of socio-economic and political barriers in the initial stages of its functioning. The contribution of the staff members was indeed an important part in the development of the institution since its establishment. The idea of the practice of felicitating the contribution of the staff members was one way to honor and recognize their dedication. The newly joined teachers are welcomed through their felicitation. The teachers acquiring their Ph. D and M. Phil degrees are also felicitated through the same practice.

PRACTICE:

Annual felicitation days were organised by the Teachers' Council and Cultural Committee of the institution in collaboration with the IQAC. Best attendance awards received as follows:

? 2018- 2019: Faculty members Mr Amit Chandra Das and Mr. Mrigen Mondal;

NTS award received by Mr. Sattar Ali and Mr.Mriganka Sekhar Sen

? 2019- 2020 : Faculty members Dr. Nur Upsar and Mr. Dipankar Sinha.

NTS award received by Mr. Sattar Ali and Mr.Subrata Mondal.

? 2020- 2021: faculty members Dr. Suman Mukherjee and Mr. Mizanur Rahaman.

The same award in the non teaching section was received by Mr. Sattar Ali and Mr. Firoj Seikh.

? 2021- 2022: best attendance of faculty members was given to Dr. Bratati Chakraborty and Mr. Mizanur Rahaman. The same award in the non- teaching section was received by Mr. Ajfar Ali , Mr. Firoj Seikh and Mr. Krishnendu Mukherjee.

? 2022- 2023: the best attendance of faculty members was given to Mr. Amit Chandra Das and Mrs. Beauty Mondal. The same award in the non- teaching section was received by Mr. Sattar Ali and Sabila Bibi.

Felicitations for obtaining their Professional degrees:

1. Dr. Monalisa Ghosh of Political Science for Ph.D
2. Dr. Jagannath Mondal of Geography for Ph.D
3. Prof. Soumik Paul for M.Phil in Sanskrit
4. Dr. Washim Raja for Ph. D in Chemistry

Dr. Md. Hasan Askari, Jayanta Barman and Gurucharan Murmu and Babucharan Rabha were felicitated as new appointments

EVIDENCE OF SUCCESS:

The attendance level and overall performance of the staff of the institution received a boost after each annual felicitation incident. Recognition of contribution by the employed staff also helped in the building of a harmonious environment irrespective of any discrepancies pre- existing in the institution

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

No such problems were encountered.

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:

INTEGRATION OF A REGIONAL LANGUAGE IN THE UNDERGRADUATE COURSE OF THE CURRICULUM: THE PRACTICE OF TEACHING AND LEARNING IN THE SANTALI DEPARTMENT

The Santali Department of this institution came into being in 2007 which was just one year after the establishment of the College. It had the following objectives:

- Incorporating the study of a regional language in the form of a Course to be taken up by students in both Honours and General programs by following the University guidelines.
- Decentralizing the myth of ‘the centre’ and ‘the periphery’ by granting similar value to Santali Language and Literature like all other subjects taught.
- Encouraging the non- tribal students to become aware of the rich cultural heritage of Santali Literature.

The College being located within a tribal area and thus named after two famous tribal freedom fighters named Turku Hansda (1907-1973) & Lapsa Hemram (1916-1986), it was inevitable that the language and literature of the tribal Communities be incorporated into the mainstream of the institution’s curriculum so that it could ensure the abolition of a discriminating attitude towards Tribal Community and its culture through a regular practice of cohabitation between the tribal and non- tribal learners getting admitted in the institution. The unavailability of any other higher educational institution in the district to impart an undergraduate degree to the students of the University of Burdwan also became another major reason behind the establishment of the Santali department in the College.

- The General and Honours Course for the subject had been continuing since 2007 and 2008 respectively and the department had evolved to a great extent since then.
- There have been a number of non- tribal students showing their interest in the subject over the past few years and they are allowed to become an integral part of the department through the mutual bonding shared by the teachers and students of the department.
- Teachers prefer teaching in a bilingual mode in the class due to the diversity in the student background.
- They learn to read and write in the *Ol Chiki* language and become well versed in the intricacies of the language in the course of their study.

