



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**HINGALGANJ MAHAVIDYALAYA**

**HINGALGANJ NORTH TWENTY FOUR PARGANAS**

**743435**

**[hingalganjmahavidyalaya.ac.in](http://hingalganjmahavidyalaya.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2022**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Hingalganj Mahavidyalaya, established in 2005, is a Coeducational Undergraduate Degree college, affiliated to West Bengal State University, Barasat. The college, located in Hingalganj Block, in the district of North Twenty Four Parganas, West Bengal, offers Honours and General Degree Programs in the Choice Based Credit System. Spanning across 4 Acres of pristine Sunderban landscape, the campus offers every modern facility and academic support to meet the growing demands of the student community. It serves as the only Degree college in the entire block of Hingalganj, catering to students mostly belonging to rural, economically challenged and marginalized communities of a vast region of coastal Sunderbans. The institution houses a team of inspiring faculty, dedicated staff, and modern infrastructure. The whole campus is under CCTV surveillance, ensuring security and discipline. Special facilities include Women's Hostel, Football Ground, Volley-ball Court, ICT teaching-learning, Sanitary Napkin Vending Machine, Computer Labs, College-sponsored Certificate Courses in Yoga and Employability Skills, Open Air Theatre, Smart classrooms, digitized library with e-resources and Online Learning Management System and other infrastructural provisions. Besides catering to curricular aspects, the college gives utmost importance to extra-curricular activities and outreach programs to serve the local communities especially in times of natural disasters.

### Vision

The institution envisions to create an academic ecosystem for the young generation where knowledge will be in sync with commitment to society and humanity. This vision is in direct concurrence with Tagore's dream of India "Where knowledge is free"

### Mission

The mission of Hingalganj Mahavidyalaya is to shape the students into smart, responsible and sincere citizens by imparting holistic education. To accomplish this, the college ensures the following:

1. Equal opportunity to every student irrespective of gender, caste and religion. At the same time, special care is taken to make the students belonging to economically and socially marginalized sections get motivated to excel and flower to their full potential.
2. Special emphasis is given on punctuality, regularity and discipline. While the students and staff share a mutual bond of love and indulgence, all are bound to observe the stated code of ethics and decorum to ensure serious deliverance of service.
3. Empowerment of women is a special agenda in the mission of the college. The college takes at least one significant innovative step every session to accomplish this. The exclusive cell for "Women Empowerment" acts as an active and progressive body in the college.
4. The faculty is well trained in modern methods of teaching. The college prioritizes digitization and use of modern technology both in classroom and office.

5. The focus is “local” but the means are “global”. The college infrastructure has evolved and is still evolving to provide newest facilities to the students despite its remote location and geographical challenges.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Institutional Strength:

1. Large, airy, green campus providing students with access to healthy unpolluted learning environment
2. Competent and qualified teachers, from diverse academic backgrounds, imparting education through bilingual mode and personalized mentoring.
3. The departments follow a disciplined and organised format for curriculum planning, innovative evaluation, parent-teachers’ meetings, maintenance of attendance record and regular departmental meetings. Special attention is provided for students who are ‘fast learners, in the form of tutorial classes and ‘slow learners, through remedial courses.
4. E-governance in administration ensuring transparency and fair monetary transaction between institution and stakeholders.
5. Inclusion of students in important cells and committees.
6. Implementation of strategies for women empowerment
7. Digitized library, e-resources and fully computerized Learning Management System
8. Rural ambience with serene, distraction-free learning environment, without the noise and chaos of urban regions.
9. Student-teacher relationship is characterized by emotional bond, mutual respect and faith, nourished by the proximity to nature and rural ambience.
10. There is a distinctly multicultural environment in the institution where students belonging to diverse communities connect, and communicate with each other providing a substantial scope for multi-cultural development. The students are actively involved in extra-curricular activities including music, dance, creative writing, debates, elocution and sports.

### Institutional Weakness

Institutional Weaknesses:

1. Inadequate number of sanctioned permanent teaching and non-teaching posts

2. Lack of technological know-how in some of the members of staff
3. Remoteness of campus and distance from affiliating university
4. Location in cyclonic belt and proximity to coastal disasters
5. There is no institute-industry linkage for placement.

### **Institutional Opportunity**

1. Potential of campus expansion and land acquisition
2. Collaboration with external institutions and faculty exchange programmes
3. Introducing more subjects by opening departments, especially Science departments
4. Attainment of sustainable environmental development goals and green initiatives
5. Outreach activities with tangible social impact in context of tribal and rural neighbourhood
6. Development of sports-facilities and training programmes
7. Creating employment opportunity through life-skills and employability courses, and creating small-scale/cottage-level enterprises
8. Placement drive in collaboration with agencies and enterprises of repute.
9. Research activity focusing on Sunderbans, exploring its rich potential for emerging as an independent discipline with multi-disciplinary approach.

### **Institutional Challenge**

1. Lower literacy rate among people of neighbourhood
2. Procedural delays in sanction and approval of grants
3. Tendency of parents to discontinue education of girls prioritizing marriage
4. Competition from colleges in the comparatively more urban vicinity
5. Low income of parents allowing little fee-revision for development activities
6. Locational challenges such as excessive salinity of ground-water.
7. Less enthusiasm among outgoing school-level students to pursue regular undergraduate programmes.
8. Complicated course structure of existing CBCS pattern

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Hingalganj Mahavidyalaya offers courses in CBCS mode where students are given ample choices of multidisciplinary courses. All the departments have Skill Enhancement Courses integrated within the main curriculum. Besides these, the institution has introduced free certificate courses on Employability, Yoga, Communications and Sanskrit. Feedbacks are regularly collected from students based on which modifications are made in curriculum delivery process and certificate course curriculum.

The Academic Subcommittee prepares an academic calendar at the beginning of every session, in connection with the academic calendar issued by the affiliating university. The Routine Committee prepares and publishes the master routine with proper allotment of smart classes for ICT-enabled teachers. Heads of the Departments

ensure that proper allocation of syllabus is made amongst teachers, keeping in mind their interests and expertise. Departmental routines are set up with provisions for remedial classes and tutorials.

The curriculum is revised from time to time by the university which prompts the teachers to stay updated through participation in Syllabus Framing Workshops.

### **Teaching-learning and Evaluation**

The teachers of HingalGANJ Mahavidyalaya strive to make teaching-learning and evaluation a transparent, exciting, and innovative process. At present, there are twelve full-time teachers against fourteen posts sanctioned by the State Government. However, twenty-two teachers serve in the institution as State Aided College Teachers (Special provision where erstwhile PTTs and Guest Lecturers are made permanent vide special Government order against consolidated monthly allowance, incremental benefits, and festival bonus). The SACT teachers provide a strong network of academic support which enables the full-time teachers and staff members take on the seemingly impossible task of managing eleven departments with considerable convenience.

The Heads of the Departments, with assistance from other teachers of the departments, draw up Program Outcomes and Course Outcomes covering the entire syllabi. The POs and COs are displayed prominently under departmental tabs.

Internal evaluations are usually taken as continuous process, focusing on Course Outcomes. Innovative evaluation modes are often adopted, such as Seminar Paper Presentation, Slide-presentations, Data Collection and Fieldwork, Art and Craft and Creative Projects and dramatization or stage performance.

All teachers draw up individual lesson plans with interactive components such as debates, group-discussion, project-work, dramatization, and fieldwork to prepare students for application-oriented learning, integrated with life-skills.

Students appearing for end-semester examinations are given special remedial sessions. Students have faced extreme hardship during the initial phases of the Pandemic, but they have become much empowered digitally and have started to show remarkable progress in terms of end-semester results.

### **Research, Innovations and Extension**

The College supports all kinds of research activities of teachers through granting of leaves and providing library support, including open access to NLIST. Departmental seminars are organised regularly. The college has organised a couple of State and National level Webinars particularly focusing on Workplace conditions, Intellectual Property Rights and allied issues.

The college has a stated code of ethics and anti-plagiarism stand prominently displayed on the institutional website. The "Research and Publication" section of the website shows the works published by the faculty members.

The college has received appreciation from local Government (Panchayat) for its outreach programmes involving the rural neighbourhood. Special awareness camps, health camps, disaster management and relief

operations are integral part of HingalGANJ Mahavidyalaya's institutional identity. The numerous possibilities of National Service Scheme are explored and utilized with considerable student participation under Program Officer, who has received much acclaim for his activities.

