SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SHAHID MATANGINI HAZRA GOVT. GENERAL DEGREE COLLEGE FOR WOMEN

CHAKSHIRIKRISHNAPUR-KULBERIA, P.O-KULBERIA, DIST- PURBA MEDINIPUR
721649
https://www.matanginicollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shahid Matangini Hazra Government General Degree College for Women has been established by the Government of West Bengal with the aim of providing quality college education to girl students of Purba Medinipur and surrounding areas. It is ideally located close to the highway crossing from where different roads lead to Mecheda,

"Creativity is Knowledge": we believe in this pronouncement by Albert Einstein, as it carries the true essence of our motto, and acts as a motivation to develop our educational institution from a dream project to reality.

Shahid Matangini Hazra Government General Degree College for Women, was set up in 2015 as a new academic institute under the Higher Education Department of the West Bengal Government. It began functioning within our own two-storied building, Classrooms, Faculty staffroom, library with a reading room, dedicated laboratories for the Departments of Physics, Chemistry, Geology, Geography and Mathematics, playground, canteen, Students' Activity Centre and other relevant infrastructure which were developed by Govt. of West Bengal. The College is affiliated with Vidyasagar University of Paschim Medinipur, West Bengal. Since its inception in 2015. The University Grants Commission (UGC), Government of India has affiliated this College with "2f" certification during 2019-20 and "12B" certification is under process.

Vision

To impart holistic education to the girl students of the locality providing them with quality learning experience.

Mission

1. To make the girl students socially responsible citizens,
2. To develop environmental awareness & women health awareness and also make them culturally strong through creative performance.
3. As the only Government Girls College in Purba Medinipur, We aim to make education accessible and affordable, creating a democratic space for academic excellence.
4. Addressing the unique needs of both advanced and slow learners, we offer necessary support through innovative teaching methods.
5. Guiding students to successful degree completion and furthering their pursuit of higher degrees.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A multi-cultural, and multi-religious environment conducive to first and second-generation learners.

- With a considerable teaching strength, thirty-two qualified and dedicated faculty members, the institution thrives on a robust teacher-students bonding, fostering a healthy mentor-mentee relationship to achieve the good academic standards.
- A reasonably good teacher-student ratio provides more attention to students' individual learning needs. Regular Remedial classes and Mentor-Mentee sessions are held by all Departments.
- Students' performance at University Examinations are commendable. Our pass percentagr ratio over five year have been 98.80. This is visible also through the Students attainment level. Students every year continue to pursue Higher Education.
- Successfully implemented the student-centric CBCS curriculum in all its Honours courses from 2017 for Science subjects and from 2018 for Humanities subjects and the NEP Programme from 2023 onwards.
- The augmentation of e-resources and ICT-enabled teaching methodology immensely helped the students during the pandemic and beyond it. Presence of three smart classrooms adds a digital dimension to the learning environment.
- Availability of Wi-Fi connectivity in college campus, including the Principal's Chamber and office, departmental staff rooms, classrooms, for internet accessibility.
- The digitalized Central Library stands as a reservoir of knowledge, The College Central Library has INFLIBNET. The library extends services such as access to repositories, e-journals, and question banks, benefiting students and faculties. The N-list facility is available for teachers and students for academic enrichment. There is a reading room facility for Students and teachers with Librarian.
- IQAC ensures quality control, academic expansion, partnerships, and productive strategies for overall institutional development and growth. MOU Agreement are signed with Academic partners to collaborate and ensure quality education for students.
- The Grievance Redressal Cell, Anti-Ragging Cell, Internal Complaints Committee, Disciplinary Action Committee, Equal Opportunity Cell, Students Grievance Redressal Committee and Career Counselling Committee protect and promote students' safety, dignity, and future prospects.
- College has proximity to the Government Hospital for any emergency medical assistance.
- Faculty members pursue publications in UGC-CARE listed journals, other various reputed journals and contributed articles in book chapters.
- The NSS unit with student volunteers organises various awareness programmes within the institution and conducts community outreach activities throughout the year.
- The college has a Green Campus Policy for environmental sustainability. Periodic review of policy implementations is taken up by the authority to ensure pollution-free campus.
- College laboratories follow eco-friendly ethical practices.
- The campus is accessible to differently-abled (Divyangjan) persons, having a ramp-enabled entrance for convenience.
- The college campus is secured with security guards and the CCTV surveillance.