- The students of the department generally come from agrarian economical background due to which they are able to maintain their humble standard within the department.
- They are also made to participate in all cultural programs, extra- curricular activities like sports, quiz competitions, exhibitions etc to enrich the institution with their shining presence.
- Regular internal examinations and departmental programs are conducted in all academic sessions until the country was hit by the global Pandemic in March 2020.
- A transparent system of providing scholarships is made available by the institution for the underprivileged tribal minority students of the department.
- Regular celebrations are not possible without the Santali department taking a leading role in the cultural programs specific to their culture and origin. The Fresher's welcome and Teachers' day of the College celebrated in all academic sessions would have been incomplete without their support.
- Teachers also make sure that the tribal students are able to naturally adapt to the general ambience of the institution and feel being in a second home as long as they are in the institution.
- A special provision for the tribal students exists in the form of the Santali Hostel in the College.

The Santali department is highly successful as students have been able to overcome their barriers and out- stand their limitations by reaching out to the larger world by getting placed in further degrees as well as take part in research projects in higher educational institutions. There has also been an increase in the number of students in the department since 2007 and many students are pursuing Masters in Universities. Many students have also found placement according to their own qualification.

A number of problems like the scarcity of fund available at our disposal, the low availability of books, the problem of proper reference material etc have always been there to challenge the progress of the practice. Moreover, most of the students are first generation learners and come from economically poor background. The teachers of the institution are however able to overcome these issues through complete dedication and diligence throughout the year which is manifested in the happiness that the students spread by their presence in the institution.

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

5. CONCLUSION

Additional Information :

Being situated within a socio economically backward region of Mallarpur, Turku Hansda Lapsa Hemram Mahavidyalay feels proud of the constant local support it has been receiving in most of the aspects involved in its growth. The Head of the institution has always remained in close contact with the locals of the area on an informal level to settle matters which often became difficult to resolve through the assigned mechanism of governance within the institution. This institution could never have flourished without their contribution which however remains mostly unrecorded in the documented narrative of the institution.

Apart from the central library of the institution, the Honours Course departments have a separate collection of books constituting the departmental libraries to benefit the students of the respective departments.

Being the primary stakeholders of this institution, the support of the students in all possible ways has been one other aspect of the institution's growth since 2006. The students of the Geography department have displayed their creativity through the wall magazines of their department. The progress of the Santali department has been quite impressive since the past few years and the institution is striving towards initiating the Masters degree in Santali for its Graduated students. It has already applied to the University for this purpose. The institution is also very active in terms of the Cultural programs organized by the joint initiative of the teachers and students. The annual programs like the Freshers' Welcome, Teachers' day and other special celebrations provide the opportunity to enhance the talent and creativity of the learners on various occasions.

Although accredited with grade B in the first cycle of NAAC in 2016, the institution has not received sufficient Government funds due to which there has not been a significant infrastructural development to increase the number of classrooms, number of books in the library, physical education equipments, the Common Rooms etc.

Concluding Remarks :

Despite many obstacles Turku Hansda Lapsa Hemram Mahavidyalay has always been looking forward towards upgrading itself through hard work and patience of its efficient staff members. A healthy relationship is maintained among all the stakeholders of the College. The practice of teaching and learning is carried out by the faculty members with great ease and the administrative responsibilities of the non teaching staff members is also worth mentioning as they are one of the major pillars of this institution. THLH Mahavidyalay has been successful in creating responsible and compassionate graduates by maintaining its own distinct nature of becoming the emissary of light and knowledge for its diverse set of learners through these 17 years.

The institution is functional through a well organized Governing body along with the Head of the institution and an active IQAC supported by various sub- committees to look after specific areas of its development. It has followed the annual (1+1+1) mechanism till 2016; successfully imparted the Undergraduate Course module of the CBCS curriculum till 2023 and has began its new journey with the implementation of the NEP 2020 module in 2024. Apart from the basic Courses, it has also extended its support in the holistic development of its learners through the various Seminars, invited lectures, Add on Courses and skill developing Courses arranged in collaboration with the IQAC in the last five years. The institution is also preparing itself for the NEP module by encouraging its teachers to participate in NEP sensitization programs and also by making necessary academic improvisations according to the available resources.