### **Infrastructure and Learning Resources**

HingalGANJ Mahavidyalaya has a lush green campus with modern facilities such as online portals for admission and examination, Learning Management System, OPAC and NLIST, Spacious open-air theatre and gymnasium. The landscaped gardens and neat pedestrian friendly paths provide a unique comfort amidst twittering birds and cool shade of evergreen plants.

Although the institution does not have optimum number of computers for students, it provides free Wi-Fi so that students can access the internet using their smartphones. Instead of setting up fixed smart classes, an innovative approach is made where portable projectors and screens enable teachers to use any classroom as a digital class, making use of available Wifi and college laptop. besides these, there is a dedicated room for taking ICT classes with high-speed LAN connection.

Geography and Computer Laboratories have High speed LAN connections as well as updated software.

The Girls' Hostel enables safe and secure ragging-free environment for studies amidst pristine greenery and natural light flooding through big windows.

All the classrooms have adequate natural light, proper ventilation and seating arrangements.

A significant allocation is made for infrastructure augmentation as the college is still in its growing phase.

The central library was established in 2007 and now it is about 1449 sqft with reading room which can accommodate 25 students. It is fully digitalized with integrated library Management Software (ILMS). The finance committee ensures that adequate funds are allocated for updating of IT facilities from time to time.

The institution gives utmost importance to maintenance of infrastructure. A considerable sum is systematically allocated for the purpose and is clearly shown in the annual financial audit statements.

### **Student Support and Progression**

The Institution treats its students as family and strives to ensure continued support even beyond the three years of study. Since almost all students belong to surrounding areas, they keep in touch with the teachers and participate in events organised by the college from time to time. The college has a registered alumni association to transform this involvement into more success.

In their three years of study students get ample opportunities to participate in sports and cultural events to develop their creativity and energy.

Scholarship and Backward Class Welfare Cell tirelessly assist the students with their paperwork in getting lucrative scholarships. The Nodal Officer and Helpdesk Officer of Student Credit Card Scheme help in processing of educational loans.

Since the college offers only Undergraduate programmes, most of the outgoing students opt for either Post Graduation Programmes or Teacher Training programmes such as B.Ed. and DI.Ed. The Career Counselling Cell arranges for awareness drives consultation programmes to help students decide their future course of action.

The certificate course in Employability makes students aware of their proficiencies and competence and also help them explore unique career options outside mainstream white-collar jobs.

The goal of Hingalganj Mahavidyalaya is to make students feel confident so that they might use their resources in the best possible manner in developing entrepreneur skills and leadership qualities. Several students, including female students, have shown promising outcomes as self-employed entrepreneurs. The institution believes that the ultimate goal of an educational institute is to generate national human resource, who act not as jobseekers, but as job-creators.

### **Governance, Leadership and Management**

Hingalganj Mahavidyalaya is a Grant-in-Aid college, where the Governing Body acts as the leading unit. The Principal, Dr Shaikh Kamal Uddin, manages the regular governance of the institution with his potent leadership, amicable personality and electrifying enthusiasm. It is this enthusiasm that provides a positive momentum to the staff members who are encouraged to experiment and be innovative in their activities. The Internal Quality Assurance Cell works as a regulatory unit, focusing primarily on academic aspects while the Finance Sub-Committee, together with the Bursar, Dr Shamim Bhar, keeps a stern eye on the financial transactions ensuring transparency and regularity.

Initiatives for quality assurance include maintenance of Performance appraisal System for Staff members, promotion of research activities, organizing seminars and workshops for quality maintenance and upgradation, incorporation of technology in academics and administration and maintenance of record for seamless processing of files for promotion under UGC Career Advancement Scheme.

Staff welfare measures include leave benefits, PF and EPF and other service benefits, Health Insurance (State-Sponsored), Refreshment and Entertainment measures, cultural and festive events fostering fraternity, team-spirit, and cordiality among colleagues for whom the campus becomes a home away from home.

### **Institutional Values and Best Practices**

The founders of Hingalganj Mahavidyalaya were driven by the hope to establish a haven of communal harmony where the downtrodden neighbouring communities could embark on an academic journey without fear of discrimination. The core value of this institution is, therefore, to foster this harmony, fighting against all kinds of bias including gender bias. The green campus offers a healthy and comforting academic environment to students who would have felt cramped and suffocated in urban settings.

The events and festivities observed in the institution reflect the Indian value system in propagating brotherhood, participation, and unity. Days of national importance promote this sense of unity in diversity, together with patriotism. Freedom of speech and expression, without disrespecting others, is valued in both students and staff.

Students and teachers join hands to maintain the greenery of the campus. Tree plantations, awareness

Programmes on Conservation, rejection of plastic bags, reduction of paper usage are some of the key measures in this regard.

Being located at India's eastern frontier, Hingalganj is not unfamiliar with evils like trafficking of girls across border-districts. Girls are often subject to other kinds of discrimination as well. Hingalganj Mahavidyalaya offers the girls of remote villages a chance to fight injustice by providing them with safe hostel, nutritious food and cheerful companionship of fellow boarders. Women empowerment measures are taken very seriously, under the competent supervision of Women Empowerment Cell and Anti-Sexual Harassment Cell.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	HINGALGANJ MAHAVIDYALAYA
Address	Hingalganj North Twenty Four Parganas
City	Hingalganj
State	West Bengal
Pin	743435
Website	<a href="http://hingalganjmahavidyalaya.ac.in">hingalganjmahavidyalaya.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shaikh Kamal Uddin	033-9733569653	9231488669	-	kamal.bangla.barasat@gmail.com
IQAC / CIQA coordinator	Monami Mukherjee	-	7595020200	-	monamibhatt@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	West Bengal State University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-10-2013	<a href="#">View Document</a>
12B of UGC	22-06-2016	<a href="#">View Document</a>

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	Hingalganj North Twenty Four Parganas	Rural	3.84	2787

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,English	36	Higher Secondary or Plus two or equivalent pass	English	38	10
UG	BA,English	36	Higher Secondary or Plus two or equivalent pass	English	800	22
UG	BA,Bengali	36	Higher Secondary or Plus two or equivalent pass	Bengali	151	80
UG	BA,Bengali	36	Higher Secondary or Plus two or equivalent pass	Bengali	800	521
UG	BA,Education	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	800	356
UG	BA,Education	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	87	51
UG	BA,History	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	87	27
UG	BA,History	36	Higher Secondary or Plus two or	English + Bengali	800	67

			equivalent pass			
UG	BSc,Geography	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	56	14
UG	BA,Geography	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	50	0
UG	BSc,Geography	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	50	4
UG	BA,Sanskrit	36	Higher Secondary or Plus two or equivalent pass	English,Bengali,Sanskrit	58	17
UG	BA,Sanskrit	36	Higher Secondary or Plus two or equivalent pass	English + Bengali,Sanskrit	800	104
UG	BA,Political Science	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	50	3
UG	BA,Political Science	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	800	64
UG	BA,Sociology	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	800	28

UG	BA,Philosophy	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	800	129
UG	BA,Physical Education	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	800	43
UG	BSc,Economics	36	Higher Secondary or Plus two or equivalent pass	English + Bengali	50	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				0				14			
Recruited	1	0	0	1	0	0	0	0	6	6	0	12
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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	0	0	0	2	4	0	7
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		14	8	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	725	0	0	0	725
	Female	1099	0	0	0	1099
	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



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	278	205	265	198
	Female	333	276	338	301
	Others	0	0	0	0
ST	Male	14	14	7	15
	Female	25	23	35	36
	Others	0	0	0	0
OBC	Male	38	29	45	21
	Female	61	55	45	40
	Others	0	0	0	0
General	Male	152	138	111	120
	Female	145	128	97	142
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>1046</b>	<b>868</b>	<b>943</b>	<b>873</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	HingalGANJ Mahavidyalaya, since its inception, has sought to expand its academic range through incorporation of new disciplines and programs. At present it offers, in the Under-graduate level, a range of subjects from the Humanities stream along with a couple of subjects belonging to Science Stream such as Geography and Economics. The institution envisions to open more subjects belonging to Pure Science, such as Physics, Chemistry, Mathematics etcetera to offer a more multidisciplinary choice of programs. At present, students can exercise their choice in selecting their Generic Elective subjects, across both humanities and social science subjects. Students enrolled in B.Sc Honours programme need
---	--