Institutional Weakness

- As a comparatively newly set up Government College, the institution requires a few necessary infrastructures viz. boundary wall.
- Available ICT enabled classrooms are limited in the college and that impacts the teaching learning process in smarter ways in accordance with the NEP and CBCS curriculum.
- Being a Government College, availability of funds and the disbursal process pose problems for the college to plan and execute projects and maintenance including laboratories and upgradation of library resources. Due to the paucity of funds, there is limited provision for organizing seminars, UGC Career

Oriented Add-on Courses.

- As a fully Government Institute, the college depends entirely on P.W.D. for construction and renovation related civil and electrical works, making maintenance, and monitoring difficult.
- Many students are first-generation learners from semi-urban and rural areas who face various socio-academic hurdles. However, most of them have overcome all odds and aced higher education.
- As the institute follows the curriculum of Vidyasagar University for UG levels, its scope to contribute in curriculum designing and modification is limited. However, teachers as members of Board of Studies tries to put-up views to fill up this gap to some extent.

Institutional Opportunity

- Being the only Government College for girls' students in the locality, the institution provides the opportunity to the student of this areas to access quality higher education at a very low and affordable cost where many students are first-generation learners. It equips them with curriculum and skill-based learning for their future journey.
- This institution is conducive in imparting higher education to our girls' students in a safe and secure environment.
- The college maintains and encourages social harmony and national integrity as there are students from different communities in this Higher Educational Institution.
- The HEI promotes the wholesome development of students without any gender bias.
- It promotes the potential of the students for attaining excellence in their fields under the guidance of the efficient faculty members of the institution, who provide them with constant motivation and support.
- The college encourages education beyond the syllabus by organizing seminars, interactive sessions, project works on multifarious topics of academic and social interest. During the pandemic, several webinars were hosted online to keep up students' interest in various subjects.

- The Department of Geography and Department of Geology conducts field trips to various places or sites of geographical and biological diversity to enhance the experiential learning aptitudes of students.
- The institution organizes various sensitization programs on gender and environment to enhance the awareness of the students in these issues and for their holistic development.
- Though a relatively new higher education institution, the presence of the large Alumni body contributes in overall growth of the institution and acts as a motivation for currently enrolled students.

Institutional Challenge

- Student are mostly from the semi-urban and rural areas, and some of the girls' students are first-generation learners. Such girls' students are more likely to face lower levels of encouragements for higher studies.
- The institution struggles with a dearth of funds from the government, that hinders further improvement and upgradation of infrastructure viz. auditorium and large seminar halls, improvement of laboratory equipment, procurement of books, journals and other online academic resource subscriptions in the Central Library, proper playground and cycle stand, rainwater harvesting, garden and medicinal plants, solar panel as alternative sources of energy, improvement of canteen facility, and toilets for specially abled.

- The college grapples with shortage of additional ICT enabled classrooms to accommodate simultaneous classes for all three academic years across eleven departments.
- The college aims to increase the number of computers, thereby improving the student-computer ratio. By providing more computers, students can develop their ICT skills, equipping the next generation of learners with the capabilities to acquire and apply these skills in the future.
- The girls students tend to drop out due to marriage pressure due to their socio economic background and that impacts their visibility in progression and placement.
- The development of a perspective plan for a longer period with short term sub-plans is dependent on the State Government policy as the College is entirely guided by the state government rules and regulations pertaining to recruitment of staff, income and expenditure. The State Government, however, welcomes proposal for development.
- The college has no authority or opportunity to fill up vacant teaching and non-teaching posts, which remain unoccupied unless filled by the Department of Higher Education, Government of West Bengal.
- There are challenges for introducing innovative teaching-learning techniques given the strict constraints of syllabus completion within the stipulated semester academic schedule set by the affiliating University.
- As per the NEP curriculum, Internship in Industry though initiated with small steps is yet to take a formidable shape due to the distance from the industrial centre. However, community engagement activities have been initiated.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shahid Matangini Hazra Govt. General Degree College, affiliated with Vidyasagar University, Purba Medinipur, adheres to the curricula structured by Vidyasagar University for all undergraduate courses. The institution currently offers 11 Honours and Honours with research courses, along with four multidisciplinary courses under NEP-2020. The primary objective of the institution is to impart education that enhances students' knowledge and skills, shaping them into better citizens and human resources.

At the beginning of each academic session, the institute prepares an academic calendar and a master routine to ensure effective delivery of classes throughout the semester. The teaching methodology includes traditional classroom teaching, PowerPoint presentations through ICT, practical classes, projects, and field tours. For each semester, two internal assessments are conducted, in addition to class tests held at various points during the study period. The affiliated university conducts the end-semester examinations.

In addition to syllabus-oriented courses, our college offers value-added courses for students. Over the past five academic sessions, the institute has completed 3 value-added courses, with participation from more than 15 percent of the total student body.