This institution cherishes the dream of becoming one of the most trusted educational institutions of the district in future by harvesting a strong sense of trust and faith among all its stakeholders. Above all, it aspires to become a living presence and a guiding principle in the memory of anybody coming in its contact and thus enlighten the shadowy aspects of their lives with great care and sincerity.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</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>599</td> <td>628</td> <td>426</td> <td>456</td> <td>468</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>599</td> <td>629</td> <td>426</td> <td>456</td> <td>468</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</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>599</td> <td>599</td> <td>523</td> <td>490</td> <td>490</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>587</td> <td>587</td> <td>524</td> <td>504</td> <td>504</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	599	628	426	456	468	2022-23	2021-22	2020-21	2019-20	2018-19	599	629	426	456	468	2022-23	2021-22	2020-21	2019-20	2018-19	599	599	523	490	490	2022-23	2021-22	2020-21	2019-20	2018-19	587	587	524	504	504
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2.4.2	<p>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)</p> <p>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:</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>24</td> <td>23</td> <td>23</td> <td>23</td> <td>19</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	24	23	23	23	19	2022-23	2021-22	2020-21	2019-20	2018-19																									
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24	23	23	23	19																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					

23	23	23	22	13
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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)**

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.145	0.93299	0.3000	2.2850	0.080

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and as per SOP Only research grants should be considered and without Sanction letter of grants by the funding agency claim could not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	11	11	08	09

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Only those activities considered which is related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship so based on that DVV input is recommended.

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
18	06	07	06	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	06	06	00	02

Remark : As per clarification received from HEI, and as per SOP Publication in the current UGC CARE only to be considered, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	05	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	08	12	06	19

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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
20	08	00	01	07

Answer After DVV Verification :

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

07	05	00	01	03
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Remark : As per clarification received from HEI, and excluding days celebrations, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :22

Remark : As per clarification received from HEI, and excluding MoUs beyond the assessment period, thus DVV input is recommended.

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
6.80376	1.24931	0.15706	3.15033	2.28149

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.11	0.76	0.14	1.59	1.13

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

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
18.09707	16.60763	13.74302	18.98674	17.84834

Answer After DVV Verification :

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

2.59	1.24	0.28	0.74	1.21
------	------	------	------	------

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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
396	71	00	28	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
198	36	00	14	00

Remark : As HEI has not provided proper list of students and Soft copy of Circular / brochure /report of program with photographs with captions so we have considering 50% of the HEI input, thus DVV input is recommended.

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: B. 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
112	67	45	25	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	48	56	46	20

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
311	465	328	199	134

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
311	465	328	199	134

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

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

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.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	4	6	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	03	00	5	04

Remark : As per provided Certificates so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	0	0	06	13

Answer After DVV Verification :

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

Remark : As per SOP, Inter-collegiate Certificates should not be considered so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	05	0	05	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	05	0	05	07

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	02	00	00

Answer After DVV Verification :

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

Remark : As per clarification received from HEI , Financial support provided to teachers less than 2000/- per faculty per year should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	22	11	20	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	09	06	06	04

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
12	12	12	12	11

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions

1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <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>2346</td> <td>2244</td> <td>1791</td> <td>1667</td> <td>1566</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 465 986 577"> <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>2338</td> <td>2226</td> <td>1686</td> <td>1563</td> <td>1560</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2346	2244	1791	1667	1566	2022-23	2021-22	2020-21	2019-20	2018-19	2338	2226	1686	1563	1560
2022-23	2021-22	2020-21	2019-20	2018-19																	
2346	2244	1791	1667	1566																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2338	2226	1686	1563	1560																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 44</p> <p>Answer after DVV Verification : 43</p>																				
2.2	<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" data-bbox="197 898 986 1010"> <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>42</td> <td>43</td> <td>43</td> <td>43</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1093 986 1205"> <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>41</td> <td>42</td> <td>42</td> <td>42</td> <td>27</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	42	43	43	43	28	2022-23	2021-22	2020-21	2019-20	2018-19	41	42	42	42	27
2022-23	2021-22	2020-21	2019-20	2018-19																	
42	43	43	43	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	42	42	42	27																	
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1364 986 1476"> <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>24.90083</td> <td>17.85694</td> <td>13.90008</td> <td>22.13707</td> <td>20.12983</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1559 986 1671"> <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>47.65</td> <td>35.34</td> <td>23.16</td> <td>42.59</td> <td>31.40</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	24.90083	17.85694	13.90008	22.13707	20.12983	2022-23	2021-22	2020-21	2019-20	2018-19	47.65	35.34	23.16	42.59	31.40
2022-23	2021-22	2020-21	2019-20	2018-19																	
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