	<p>to complete a 2-credit course on language (English or Bengali). The subjects belonging to Social Sciences have multidisciplinary approach and the syllabi of language departments often get fused into an interdisciplinary format. A student of English ,for instance, has provision for studying Ancient Classical Indian Literature, media and advertising, Soft Skills and a host of other such multidisciplinary courses. a student of Bengali Honours has to study about the history of British Literature on one hand and need to study "digital computation" on the other. The CBCS system, to conclude, offers a wide range of choices, across multiple disciplines and courses, to make learning process a seamless continuum. The faculty already has teachers who have requisite qualifications to develop and coordinate Teacher-Education Programs should the college integrate B.Ed. in future as part of integrated curriculum. Many of the courses currently offered have provisions for experiential learning, project work and fieldwork. Existing certificate courses on Yoga and Employability skills have potential of developing into more expansive courses, going beyond the campus through development of online modules. The teachers of the institution are mostly fresh recruits with competence in latest technological tools of learning and communication, together with zeal to establish strong emotional connection with the students even outside the boundaries of classroom.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution has already established a system of allowing multiple entry-points, where a student may take admission in any semester of their choice. There are instances of such admission already done in the institution where the student continued studies without interruption in this institution without having to repeat past semesters already completed elsewhere. Similarly, the institution allows a student to discontinue after completion of any semester and provides all necessary credits for processing by his/her next institution. This system has been in place since the introduction of CBCS in 2018. Since the institution does not directly confer degrees and the affiliating university has not yet registered under ABC, there is a roadblock that can be addressed at the University end. However, the institution shall provide all database and infrastructural support to the affiliating university should it plan to register under</p>

	<p>ABC and require any assistance at the institution level. On the other hand, there is an element of autonomy granted to the departments of the institution in conducting internal assessments. The grades of Internal assessments as well as attendance of students are directly added to the final score of the students. The departments often opt for innovative evaluation methods to make use of this opportunity to make teaching-learning process interesting and enlivening. The courses, being framed as CBCS, offer the opportunity to students to exercise their choice freely across programmes that follow modular patterns. the system is compatible with easy credit stacking and credit transferability.</p>
<p>3. Skill development:</p>	<p>The institution offers skill development course in Employability Skills whose curriculum is derived from the model curriculum proposed by NQR. The curriculum is framed by faculties of the institution keeping in mind the skills required by the students to opt for any placement after graduation. The principal focus areas include communication skills, digital/computational skills and development of Emotional Intelligence in terms of workplace etiquettes. Besides this, the Skill Enhancement Course on “Soft Skills”, bearing 2 credits is offered by Department of English as a part of regular curriculum. This course is specially designed for students from all departments who wish to hone their soft skills and entrepreneurship. The institution offers skill development course in Employability Skills whose curriculum is derived from the model curriculum proposed by NQR. The curriculum is framed by faculties of the institution keeping in mind the skills required by the students to opt for any placement after graduation. The principal focus areas include communication skills, digital/computational skills and development of Emotional Intelligence in terms of workplace etiquettes. As part of regular curriculum, learners choose between different "Skill Enhancement Courses" offered by all departments, ranging from Remote Sensing GIS to Field Data Collection, from Film Studies to Academic Writing, from Museology to Print and Web journalism and so on. These SEC courses help students implement their theoretical knowledge to real-life skill demanding situations, thereby enhancing their employability and holistic development. besides this, the students have</p>

	<p>access to free certificate course in Yoga where they get trained in various classical Indian techniques of Yoga including breathing, meditation, asanas and Yogic healing. A certificate course in communicative Sanskrit is newly launched to enable students gain proficiency in conversational Sanskrit and vocabulary. The institution has both short-term and long-term plans to expand these courses, in collaboration with other institutions to widen the horizon of learners.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution offers all its courses, except for language departments, in bilingual mode. The teachers make full use of vernacular to make lessons approachable to students who have more proficiency in Bengali. The teachers also prepare study materials and research articles in vernaculars to contribute to the body of knowledge in vernacular medium. The Department of Bengali, one of the oldest departments with the highest strength of faculty and students promote regional language study. The department of Sanskrit offers both Honours and General degree programmes, promoting study of Classical Indian texts and contexts. Additionally, Department of English offers Honours course where a full 6 credit paper is assigned for the study of Ancient Indian Classical Language and literature, focusing on Sanskrit texts. The department of philosophy, history, political science, sociology all offer courses focusing on Indian culture, philosophy and social systems. The institution, especially during and after the Covid Pandemic, has improvised on curriculum delivery to incorporate online modes of delivering lectures, conducting evaluations and collecting feedbacks and is well equipped to upgrade itself to eventually offer completely online courses in near future.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The departments prepare Learning Outcome based Curriculum Delivery Plan working closely as per directives of affiliating university. All papers are assigned some core outcomes as achievable targets for learners. In the continuous internal assessments, focus is more on students' grasp of core concepts and experiential learning rather than rote learning. The students are groomed to be paper-presenters in seminars through regular practice. The learners are closely monitored by mentors in tutorial classes where individual attention is paid, especially in Honours classes. Practical classes are vital in</p>

	<p>departments of Education and Geography. However, in other departments such as Bengali, English, Sociology etc, hands-on training and field surveys enable learners gain practical skills and achieve core-specific goals.</p>
<p>6. Distance education/online education:</p>	<p>The institution has ICT trained teachers and infrastructural provision to offer Distance Education or online education through integrated Learning Management System launched in 2022. The Covid Pandemic has, ironically, opened windows to the alternative ways of online curriculum delivery. The institution began with exploring Zoom, Google-Meet and such platforms for conducting regular classes during the Pandemic. Some of the teachers also used You-tube for creating lecture modules that has received appreciation from national and international learners. Teachers are enthusiastic about preparing MOOC modules for the certificate courses to include students of other institutes as well. Memorandums of Understanding are already signed with other institutions in which online faculty exchange is seen as a potential starting point of developing online courses in near future.</p>

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1824	1814	1692	1691	1535

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 16

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	12	12	12

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
55.25	29.21	88.93	84.33	44.10

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The college has a duly constituted Academic Subcommittee, comprising Heads of all Departments, reporting directly to IQAC. The Subcommittee ensures, through regular meetings, that the students are provided with the latest course-structure and syllabi. Each Department ensures that there is a proper distribution of syllabus among teachers based on their research/academic expertise and interest at the very onset of each session/semester. A general academic plan for a program is drawn by every HOD which acts as reference point for individual lesson plans drawn by subject teachers. No standardized format is enforced in preparation of individual lesson plans to encourage individuality and innovation. The departmental academic plan is directly derived from the Learning Outcome Based Curriculum Framework designed by UGC. Academic Plans, Learning Outcomes for each Course and Program, and latest syllabi are all provided in the college website under individual department tabs.

The Academic Subcommittee draws up the Academic Calendar at the onset of every session with strict adherence to the one drawn by the affiliating university. The calendar ensures a timely completion of syllabus, proper revision time and systematic evaluation. The Academic Subcommittee has a bi-annual system of appraisal to evaluate the adherence and departures of the departments from the central academic calendar.

Each department draws its own plan for internal assessment. The dates are set in tune with the institutional calendar. However, each department is allowed autonomy to modify the institutional calendar pertaining to the specific department within a reasonable range to accommodate innovative evaluation methods.

Students are always notified in advance about any alteration of the departmental academic calendar through departmental notice boards and WhatsApp groups. They are given prior intimation regarding internal tests and are allowed to appear for retests if they fail to appear for the examination due to genuine reasons.

The Examination Committee monitors the internal assessment schedule to ensure that marks are uploaded in the university portals in time.

Since the final examination of all semesters depend on the university time-line, the academic subcommittee regularly revises the calendar depending on any revision/alteration by the university.

The Routine Committee ensures that adequate number of classes are allotted for each program after discussion with the Heads of the Departments. ICT enabled classrooms are allotted to teachers who prefer using technology for curriculum delivery. Teachers have regular departmental meetings to monitor the progress and completion of syllabus so that adequate revision work may be done.