Shahid Matangini Hazra Government General Degree College places significant emphasis on imparting holistic education to students. The curriculum of most courses includes provisions to address Professional Ethics, Gender, Human Values, Environment, and Sustainability. The teaching-learning process integrates these issues through classroom teaching, seminars, webinars, special lectures, and field activities. The NSS at the college organizes various character-building activities, including cleanliness and plantation drives, World Environment

Day celebrations, awareness programs on water conservation and plastic hazards. These initiatives instill a sense of responsibility in students and promote a holistic understanding of environmental awareness and natural surroundings.

Many departments offer project work to students during different semesters. These project reports are evaluated by both internal and external examiners during end-semester examinations. Environmental Studies project work is mandatory for all first-year students under the CBCS course and the four-year UG program (under NEP). The Department of Geology and the Department of Geography also organize field visits.

At our institute, feedback is collected from students, teachers, staff, parents, and alumni. The feedback covers dimensions such as academic functions, curricular framework, infrastructure, and campus environment etc. These feedbacks are analyzed to identify major issues mentioned and suggestions by different stakeholders. The Internal Quality Assurance Cell (IQAC) addresses the suggestions and issues in IQAC meetings for suitable resolution.

Teaching-learning and Evaluation

The institution is dedicated to imparting knowledge to students from diverse backgrounds and abilities. The driving force of the institution is "Teaching-Learning and Evaluation," which is essential for academic excellence. The institution values a system of education that integrates value-based learning with practical experiences.

To ensure that all students benefit from the teaching-learning process, the institution continuously monitors the flexibility of the process and the outcomes for students. The institution provides ICT-enabled classrooms, laboratories, Wi-Fi facilities, and a fully automated central library to support an effective, modern, and transparent teaching-learning process.

The college offers experiential, participatory, blended mode, and ICT-enabled teaching-learning methods. Each department conducts classes, internal assessments, and seminars according to the academic calendar, which is reflected in the academic monitor. Value-added courses bridge knowledge gaps and give students a competitive edge.

The student enrolment percentage remains over 69.20 percent relative to the intake capacity each academic year. As a government college, offering quality higher education at very low cost and students from economically disadvantaged backgrounds is of primary importance,. The admission process strictly adheres to the government's reservation rules.

The institution maintains a good student-teacher ratio. In the last academic session, the institution had 1002 students with 32 full-time faculty members across various departments, resulting in a 31:1 student-teacher ratio. The faculty includes distinguished members with NET/SLET/PhD qualifications.

The final semester examination results are quite satisfactory, with a pass percentage exceeding 98.8%. In compliance with the norms and objectives of Outcome-Based Learning set by the affiliating university, the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the departments.

The college conducts internal assessments and semester-end examinations to prepare students for the final

semester and university exams. Student grievances related to internal and external examinations are addressed regularly as needed.

Research, Innovations and Extension

Shahid Matangini Hazra Government General Degree College encourages students for research and innovation for cultivation of knowledge. The Innovation Council of the college was formed in January 2023, with the intention of inspiring, fostering, and encouraging young students to work on novel endeavours. Through the Innovation Council, students gain hands-on experience in innovation while being nurtured and encouraged by the faculty. Various workshops have been conducted under its aegis. Seminars have been organised on IPR to create awareness among the students on International IPR day.

As per the recommendation of NEP-2020, Indian Knowledge System (IKS) and Common Curriculum Framework (CCF) have been incorporated and introduced by the affiliating University from academic session 2023-24. Several departments of our college have organised seminars/webinar/workshops on various topics including research methodology, NEP, intellectual property rights etc.

In last five years, the faculty members have published more than 78 UGC-CARE enlisted research article and in other various high impact international and national journals. The faculty members contributed regularly in the academic field and 65 book chapters published during last five years. Some faculty members are perusing for their PhD as research scholars in collaboration with other universities or research institutes. Students of some departments are publishing high impact articles. Faculty members of this college have research experience, which helps the students in their career counselling. The faculty members are publishing books and book chapters in regular interval.

In the last five years, Shahid Matangini Hazra Government General Degree College has executed 11 MOUs/Collaborations with different institutions for project work, student / faculty exchange and collaborative research.

In addition to all these, the NSS units of our college have performed more than 6 community outreach programmes and various extension activities in the college as well as in the locality. These enhance the scope for students to go beyond their curriculum and sensitize.