Other than traditional classroom teaching, innovative modes of teaching such as Google-Classroom is encouraged. Incorporation of technology is reflected in the introduction of fully automated Learning Management System. Depending on the performance of students in continuous evaluations, remedial and tutorial classes are arranged.

The Examination Subcommittee ensures that the learning levels of the students are evaluated with fairness through traditional as well as innovative methods, focusing on the learning outcomes that the courses claim to achieve. For CIA, innovative practices are encouraged such as Paper-presentation, Creative Projects, Viva-Voce etc. The departments maintain all records of marks in electronically retrievable format.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 0

#### 1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

.The institution primarily offers subjects belonging to humanities and social sciences. Consequently, crosscutting issues form an integral part of the curriculum. While the faculty of languages use interactive methods to enliven discussion on literary texts to link them to the contemporary issues relevant to the lives of the students, the faculty of social sciences have dedicated papers exclusively prepared to sensitize students towards a holistic understanding of society in general and individuals in particular.

Therefore, a study of the Vedas in a Sanskrit class becomes a rich opportunity to introspect and think about human values, while a discussion on Dharma in English class in context of the Mahabharata, or study of women's autobiographical voices in the Department of Bengali, become a starting point of arguing on the multiple aspects of ethics and human choices. The Department of Philosophy deals exclusively with the concepts of ethics and its relevance in the multicultural context. Issues of Women's rights are taken up by departments of Sociology and History to a great extent, while Department of Political Science looks at empowerment of women within a political frame. Students are always given an opportunity to relate their course materials to their life experiences so that their learning becomes a tool for them to flower into responsible and thinking human beings, unafraid to question illogical norms and outdated mandates of society. The classes on environmental issues imbibe within the students a sense of responsibility toward Earth and fellow living beings. This is more pertinent in context of the location of the institution as the students possess an instinctive awareness of the great connection between man and nature and the intricate symbiosis between the two which is the soul of sustenance.

The following tables give a general overview of some of the different topics taken up by the subjects and the associated papers. (However, this list is not an exhaustive one as teachers and students engage in socially relevant issues irrespective of the paper topics outside the lists given below, in most cases, making learning a truly holistic and interactive process).

#### Issue of Professional Ethics:

Subject	Paper	Topic
PHILOSOPHY	PHIGCOR01T	Applied Ethics

#### Issue of Gender

Subject	Paper	Topic
BENGALI	BNGACOR14T	Englande Banganari
ENGLISH	ENGACOR11T	Women's Writing
ENGLISH	ENGGGE02T	Gender And Human Rights
HISTORY	HISGGE02T	Some Perspectives on Women's Rights in India
SANSKRIT	SANACOR07T	Position of Women in Society

EDUCATION	EDCADSE01T	Women Education and Women's Rights
SOCIOLOGY	SOCGCOR01T	Marriage and Family
SOCIOLOGY	SOCSSSEC02M	Gender Sensitization
POLITICAL SCIENCE	PLSADSE02T	Women, Power and Politics

**Issue of Human Values**

Subject	Paper	Topic
ENGLISH	ENGACOR10T	Social Equity, Faith Versus Progress
SANSKRIT	SANACOR07T	Social Value of Life
EDUCATION	EDCADSE04T	Value Education
PHILOSOPHY	PHIGCOR04T	Indian and Western Ethics
SOCIOLOGY	SOCGCOR02T	Challenges to State and Society
POLITICAL SCIENCE	PLSGGE01T	Human Rights in a Comparative Perspective
GEOGRAPHY	GEOADSE03T	Population and Development
GEOGRAPHY	GEOHGE02T	Social Geography

**Issue of Environment and Sustainability:**

Subject	Paper	Topic
EDUCATION	EDCADSE06T	Environmental Education, Eco-system
GEOGRAPHY	GEOADSE06T	Resource and Development
ENVIRONMENT STUDIES	ENVSAEC01T	Biodiversity and Conservation, Pollution, Natural Resources Etc

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)****Response:** 0.33**1.3.2.1 Number of students undertaking project work/field work / internships****Response:** 6

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>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 (Yes or No)</b></p> <p><b>Response: Yes</b></p>	
File Description	Document
Upload supporting document	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 65.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
873	943	868	1046	807

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

2021-22	2020-21	2019-20	2018-19	2017-18
1427	1427	1427	1327	1277

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats)

**Response:** 64.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
376	413	396	410	396

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

2021-22	2020-21	2019-20	2018-19	2017-18
642	642	642	597	574

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

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

**Response:** 140.31

## 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 using ICT tools

**Response:**

1. Students are given ample opportunity to learn through curricular activities focusing on achieving specified learning goals. Excursions and study visits are conducted in the departments of social sciences. Projects and assignments, often focusing on creative potential of learners, form an integral part of continuous internal assessments. Departmental seminars, debates and group discussions enable the learners to work on their communicative skills and expression. Departments of Education, Geography, Bengali, English etc have practical components focusing on developing technological skills. Students pursuing B.Sc Honours and General programmes have dedicated laboratories for experiential learning and practical hands-on training.
2. Keeping pace with modern teaching methodologies, teachers make optimum use of technology to enhance quality of teaching-learning experience. Although there is one smartclass with dedicated ICT features such as overhead projector, LAN connection and computer assisted interactive learning tools, teachers make use of ICT tools in all other classrooms as well with help of portable projectors, screens, laptops and WIFI connections. The ICT classes are planned and accommodated within the institutional timetable to ensure maximum utilization of resource and to avoid overlap of classes.
3. Besides on-campus use of ICT, teachers make optimum use of online technology. ICT enabled teachers use applications such as Google Classroom, Live Streaming through social media platforms etc to make learning process more engaging for students. Use of automated forms help teachers keep an eye on students' feedback and queries.
4. The ultimate goal of ICT enabled teacher is to develop ICT skills in learners. Students learn instinctively by imitation and are often inspired by their teachers to try using technology in their learning process. Students are tutored to develop skills like basic computing, presentation skills and educational applications. They are given opportunity to practice these skills and apply them in assignments and creative projects.

5. Since the Student-Teacher ratio in most of the departments offering Honours Programmes is highly favourable, teachers can monitor development of skills in their students effectively. Instead of handing out notes and prepared answers, students are encouraged to engage in brainstorming, debates and discussions on problems or questions raised in classroom.

6. Departmental libraries of selected books placed within classrooms provide quick and convenient reference materials.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 84

#### 2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 100

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	12	12	12

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

The college has a regularised and documented system of conducting internal and external examinations. The following practices ensure fairness and transparency effectively:

1. A fully functional and duly constituted Examination Subcommittee oversees all kinds of evaluation modalities.
2. Attendance in Descriptive Roll Sheets bearing signatures of students are maintained by Examination Sub-Committee.
3. Invigilation duties are assigned through random allotment. For courses with large number of students, examinations are conducted after drawing up exam routine with due assignment of rooms and invigilators ensuring no subject overlap or space constraints.
4. Departments maintain record of question paper setters for internal examinations. Teachers acting as paper setters are required to sign an undertaking specifying that they do not offer private tuition to the students for whom they are setting up the questions and are not personally related to them in any way.
5. All departments maintain record of marks for ready reference in case of any grievance.
6. Students are given feedback on their performance and shown answer scripts on request so that they may understand their mistakes and shortfalls.
7. Apart from conducting formal assessments, continuous evaluation methodologies are used throughout the session.
8. All kinds of grievances related to examination are taken up promptly and appropriate steps are taken to correct any clerical oversight on the part of institution.
9. Performance of the students are discussed with the guardians in regular intervals.
10. Students failing to appear for any internal examination or unable to secure good grades are given opportunity to appear for retests to improve their overall grades.
11. The institution maintains all records of marks and performance data for University Examinations. Students are given full assistance in case of any grievance related to external examinations as well.
12. The Examination sub-committee is reconstituted at regular intervals to promote fresh ideas and transparency.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## 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 and attainment of POs and COs are evaluated**

**Response:**

The institution adheres to the university framed syllabi for the programmes. However, every department has meticulously prepared academic plans/lesson plans to ensure systematic and timely delivery of curriculum.

Programme Outcomes and Course Outcomes are clearly stated on the website under departmental tabs as well as consolidated clickable list on the designated webpage under “Academics” (Links provided)

The departmental lesson plans are drawn up in close coordination with individual teacher’s lesson plans focusing on attainment of learning outcomes. The focus is to inculcate a sense of holistic accomplishment and not academic rote learning. There is no predefined proforma imposed since the departments are allowed autonomy to accommodate innovative practices and teaching methodologies.

The evaluation process ensures that the learning outcomes are evaluated and achieved. For slow learners, additional remedial sessions are arranged so that they manage to acquire the skills and expertise needed to achieve the learning objectives. Since the outcomes are holistic in nature, the evaluative methodology accommodates innovative methods along with traditional test methods.

The Learning Outcome based curriculum frameworks drawn by each department is based on UGC LOCF and is customised according to regional requirements.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2 Pass percentage of Students during last five years

**Response:** 75.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
371	321	202	77	113

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

2021-22	2020-21	2019-20	2018-19	2017-18
371	321	260	197	294

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response:</b> 3.44	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll	<a href="#">View Document</a>

## 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, Chairs in the institution during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

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

**Response:**

The institution has established itself as a teaching institution and has focused on teaching-learning related innovations so far. However, concepts like research ethics, academic writing and fieldwork-analysis training is integrated within the curriculum to prepare students for higher studies and research activities.

An annual Teachers' conference "Sambhaash" is organised to promote research interest and initiatives.

The Research and Publications Subcommittee keeps tabs on the research papers published by faculty members. The subcommittee plans to publish original research articles as in institutional journal in upcoming session.

The institution abides by the codes of research ethics and has a policy to fight against plagiarism in all forms of academic and research work. Students are encouraged to produce original writings.

The college has organised National Level Webinar on Women,Culture,Society, where issues of workplace ethics, sexual harrasment and womens' rights were in focus of discussion.

The Internal Quality Assurance Cell has organised workshops on Intellectual Property Rights to promote the idea of originality and honesty in research work.

Teachers are encouraged to publish only in reputed journals, preferably under CARE list.

All departments are directed to identify at least one area of interest where they might develop a plan for research. The Research and Publications Subcommittee plans to prepare (in consultation with IQAC and Head of the departments concerned) Minor Research Project proposals based on these research areas identified by departments.

Nearly all full-time faculty members have already been awarded with PhD or are pursuing PhD. Incremental benefits as per extant service rules are provided with prompt processing at the institution end. Duty leaves are granted to teachers for presenting seminar papers, deliver invited lectures and appearing for PhD Dissertation Viva-Voce.

Teachers publishing as single authors donate their books to the institutional library so that students may be inspired and encouraged.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### **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: 2**

#### **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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## **3.3 Research Publications and Awards**

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

**Response: 0.25**

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 0.38

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	2	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:**

The institution strives to instill, through its various activities, a sense of responsibility in students towards community. The NSS Unit plays active role in conducting different kinds of Awareness programmes and service to local neighbourhood. Other than NSS, the institution has a fully functional Outreach Subcommittee OASIS (Outreach and Social Involvement Scheme) which has played active role during

major natural disasters such as Yaas and Amphan Cyclones, Severe Waterlogging and terrible crisis of Covid Pandemic.

The Institution has tried its best to extend support, at times through crowd-fundng, to reach out to people in need during the bleakest phases of the pandemic.

The institution works in close collaboration with the local Gram Panchayat to ensure that relief operations and awareness programmes reach the remotest parts of Hingalganj Block.

Since the students mostly hail from these underdeveloped regions, they have an intimate connection with the people of the soil and have an instinctive urge to participate enthusiastically to provide relief to their neighbours.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

#### Response:

The Institution has been recognised by the Local Self Government Hingalganj Gram Panchayat for its outreach activities to ease the hardships of neighbouring villages.

it has been recognised as a "Green Campus" by Hingalganj Gram Panchayat for its efforts towards creating a sustainable environment and eco-friendly campus.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	3	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.5 Collaboration

**3.5.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years:**

**Response: 1**

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

##### Response:

The institution has a green airy campus with student-centric facilities as listed below:

1. Airy spacious classrooms with whiteboards that double up as projector screens for ICT classes
2. One well equipped laboratory for students of Geography Department and a computer laboratory for use of students in general. At present there are seven computers in fully working condition along with internet facility exclusively for students.
3. The whole campus has free Wifi for students and staff bearing bandwidth of 200 MB
4. The central library with over 9100 books, digitized library facility, reading room, and departmental seminar libraries help students have access to textbooks and well chosen reference materials. Besides this, the students have access to NLIST content.
4. A spacious Open Air Theatre as well as seminar room houses cultural programmes and academic events.
5. A well equipped gymnasium offers opportunity to staff and students for physical exercise.
6. Large open field, with secured boundary, is a joyful space for outdoor games. A football and a volleyball court within the campus and play area within the Girls' Hostel help students stay fit and cheerful amidst lush greenery.
7. Girls' Hostel, with comfortable spacious rooms, nutritious home-cooked food, in-house library, kitchen garden and herbal garden, offers secure environment for girl scholars for a nominal fee.
8. The use of portable projectors and screens enable nearly all the classrooms for ICT classes.
9. The whole campus is under CCTV surveillance focusing on strategic points.
10. There are two sanitary napkin vending machines and incinerators in campus as well as Girls' Hostel for ease of access to hygienic products and disposal.
11. The entire college building has been constructed keeping in mind that the region is prone to cyclones and floods. In spite of being subject to numerous floods and cyclonic disasters, the building has stood strong because of its earthquake resistant and cyclone-resistant floorplan.
12. The main campus is surrounded by landscaped garden, blossoming plants, along with the inspiring full length statue of Rabindranath Tagore, inscribing in students' minds the spirit of humanism, peace, and a deep respect for nature.



13. There is a spacious and shaded bi-cycle and motor-cycle stand inside the campus
14. Infirmary (sick room) with first aid facility for students and staff
15. Cafeteria serving nutritious food at reasonable rates.
16. Guest-rooms with modern amenities for students and staff members.
17. Fully digitised learning management system (ERP) for methodical curriculum delivery
18. Room for indoor games/sports/Yoga in department of Physical Education
19. Exclusive and dedicated Scholarship Desk and Student Credit Card helpdesk.
20. Online Grievance Redressal, Anti-Sexual Harassment, E-notes facilities and video lectures for online education

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

**Response:** 52.32

##### 4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
43.56	3.41	95.34	8.80	6.79

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

#### 4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

##### Response:

The institution has a fully digitised library which the students can access and place book requests remotely. The user interface is simple and easy to enable quick search based on subjects, author names, publishers.

The central library was established in 2007 and now it is about 1449 sqft with reading room which can accommodate 25 students. It is fully digitalized with integrated library Management Software (ILMS). The library has 9103 books as on 27/06/2022. There is online Public Access Catalogue (OPAC) facility so the students can check the availability of the books via OPAC. All the departments have their respective seminar libraries. The books are purchased every year for the central library and then distributed to the seminar libraries as per requirement. It is used by all the teachers, non-teaching staff and the students. Internet facility is available for the users. News paper reading facility is also available inside the reading room. The library provides remote access to the digital resources such as previous years question papers and syllabi to the users.

With the spread of Covid 19, the institution felt the urgency to empower students access resources without reaching the campus. an initiative was taken to subscribe to E-books and e-journals under National Library and Information Services Infrastructure for Scholarly Content (N-LIST). The Library Committee members are taking active steps to familiarise the students with the technicalities of this system to ensure its optimum implementation.

Students are issued books against their Unique Identification number to ensure transparency and ease of access. It is mandatory for students to have "no-borrow" clearance from the central as well as seminar libraries to appear for their final examinations.

Library Book Purchase Amount Year-wise	Session	2017-18	2018-19	2019-20
	Amount Spent for Books (INR)	40866	125863	270234
	Amount Spent for E-Resource	0	0	0

##### 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****Response:**

The institute has a digitized office and depends on internet connectivity for its regular functioning. Therefore a steady and fast connection is always a necessity. The LAN connections to all office computers, computer lab, smart classroom, IQAC and library provides a speed of upto 100mbps.

Apart from this, the institution offers free WiFi to its student and staff with speed going upto 90 MBPS and above under optimum circumstances.