Infrastructure and Learning Resources

Shahid Matangini Hazra Government General Degree College is located besides the major highways connecting strategically important locations housed in a moderately large campus area of 2.85 acre. The College is equipped to offer quality teaching & learning in the Graduation (Honours) level for 11 Subjects. Such 11 academic departments include six sciences and five humanities departments and the Central Library. There are 33 Classrooms and 11 updated laboratories equipped to conduct the experiments in the present curriculum offered by the University.

The main academic building of the college provides wifi-enabled classrooms, ICT facilities, laboratories, computer facilities with wi-fi and LAN, library for better learning environment. A good number of Computers with internet connection serve the necessity of the teaching learning activities almost in all departments. The main building also hosts Principal's office, student's common room,

The Seminar Hall on the ground floor is mainly used to hold Academic Seminars, Lectures and Workshops. The same is also used for celebration of the College Annual Day, Teachers' Day, other cultural events.

The central library is equipped with more than 4,000 books, Journal titles and subscription to N-LIST INFLIBNET (access to online journals) to provide the students the opportunity of having a treasure of knowledge. The central library is enabled with KOHA-ILMS for accessing numerous books and study materials on the internet. All the stakeholders can avail wi-fi connectivity with upto 300 mbps speed in the campus installed in selected areas of college.

In last five years, depending on the funds sanctioned, infrastructural developmental works have been completed like, installation of internet leased line, installation of scientific instruments from the state government development grant. A total amount of Rs. 1.00 crores have been utilized for infrastructural augmentation. Several maintenance related works have also been completed like renovation of classroom and staff room.

Student Support and Progression

Shahid Matangini Hazra Govt. General Degree College is committed to supporting students in their pursuit of academic excellence and holistic development. As a government college, we offer a low tuition fee, making higher education more accessible.

Financial Support: We provide various scholarships and financial assistance to our students. In the last five years, a significant number of students have benefited from government scholarships, free ships. Our students are also eligible for merit-cum-means scholarships, minority scholarships, and fee concessions. To facilitate the scholarship process, we appoint nodal officers from our faculty and organize camps to address any related issues. Approximately 100% of our students have received scholarships from various sources.

Capacity Building and Skill Enhancement: We organize programs for capacity development and skill enhancement, including career counseling, which has benefited many students. These initiatives aim to empower our students for their future endeavors.

Redressal Mechanisms: We have established a Grievance Redressal Cell, Anti-Ragging Committee, and Internal Complaints Committee (ICC) to address student grievances, including ragging and sexual harassment. An online grievance submission mechanism is also available.

Students' Progression: Many of our students have progressed to higher studies in state and national universities. In the last five years, approximately [insert percentage] of our passed-out students have pursued higher education or established themselves in their careers.

Students' Achievements: Our students have excelled in university examinations, securing high marks and admission to premier institutes. They have also participated and received appreciations in sports, debates, quizzes, poster completions and youth parliament.

Alumni Engagement: As a relatively new institution, established in 2015, we take pride in our alumni. We are in the process of registering our Alumni Association, which has already organized various activities, including a recent Alumni Meet."

Governance, Leadership and Management

Shahid Matangini Hazra Govt. General Degree College, a government institution, is committed to providing holistic education to girl students in Purba Medinipur, West Bengal. The college follows the administrative guidelines set by the Higher Education Department of West Bengal and operates under a vision to empower students through social responsibility, environmental awareness, cultural enrichment, and accessible education. The mission emphasizes supporting diverse learners and guiding them toward academic excellence and higher education.

Decentralised governance: The governance of the college is decentralized, allowing for collective decision-making in various aspects, including development, infrastructure, financial management, academics, admissions, e-governance, and collaborations. Major decisions are made based on the recommendations and suggestions of the Internal Quality Assurance Cell (IQAC) and other statutory and non-statutory subcommittees. The institution's organizational structure reflects a participative management style, with coordinators, HODs, and other leadership roles ensuring smooth operations across academic, administrative, finance, cultural, and sports departments.

Planning and Execution: The college has a comprehensive perspective plan that guides the implementation of its academic, administrative, and financial activities. Infrastructural development and maintenance are carried out systematically by specific committees under the supervision of the Teachers' Council.

Welfare measures for teaching and non-teaching staff include access to the West Bengal Health Scheme LTC, leave benefits, and Career Advancement opportunities through the Career Advancement Scheme (CAS). Faculty members are encouraged to engage in UGC-approved Faculty Development Programs (FDPs), and administrative training for non-teaching staff.

Role of the IQAC: The IQAC plays a crucial role in maintaining the quality of the teaching-learning process and enhancing the academic environment. It oversees academic and administrative audits, the NAAC accreditation process, and the college's participation in the National Institutional Ranking Framework (NIRF).