The finance committee ensures that adequate funds are allocated for updating of IT facilities from time to time.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 182.4

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

Response: 10

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

**Response:** 17.51

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
10.31	7.18	21.3	6.04	8.02

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

**Response:** 78.93

##### 5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1427	942	1321	1625	1438

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

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

**Response:** A. All of the above

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

**Response:** 8.81

##### 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

2021-22	2020-21	2019-20	2018-19	2017-18
103	475	176	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 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:** 8.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	9	4	11	17

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

2021-22	2020-21	2019-20	2018-19	2017-18
321	202	77	113	153

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

#### 5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	5	3	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

The alumni association of the institution was registered on 01.04.2020. The students passing out of the institution have always participated in various cultural and outreach programmes. The alumni representatives are an integral part of Internal Quality Assurance Cell and contribute to the holistic enrichment of the institution. They perform during various cultural programmes and participate in Career Counselling sessions to share their experience and expertise with present students. During natural disasters, they work hand in hand with the institution for successful execution of relief operations. Although there is



no significant financial contribution yet, there is significant contribution in form of Volunteering during different activities.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

The institution runs by the principle of decentralization and participative governance. The college is primarily governed by the Governing Body which has representations from the affiliating university, state government, college faculty, college administrative office, and students.

The departments run under the governance and monitoring of Internal Quality Assurance Cell, in close coordination with Academic Subcommittee.

There is an active Teachers' Council which works, in consultation with the Principal, to compose different subcommittees and cells.

The academic and extracurricular activities are closely monitored by respective subcommittees.

Student representatives are integral part of major bodies such as IQAC, Cultural Subcommittee, Magazine Subcommittee and Women Empowerment Cell.

The organogram of the college delineates the harmonious and streamlined flow of work through adequate involvement of students, alumni and other stake-holders. The Internal Complaints Cell is autonomous and independent of any authoritative personnel and reports directly to the Governing Body. The committees are formed and regularly revised in Teachers' Council meetings to ensure proportionate distribution of responsibilities. Convenors are frequently changed to allow fresh ideas and leadership.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2 Strategy Development and Deployment

**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

**Response:**

The institution has a systematic structure of subcommittees, cells, academic and administrative units to ensure participative governance, efficient handling of academic and administrative issues raised and deployment of developmental plan.

The Organogram of the college reflects the parallel hierarchy which ensures that developmental plans are processed from all concerned departments.

The Governing Body is the supreme authority. The Governing Body is constituted as per extant regulations with representations from the State Government, neighbourhood, academia, affiliating university, who work in close consultation with staff representatives, student representatives and the Head of the Institution.

1. The day to day functioning of the institution is carried out under the supervision of the Principal who ensures optimum performance of academic and extension activities.
2. The Bursar is responsible to regulate and monitor all financial transactions.
3. Statutory Bodies such as Finance Sub-Committee, Internal Complaints Cell, Grievance Redressal Committee etc are constituted as per norms and function to ensure proper implementation of institutional developmental plans.
4. Besides the staff members of the institution, the Governing Body nominates external members to important subcommittees and Cells.
5. The Internal Quality Assurance Cell acts as a monitoring unit to ensure best implementation of plans pertaining to academics and general quality improvement.
6. Students, teachers, staff members and Governing Body members have a specified code of conduct displayed on the institutional website.

Codes of Conduct:

Teachers: <https://hingalganjmahavidyalaya.ac.in/teachers.html>

Students: <https://hingalganjmahavidyalaya.ac.in/students%20code%20of%20conduct.html>

Governing Body: <https://hingalganjmahavidyalaya.ac.in/governing-body-2.html>

The Teachers' Council takes active initiative to constitute the non-statutory subcommittees and Cells, often consisting of student representatives. The Subcommittees submit requisitions and reports to the IQAC on a regular basis. Secretary and Treasurer of the Teachers' Council are elected by teachers every two years.

All employees are guided by the general guidelines and service rules of the State Government,

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

**Response:**

#### Welfare Measures

The Institution strives to provide its human resources with adequate welfare measures. Some of the measures include the following:

1. Teachers are provided with all standard leaves including maternity benefits and Child Care Leaves.
2. All Full-Time College teachers are protected under WB College Teachers (Security of Services) ACT, 1975
3. Campus is maintained with cleanliness and greenery to boost the morale of staff members.
4. The Teachers' Council acts as a unified voice to ensure optimum allocation of resources for staff welfare.
5. The college has a number of management appointed non teaching staff members with EPF benefits as well as annual benefits such as festival Bonus.
6. Teachers and Non Teaching Staff members are awarded with Awards and Appreciation on the Foundation day based on their performance and activities.
7. All staff members have access to safe drinking water, dining/kitchen unit, refrigerator, sanitary napkin vending machine, air-conditioned spacious seating arrangement.
8. Covid Vaccinations, including boosters, are provided free of cost to all staff members.
9. Service books are updated regularly.
10. The campus provides teachers and staff members with Free WiFi.
11. All issues raised regarding salary fixation, revision, incremental benefits are treated with swiftness.
12. Since most of the teachers have to travel a long distance to reach the campus, a couple of spacious air-conditioned guest-rooms have been constructed in case they wish to stay over.
13. The college has a Medical cell to assist the full-time staff members with all paperwork concerning registration, and claim processing for West Bengal Health Scheme. The non teaching staff and temporary teachers (State Aided) get the benefit of Swasthyasathi (general health scheme).
14. Games and sports events are organised for staff members along with festival feasts and cultural events.

## Performance Appraisal System

The institution has a three-way appraisal system for all staff members.

1. Self Appraisal: The primary appraisal is made on the basis of a staff member's self appraisal report, submitted to the IQAC annually. The report is quantitative in nature to ensure objectivity and quantitative score-generation. Questions focus on regularity, attendance, allotment and handling of duties etc.
2. Feedback Based Appraisal: This mode applies only to teachers at present. Feedbacks are collected from students where they rate their teachers based on parameters such as behaviour, subject-knowledge, communication-skills, regularity, punctuality, ICT skills etc. The feedback reports are analysed and used to ensure betterment of curriculum delivery.
3. Hierarchical Direct Appraisal: Besides the abovementioned systems of appraisal, the teachers and staff members are also evaluated following a hierarchical pattern. This may be represented as follows:

NTS>>>Accountant>>>**Principal**<<<<IQAC<<<<Heads of the Departments<<< Departmental Teachers

All Heads of the departments monitor the activities of their respective departmental faculties and send annual report to the Internal Quality Assurance Cell, which submits a consolidated report to the Principal. Based on these reports teachers are provided with personalised guidelines for improvement in a discreet manner.

All matters related to processing of CAS Promotion are directly linked with these annual appraisals to ensure transparency and justice.

### 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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 26.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	6	8	7

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The primary source of grant and income of the college may be listed as under:

- 1.Salary grant (including temporary teachers/State Aided College Teachers) is received from Govt of West Bengal.
- 2.Examination grant is received from University
- 3.Admission fee, session fee and other fees received from students.

Besides these, The institution has gained success in acquiring grants from the State Government, Sunderban Development Board, elected representatives such as MPs and MLAs, in developing infrastructure.

The duly constituted Finance sub-committee, along with Purchase Committee and Building Committee, takes meticulous care in ensuring transparency in any kind of monetary transaction involving stakeholders. All purchases are made through proper tendering and E-tendering mechanism as per regulations.

The college has a robust internal audit mechanism which makes sure that all financial dealings are strictly monitored against utilization statements. A duly qualified Chartered Accountant, nominated by the Higher Education Department, conducts external audits at regular intervals.

The institution follows a systematic pattern to narrow down priorities in terms of resource-utilization. the chain of action may be represented as:

Departmental Requisitions----->

>>>> IQAC----->HOI----->Finance Sub-Committee----->
Bursar----> HOI----->Purchase subcommittee

Subcommittee Requisitions----->

Based on the above flowchart, annual budgets are made which provides a regulatory benchmark for expenses.

Stock registers are digitized to cut down on paper-waste.

Cloud storage and database maintenance for both student-related data and financial data is utilized to reduce paper usage as part of environment-friendly drive as well as cost-reduction drive.