Financial support and Upliftment: The college is fully funded by the Government of West Bengal, with allocations under Non-Plan and Plan categories. The institution has implemented several e-governance initiatives, including the use of HRMS and IFMS portals for administration and online platforms for admissions, and examination-related processes. A dedicated helpline is in place to address student grievances related to online procedures, ensuring timely and effective resolution. Through these measures, the college aims to provide a supportive, innovative, and effective educational environment for its students.

Institutional Values and Best Practices

Shahid Matangini Hazra Government General Degree College, a government institution, is committed to providing holistic education to girl students in Purba Medinipur, West Bengal. The college follows the administrative guidelines set by the Higher Education Department of West Bengal and operates under a vision to empower students through social responsibility, environmental awareness, cultural enrichment, and accessible education. The mission emphasizes supporting diverse learners and guiding them toward academic excellence and higher education.

Decentralised governance: The governance of the college is decentralized, allowing for collective decision-making in various aspects, including development, infrastructure, financial management, academics, admissions, e-governance, and collaborations. Major decisions are made based on the recommendations and suggestions of the Internal Quality Assurance Cell (IQAC) and other statutory and non-statutory subcommittees. The institution's organizational structure reflects a participative management style, with coordinators, HODs, and other leadership roles ensuring smooth operations across academic, administrative, finance, cultural, and sports departments.

Planning and Execution: The college has a comprehensive perspective plan that guides the implementation of its academic, administrative, and financial activities. Infrastructural development and maintenance are carried out systematically by specific committees under the supervision of the Teachers' Council.

Welfare measures for teaching and non-teaching staff include access to the West Bengal Health Scheme LTC, leave benefits, and Career Advancement opportunities through the Career Advancement Scheme (CAS). Faculty members are encouraged to engage in UGC-approved Faculty Development Programs (FDPs), and administrative training for non-teaching staff.

Role of the IQAC: The IQAC plays a crucial role in maintaining the quality of the teaching-learning process and enhancing the academic environment. It oversees academic and administrative audits, the NAAC accreditation process, and the college's participation in the National Institutional Ranking Framework (NIRF).

Financial support and Upliftment: The college is fully funded by the Government of West Bengal, with allocations under Non-Plan and Plan categories. The institution has implemented several e-governance initiatives, including the use of HRMS and IFMS portals for administration and online platforms for admissions, and examination-related processes. A dedicated helpline is in place to address student grievances related to online procedures, ensuring timely and effective resolution. Through these measures, the college aims to provide a supportive, innovative, and effective educational environment for its students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHAHID MATANGINI HAZRA GOVT. GENERAL DEGREE COLLEGE FOR WOMEN
Address	Chakshirikrishnapur-Kulberia, P.O-Kulberia, Dist-Purba Medinipur
City	Tamluk
State	West Bengal
Pin	721649
Website	https://www.matanginicollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Bijoy Krishna Roy	03228-262262	9830066435	-	matanginicollege@gmail.com
IQAC / CIQA coordinator	Piku Das Gupta	03228-3228262262	9883313963	-	piku.dasgupta2008@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-08-2022	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Chakshirikrishnapur-Kulberia, P.O-Kulberia, Dist- Purba Medinipur	Rural	2.85	4261.648

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Humanities And Social Science,Multidisciplinary	36	HS OR Equivalent	Bengali	162	157
UG	BA,English, Hons or Hons with Research	48	HS OR Equivalent	English	46	45
UG	BA,English, Hons.	36	HS OR Equivalent	English	39	39
UG	BA,Bengali, Hons.	36	HS OR Equivalent	Bengali	67	65
UG	BA,Bengali, Hons or Hons with Research	48	HS OR Equivalent	Bengali	82	78
UG	BA,Sanskrit, Hons or Hons with Research	48	HS OR Equivalent	Bengali	46	30
UG	BA,Sanskrit, Hons.	36	HS OR Equivalent	Bengali	39	39
UG	BA,Philosophy,Hons or Hons with Research	48	HS OR Equivalent	Bengali	38	36
UG	BA,Philosophy,Hons	36	HS OR Equivalent	Bengali	31	31
UG	BA,Political Science,Hons	36	HS OR Equivalent	Bengali	26	26
UG	BA,Political Science,Hons or Hons with Research	48	HS OR Equivalent	Bengali	32	32