Guest-rooms are constructed to explore the possibility of revenue generation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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 was established in 2016 to streamline quality initiatives in a systematic manner. The goal was to develop an inclusive system of governance where all stakeholders have pivotal roles to play. Some of the most prominent quality initiatives taken by IQAC over the last five years may be listed as follows:

- Introduction of annual appraisal system for teaching and non-teaching staff.
- Introduction of Student Induction Program and Start-of-term Student Orientation Programs.
- Feedback collection, subsequent upgradation to online mode, and analysis.
- Introduction of Online Grievance Redressal, Online Sexual-Harrasment Complaint Form.
- Introduction of Certificate Courses in Yoga, Soft Skills, Communications, based on feedback obtained.
- Framing and implementation of Programme outcomes and course outcomes in close consultation with Academic committee and Examination Committee.
- Achieving transparency in internal examinations through introduction of "Descriptive Rolls" for internal examinations.
- Conducting Green Audit in association with external adviser.
- Departmental Academic Audits with annual review system.
- Database maintenance and digitization for ease in preparing for accreditation.
- Introduction of e-governance in academic and administrative activities.
- Development of ICT enabled curriculum delivery, E-Resources and online study-materials.
- Regular training programmes on quality issues involving teaching and non-teaching staff.
- Cloud-storage of CAS related documents and data to reduce paperwork and paper waste.
- Digitization of Library, Barcoding of books and NLIST membership.
- Introduction of digital Learning Management System.
- Development of Outreach activity and community service through establishment of OASIS (Outreach and Social Involvement Scheme).

The Internal Quality Assurance Cell works in close consultation with the prominent subcommittees and cells to promote team-work, transparency and accountability of all concerned. Feedbacks are considered diligently and actions are taken at the institutional level to achieve success in areas of academics and governance. Although the Quality Assurance System is in its rudimentary stages, it has gained considerable momentum because of the collective effort of Governing Body members, teachers, non-teaching staff members, students, members of alumni and, above all, the former and present Heads of the Institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international**



networks

**3.Participation in NIRF**

**4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

**Response:** C. Any 2 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

##### Response:

The institution promotes gender equity on both curricular and co-curricular levels. Besides incorporating issues of gender equity, religious tolerance and patriotism within curricular topics, the institution takes the following initiatives regularly:

1. Observation of days of national importance such as Independence Day, Republic Day, Netaji Jayanti, Teachers' Day, International Mother Language Day, International Women's Day, Raksha Bandhan, Vasanta Utsav, Saraswati Puja, Rabindra Jayanti and many such events to promote sense of brotherhood, patriotism and social justice.
2. Beautification of campus through construction of a dedicated area, "Suryabedi" (Altar of Bravery) for hoisting the national flag and institutional flag on special days and a monumental statue of Rabindranath Tagore to inspire onlookers with a sense of peace, humanism and creativity.
3. Initiatives are taken by Magazine Subcommittee to publish thematic wall magazines to commemorate days of national importance as well as local tradition.
4. In order to promote women empowerment, government sponsored scholarship schemes exclusively for women (Kanyashree Scheme) are processed through Scholarship Cell. Women Empowerment Cell, an autonomous body has taken initiatives such as setting up of sanitary napkin vending machines and incinerator machines to promote female hygiene, installation of CCTV surveillance system to ensure security, involving students and faculty members under gender champions to conduct gender awareness programmes throughout the year.
5. An exclusive hostel for girls ensures that female students belonging to remote villages have safe access to education.
6. The NSS unit, Sports unit and units involved with outreach programmes and cultural programmes strive to maximise equal participation of girls and boys in different events and programmes.
7. Female staff and students are given full maternity benefits and online curricular support at par with UGC guidelines. Special remedial sessions, online and offline as required, are arranged for girl students who are unable to attend college due to pregnancy and childbirth.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

**7.1.2 The Institution has facilities and initiatives for**

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

**Response:** C. 2 of the above

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

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

**Response:** D. Any 1 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

**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 gives utmost importance to promote tolerance and social equity. The students and staff of the institution hail from diverse economic, social, religious and cultural backgrounds. However, instead of weakening the fabric of the institution, this diversity has contributed to the strong foundation of brotherhood, mutual tolerance and respect that the stakeholders of the institution exhibit.

1. Students and staff members, irrespective of their religion, take part enthusiastically in institutional festivals which are celebrated not merely as religious events but as symbols of cultural communion. Goddess Saraswati is seen as a symbol of enlightenment and learning, Holi or Vasanta Utsav is seen as a celebration of colourful nature's communion with mankind, Raksha-bandhan or Rakhi (inspired by Rabindranath Tagore's effort to promote solidarity between Hindus and Muslims In the wake of first partition of Bengal) is a symbol of communal harmony, Eid is a symbol of celebrating humanity and sacrificing hatred, Vijaya Sammilani is a symbol of victory of good over evil.

2. No student or staff member is discriminated for his or her religious or social backgrounds. The students primarily belong to two religions, Hinduism and Islam, but they hail from almost similar economically challenged society. The fact that these students, despite belonging to different religions, grow up together in closely knit communities including people from other religions, sharing their joys and sorrows, the spirit

is reinforced inside the campus in presence of faculty and staff who belong to different cultural and religious backgrounds.

3. No dress code is imposed on teachers and students. Freedom of dress according to one's cultural and religious choice is allowed as long as it remains within the periphery of appropriate decency.

4. Outreach programmes and relief works are conducted involving students to inculcate in them a sense of social responsibility.

5. Since the students belong to the border villages of West Bengal, their vernacular is heavily accented. They also often lack pronunciation skills in Hindi and English. Instead of discriminating them on these grounds, the faculty members strive to improve their linguistic skills by instilling confidence and exposure to global and regularised speech accents.

## 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:

#### 1. Title of the Practice

Women Empowerment and Welfare:

#### 2. Objectives of the Practice

The institution belongs to a remote rural belt where female students face multiple obstacles such as family pressure for early marriage, threats of trafficking, solitary and long travel to reach college, lack of awareness about reproductive health and hygiene etc while pursuing higher education. Consequently, it was felt necessary to take active initiatives to relieve some of these obstacles. The college has actively tried to implement at least one welfare measure every year to ensure that female students have more safe and secure access to higher education.

#### 3. The Context

The primary challenge in this regard was the mindset of parents from rural areas, for whom a girl child is often a liability and must be married off early. There is a lucrative scholarship Kannyashree where an unmarried girl student gets a hefty amount. However, in reality it is found that after getting the scholarship money the parents get their girls married off and discontinue their studies. Therefore, it is often seen that percentage of girl students in second or third year of study reduces considerably despite promising enrolment rates during admission.

The second challenging aspect was lack of funds or grants. As the students of this institution belong to

economically weaker sections, it is not feasible to hike the fee for even developmental measures. Consequently, the measures are adopted primarily based on available resources.

#### **4. The Practice**

As the admission data of the institution clearly reveals, the enrolment percentage of girls compared to boys is much higher than the average score of Indian colleges (Source: AISHE). However, the rate of drop-outs during the second and third years leads to a miscalculation of actual data. The problem is clearly visible when we look at the data for college-leaving final examination results.

To combat the problem the following measures were taken :

1. Installation of CCTV
2. Upgradation of College Hostel for Girls
3. Special Assistance Cell for Scholarship especially for girls belonging to economically weaker sections and marginalized communities.
4. Provision for maternity leave, and child-care benefits including online tutoring during pregnancy and childbirth.
5. Women's Cell conducting Awareness Programmes on Women's Issues and Rights and promoting sense of leadership through Gender Champions
6. Anti-Sexual Harassment Cell for any sexual discomfort faced by staff or students.
7. Sanitary Napkin Vending Machines and Incinerators to ensure discreet, hygienic usage and disposal of sanitary napkins.

#### **5. Evidence of Success**

The measures adopted has created a sense of security in the girl students. The dropout rates were diminishing in 2019-20. However, with the Pandemic, things got a significant setback . The disruption of active campus life, together with devastating cyclones in the region over a period of two years, led to great setback.

The situation has become better as the results of 2021 and 2022 show promising percentage of girl students qualifying the final examination.

#### **6. Problems Encountered and Resources Required**

The primary problem is breaking the false notion in parents. Additionally, along with imparting of regular curriculum, certain job-centric training or internship could generate awareness in girl students about their employability. The institution plans to introduce such courses in near future keeping in mind the local expertise and proficiency of these students.