UG	BSc,Physical Sciences,Multidisciplinary	36	HS OR Equivalent	English	14	14
UG	BSc,Geology ,Hons	36	HS OR Equivalent	English	15	5
UG	BSc,Geology ,Hons or Hons with Research	48	HS OR Equivalent	English	20	8
UG	BSc,Mathematics,Hons	36	HS OR Equivalent	English	30	15
UG	BSc,Mathematics,Hons or Hons with Research	48	HS OR Equivalent	English	38	17
UG	BSc,Physics, Hons or Hons with Research	48	HS OR Equivalent	English	38	5
UG	BSc,Physics, Hons	36	HS OR Equivalent	English	30	4
UG	BSc,Economics,Hons	36	HS OR Equivalent	Bengali	10	0
UG	BSc,Economics,Hons or Hons with Research	48	HS OR Equivalent	Bengali	11	2
UG	BSc,Geography,Hons	36	HS OR Equivalent	Bengali	53	52
UG	BSc,Geography,Hons or Hons with Research	48	HS OR Equivalent	Bengali	64	62
UG	BSc,Chemistry,Hons or Hons with Research	48	HS OR Equivalent	English	27	17
UG	BSc,Chemistry,Hons	36	HS OR Equivalent	English	20	18

UG	BSc,Statistics,Hons	36	HS OR Equivalent	English	10	0
UG	BSc,Statistics,Hons or Hons with Research	48	HS OR Equivalent	English	11	0
UG	BA,Bengali English Sanskrit Philosophy Political Science,General	36	HS OR Equivalent	Bengali	140	139
UG	BSc,Geology Statistics Chemistry Economics Mathematics Physics Geography,General	36	HS OR Equivalent	English	30	18

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				50			
Recruited	1	0	0	1	0	2	0	2	14	16	0	30
Yet to Recruit	0				0				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				19
Recruited	7	1	0	8
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	7	8	0	17
M.Phil.	0	0	0	0	0	0	2	3	0	5
PG	0	0	0	0	1	0	5	5	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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

04-11-2024 11:29:31

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1002	0	0	0	1002
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	56	75	86	90
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	0	1	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	42	51	46	58
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	385	373	334	298
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	3	5	4
	Others	0	0	0	0
Total		486	502	472	450

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college is a general degree college for women envisions a transformative journey toward becoming a holistic multidisciplinary/ interdisciplinary educational centre of learning. In line to the strategic plan multidisciplinary seminar arranged for student and faculty on implementation of 4-Years Degree Course, to provide broad spectrum of understanding in line to the NEP 2020. The Institute is affiliated to Vidyasagar University ,Purba Medinipur and follows the curriculum prescribed by the University. The University has taken-up redesigning academic programmes and included Multidisciplinary /Interdisciplinary courses as electives. As a practice, the college also offers a number of value-added

	courses of interdisciplinary nature, every year. Continuous faculty development programs encourage cross-disciplinary expertise, ensuring a dynamic learning environment. A robust feedback mechanism and continuous assessment is in place and that ensures effectiveness of the multidisciplinary integration. Infrastructure enhancements will support specialized labs, shared spaces, and collaborative platforms to facilitate interaction among different departments. The strategic plan involves the expansion of academic offerings across diverse disciplines, fostering collaborative academic initiatives, and promoting interdisciplinary approaches.
2. Academic bank of credits (ABC):	Academic bank of credits (ABC) allows the student to accumulate credits for prior learning experiences. The Academic Bank of Credits is a revolutionary system designed to enhance flexibility and promote a learner-centric approach in our academic programs. Thus, Credit Bank enabling students' mobility across Higher Education Institutes. The institutional preparedness in implementation of Academic Bank of Credits is in line to the guidelines of the Affiliated University (Vidyasagar University, Medinipur, West Bengal) and Higher Education Department, Govt. of West Bengal. The National Academic Bank of Credits (ABC) portal has been integrated into the NAD portal https://nad.digitallocker.gov.in platform. To satisfy the purpose of this initiative, a hyperlink of the centralised database portal (https://www.abc.gov.in/) has been published in College Website as well as in Vidyasagar University portal. The ABC portal database is linked with University Portal for digitally storing the academic credits earned by the students from various courses. We have arranged to guide students to create their User ID in ABC portal. Thus, ABC will allow higher education institutions to maintain the digital repository of credits earned by students to enable the students to study one course in a year in one institution and switch to another one the next year. Our college is adhering instructions of Vidyasagar University and Higher Education Department, Govt. of West Bengal.
3. Skill development:	The affiliated university has tailored its curriculum in the light of the growing need for skilled workers in both the public and commercial sectors. There are

	many courses featured in the curriculum that are skill oriented. The college is already conducting the skill enhancement courses as designed by affiliating Vidyasagar University from 3rd Semester. The college also encourages computer learning, soft skill development workshops, seminars, training programmes, arranging lectures, Power Point Presentation, Quiz etc. Other effective methods used by the institution for skill development include workshops, sports competitions, etc. under the supervision of a dedicated subcommittees in collaboration with IQAC. Through Skill Development, students are actively engaged with the practical side of their learning and resulting further improvement of their employability. NEP 2020 aims to holistically educate students by providing them with vital 21st-century skills, curriculum content to stimulate critical thinking and significant learning, and emphasizing experiential learning. Students should also have more topic options and flexibility, allowing them to tailor their education to their interests and talents. English communication, digital prowess and other soft skills training are also imparted to students. The institute has an established Career Counselling Committee which actively organizes workshops and seminars which helps in promoting, strengthening, and fine-tuning the technical, vocational, soft skills of students to cope with the needs of emerging social and industrial opportunities.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum followed at this institution is in adherence to the Choice-Based Credit System (CBCS) and NEP prescribed by the Vidyasagar University in cognizance with the UGC directives and reflects considerable freedom of assimilating issues compatible to the region-specific concerns with focus on a comprehensive exploration of our country's rich heritage. The NEP 2020 also places a strong emphasis on encouraging multilingualism and the power of language so that students are aware of the diverse and rich variety of languages in their nation. For the slow learners, the medium of the teaching is Bengali as the situation demands. The college celebrates many commemorative days related to the Indian culture. The college attempts to elevate these disciplines by offering three languages in its undergraduate programmes: English, Bengali,

	Sanskrit. Political Science and Philosophy are also offered as major courses in order to instill a sense of national integration, passion for art and culture, respect for the women community, and civic consciousness among the student body. Sanskrit language is taught to ensure proper integration of Indian knowledge. This commitment to preserving and promoting the cultural heritage remains steadfast, as evidenced by the department's continued adherence.
5. Focus on Outcome based education (OBE):	The college already follows Learning Outcome-based Curriculum framework which is a focus of NEP 2020. Once the class tests are over, their performance is discussed with the students and they are given a feedback about the same. All courses are taught with the cognitive capacities of remembering, understanding, applying, analyzing, evaluating and creating as their primary learning objectives. In addition to domain-specific knowledge, learning outcomes at all levels guarantee social responsibility, morality and entrepreneurial abilities so that students actively contribute to the country's economic, environmental, and social wellbeing. The PO-PSO philosophy is also in line with the course objectives (COs). Variety of approaches in teaching Learning process include lectures, seminars, tutorials/workshop/practical and project-based learning, field work, technology enabled learning. Course Outcomes and Programme outcomes are discussed by the faculty members of all the departments and displayed on the website. Successful alumni are invited to share their experiences to highlight the Outcome Based Education. At the department level Programme Outcomes (PO), Course Outcomes (CO) and Program Specific Outcomes (PSO) are prepared and reviewed in coordination with IQAC and uploaded in the college website to communicate to all students and faculties and other stakeholders.
6. Distance education/online education:	The college is exclusively setup for girls and located in a semi urban area which is a hub for surrounding rural residents and we believe that integrating ICT into education might open the door to a new paradigm and offer a better platform for educating today's youth where many of them are representing as the first-generation learners. Digital education satisfies the core objectives of Digital India's

programmes and has enormous potential to improve the country's educational system where the learning population finds it challenging to reach and access education due to lack of resources and infrastructure. In order to drive this motion, the college established the ILMS setup in 2020. This strategy was found to be particularly advantageous with the unexpected surge in Covid-19 Pandemic in order to assure preparation with alternate means of quality education whenever and wherever traditional and in-person modes of education were not feasible. In addition to that, during the pandemic, our college switched over to virtual mode of teaching through other different applications like Google Meet, WhatsApp etc. Both teaching and evaluation were carried out by using various software Three smart classrooms are functional and college is equipped with Wi-Fi facility. These are important in respect of NEP 2020 which focuses on 'Technology in Education' and 'Digital Education'. This approach ensures the swift exchange of information, aligning with the ongoing trend of efficient information sharing.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Literacy Clubs (ELCs) play a crucial role by fostering a culture of informed and active citizenship .This club, aim to educate our students about their electoral rights and responsibilities, thereby preparing them to participate effectively in the democratic process. The ELC in our College promote electoral awareness among students through interactive activities, discussions, and hands-on experiences The students learn about the importance of voting, the electoral process, and their role as future voters. This awareness is essential in building a foundation for responsible citizenship. Activities such as mock elections, debates, quizzes, and role-playing games are designed to stimulate students' interest and provoke critical thinking. These methods help students understand complex electoral concepts in a relatable manner. By participating in various ELC activities, students become well-informed about the electoral system, including voter registration, the significance of each vote, and the functioning of