#### **Notes**

Women empowerment is not always measurable through statistics. Often factors like having a female teacher as a role model, or provision for safe transit to college campus, scope of expressing one's ideas through extracurricular activities, participating in outreach programmes to feel in tune with the community, act as a great influences in shaping the identity of a female learner.

**Best Practice 2:****1. Title of the Practice**

Greener World: Better World.

**2. Objectives of the Practice**

Hingalganj Mahavidyalaya, because of its strategic location in the Sunderbans, has immense potential to undertake measures for propagation of green resources. However, these efforts need to be sustainable, planned and monitored to ensure best implementation. The objective of “Greener World: Better World” is to systematize these efforts, ensuring participation of students and staff.

**3. The Context**

During a brainstorming session of IQAC, held on 6th December, 2017, the Green Cell came up with the suggestion of conducting Green Audit. It took about a year to complete the audit with valuable advice from external expert. A set of recommendations were made based on which it was decided that every session at least some development would be made to progress toward ecological sustenance.

**4. The Practice**

Each session, new saplings are planted

Since the soil has a higher degree of salinity than optimal, fertile soils are procured at times to enable better seed propagation and plant growth.

Biodegradable wastes from girls’ hostel are used to produce manure for the herbal garden and kitchen garden.

Awareness programmes are conducted on World Environment Day, Sundervan Divas, Earth Day

The outer walls were painted in a shade of pleasant green to attract birds, thereby restoring biodiversity and balance.

**5. Evidence of Success**

There is a significant increase in butterflies, bees and birds

The campus air provides far more breathing comfort than urban institutions.

The erosion of topsoil has reduced significantly.

Students have been made more aware of the importance of water, problems of using plastic and recycling/reusing of resources.

**6. Problems Encountered and Resources Required**

The primary problem with tree plantation has been salinity of the soil.

There is a lack of fund, especially in the post-pandemic time because of reduction in student admission and drop-outs.

Administrative roadblocks in processing of requests for installing Solar Panels or Vermi-Composting Units.

Cyclonic disasters often cause much distress to younger saplings.

Short term solutions are made by teachers who donate saplings and take initiative to carry on this venture.

### Notes

The institute plans to expand the scope of this practice with installation of solar panels, composting plants, introduction of certificate course in agriculture to utilize the potential of the paradisaal campus to its fullest extent. It will continue enhancing its contribution to environment, fighting the demon of carbon footprints and threat of extinction.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

The institution has prioritized service to community through its academic and outreach activities. No education is complete without its contribution to the society. The greatest learning is obtained in fighting the battles of real life. The students of this institution are fighters; since their birth they have been battling the evils of superstition, poverty, illiteracy and social discrimination. The campus provides them, above everything else, with a space without these evils. They feel a sense of equality, irrespective of their gender, race, caste or religion. In the three years of study, they acquire not just academic knowledge but a confidence in their identity as Indians. This sense is reinforced through participation in those activities of the college which cater to the needs of the neighbouring vilages, especially during natural disaster.

#### OASIS: Outreach and Social Involvement Scheme

Sunderbans, a region of breathtaking natural beauty, is also a cradle of natural disasters in the form of cyclones and flooding. Hingalganj has witnessed over the years devastations in the shape of Aila, Amphaan, Bulbul and Yaas, to name a few. Located at the heart of super-cyclonic belt, both students and teachers feel the monstrosity of these disasters and their impact on the impoverished neighbourhood.

The OASIS committee was set up to systematically address these problems, to the best of our capabilities. OASIS (Outreach and Social Involvement Scheme), as the acronym suggests, plans to become a zone of hope and safety when disasters strike, just as an oasis acts as a redeeming shelter for starving souls in deserts. Students, through their enthusiastic participation in NSS programmes, get trained to act along with the staff members during times of disasters. Water, medicine, dry food is carried to people stuck in waterlogged locations, especially during the horrific Pandemic lockdowns.

It is the institutional vision, to create individuals with awareness about their responsibilities. OASIS offers this opportunity to students who get their best education in being part of social upliftment and progress.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>



## 5. CONCLUSION

---

### **Additional Information :**

Official You-Tube Channel: <https://www.youtube.com/channel/UCJiTCw3bXcgqTjBzVr20jgQ>

Official Facebook Page: <https://www.facebook.com/HMV.WBSU/>

### **Concluding Remarks :**

Back in 2004, a group of spirited educationists dreamt a dream together, to address the legitimate but long deferred demand for higher education of the people belonging to one of the most remote and underdeveloped areas of West Bengal. On 24th February 2005, the foundation stone of the present campus was laid, in presence of almost ten thousand enthusiastic people. The college started functioning from its home campus after the completion of the building in 2009. Since then, the journey had been uphill, but eventful and promising.

The College Service Commission has facilitated the recruitment of Full Time Substantive Assistant Professors to manage and take charge of different departments. At present there are twelve Full Time Assistant Professors, along with twenty-two qualified and dynamic State Aided College Teachers (Govt Approved, permanent) with good academic background and dedicated service. It was under the leadership of Dr Shamim Bhar, Teacher-in-Charge, that the college started to gain great momentum on the level of academics as well as infrastructure.

The year 2021 may be seen as a landmark in the history of the college. It was in the month of February that Dr Shaikh Kamal Uddin joined as the first Principal of the college. The college has finally gathered courage to opt for accreditation primarily because of his encouragement, competence, and dedication.

Today, the college has grown to a two-storey campus, with an exclusive Girls' Hostel within the college campus, open and wide playground, Library and Laboratory Facilities, digitized Office, Smart Classrooms, Seminar Room, Guestrooms and Open-Air Theatre.

The two years of Pandemic, spanning across sessions 2020-21 and 2021-22 has been a bitter but enlightening experience. The college shook off the initial shock and emerged as a dependable centre for online education and evaluation process. Teachers joined hands to create a formidable bank of resources, both textual and audio-visual, expanding the horizon of learning for students.

With every step that Hingalganj Mahavidyalaya takes, it remembers what it once had been. A dream dreamt by a handful of men. Its journey has only just begun.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Add on /Certificate/Value added programs offered during the last five years</b></p> <p>Answer before DVV Verification : 3 Answer After DVV Verification :0 Remark : DVV has considered these courses in 5.1.2 as Capacity building and skills enhancement initiatives.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</b></p> <p><b>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>168</td> <td>0</td> <td>192</td> <td>12</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has considered these courses in 5.1.2 as Capacity building and skills enhancement initiatives.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	168	0	192	12	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
168	0	192	12	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 767 Answer after DVV Verification: 6 Remark : DVV has made the changes as per shared field report of students by HEI.</p>																				
2.1.2	<p><b>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

376	413	396	411	396
-----	-----	-----	-----	-----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
376	413	396	410	396

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
642	642	642	597	574

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
642	642	642	597	574

Remark : DVV has made the changes by looking at seats earmarked against reserved admitted students.

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) 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/ Red Cross/ YRC etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	1	2	3	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	3	0

Remark : DVV has not considered days programs. DVV has made the changes as per shared report of activities by HEI.

**4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

**4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five**

**years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.65	8.13	81.06	53.27	7.02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43.56	3.41	95.34	8.80	6.79

Remark : DVV has made the changes as per addition of fixed assets excluding library books and library equipment's.

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	2	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has not considered award received from Society. DVV has not considered award received for extension activities on this metric.

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	13	9	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

7	2	5	3	4
---	---	---	---	---

Remark : DVV has not considered days and Jayanti.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	12	10	14	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	6	8	7

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

Remark : DVV has made the changes as per pro-rata basis of shared participation certificate by HEI.

**7.1.2 The Institution has facilities and initiatives for**

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per shared report and photos of SL No. 1 and 4 by HEI.

7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has select D. Any 1 of the above as per shared green audit report by HEI.</p>
-------	--

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 875 986 987"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>35.41</td> <td>27.81</td> <td>117.80</td> <td>78.47</td> <td>35.77</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1066 986 1178"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55.25</td> <td>29.21</td> <td>88.93</td> <td>84.33</td> <td>44.10</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	35.41	27.81	117.80	78.47	35.77	2021-22	2020-21	2019-20	2018-19	2017-18	55.25	29.21	88.93	84.33	44.10
2021-22	2020-21	2019-20	2018-19	2017-18																	
35.41	27.81	117.80	78.47	35.77																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
55.25	29.21	88.93	84.33	44.10																	