	democratic institutions. This knowledge empowers them to make informed decisions when they become eligible to vote, thereby contributing to a more vibrant and participatory democracy. The ELCs in SMHGGDcW also emphasize the importance of civic responsibility. Our students learn about the ethical aspects of voting, the impact of their choices on governance, and the importance of participating in elections beyond just casting a vote. This holistic approach ensures that students understand their role in shaping the future of their community and country. In addition to electoral education, ELCs provide a platform for students to develop leadership skills. By organizing and participating in club activities, students enhance their organizational, communication, and teamwork abilities. These skills are invaluable not only in the context of electoral participation but also in their overall personal and professional development. The Electoral Literacy Club in our College play an important role in nurturing informed, responsible, and active citizens. The ELC ensures that students are well-prepared to contribute to the democratic process, thereby strengthening the foundation of democracy in the country.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES. The Electoral Literacy Club, established in 2021-2022, promotes electoral literacy among students through engaging and practical activities in a neutral and non-partisan manner. Formed in collaboration with the IQAC, the club includes faculties from Department of Political Science, Department of Chemistry, and Department of Geology as the course coordinator, member, and as the implementation officer and students. The ELC of the college was formed in 2022 and students from all semesters have been included in the ELC. The ELC of the college is functional, which is demonstrated in the participation of its members in training of electoral processes and in its varied activities for promotion of electoral literacy. The ELC of Shahid Matangini Hazra Govt. General Degree College for Women is also representative in character consisting of members from both faculty members and students of different semesters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	The ELC, Shahid Matangini Hazra Govt. General Degree College for Women works to disseminate the spirit of democracy in thought and practice in various

processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	constituencies within its access. Innovative programmes and initiatives such as interactive sessions and seminars were conducted to motivate and inspire students to know about the electoral process. In that ways tried to emulate model polling activities to emphasise the importance of civic rights among young voters such as mock Youth Parliament Sessions, posters themed on electoral procedures etc. that help sensitize the students about their duties and democratic rights.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Shahid Matangini Hazra Govt. General Degree College Electoral Literacy Club (ELC) has organized, involving all students and teachers the awareness drives in electoral related issues, democratic values and ethical voting to sensitize through poster presentation and project works regarding the utility of participation in electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Electoral Literacy Club (ELC) of the College has taken the initiative that almost all of its students to ensure that above eighteen years of age are enrolled as voters in the electoral roll. The ELC of the College takes active measures to spread awareness about the electoral process and get them acquainted to the various aspects of their civic duty of voting. Special lectures have been arranged to inform the new voters about their rights, duties, and the expected code of conduct at the time of polling and functions of EVM and make them realize the importance of their contribution to the democratic process of election.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
948	956	844	816	679

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 34

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	33	33	30	27

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.15763	1.507	4.44447	19.47824	80.83618

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning and Delivery:

Shahid Matangini Hazra Government General Degree College for Women follow the Curriculum framed by Vidyasagar University. Some teachers from the College as members of Board of Studies are invited to offer suggestions to competent authority which are usually considered in decision making related to curricula framework. The Academic Calendar is prepared by the IQAC in consultation with the Institutional authority, in accordance with the curriculum framed by the University. This calendar is displayed on the college website and provides tentative dates for session commencements, internal examinations, holidays according to the West Bengal Government Holiday List, and institutional events like College Foundation Day, Annual Sports Day, and session breaks. The college strives to adhere to the Academic Calendar, keeping students, teaching, and non-teaching staff informed of upcoming events. Only special circumstances, like the Covid-19 pandemic, caused deviations

Mechanism for Curriculum Delivery:

The Routine committee of the College is entrusted with the task of preparing class schedules, framing the Master Routine that considers departmental priorities for each semester of the UG courses. The academic session begins with departmental meetings and subsequently distribution of topics. Individual teachers, after consulting with their department heads, prepare teaching strategies and lesson plans in alignment with the course structure.

At the beginning of each semester, a tentative teaching plan is shared with the students to make them aware of the distribution of the syllabus. Syllabus distribution, teaching plans and individual class records are maintained to ensure that the syllabus is completed within the stipulated time.

Different methods for teaching-learning, apart from the traditional method are employed including ICT tools and PowerPoint presentations etc. Practical classes are conducted regularly for Laboratory based subjects. Remedial classes are held regularly. Through the mentoring sessions students can further discuss any academic or personal problems that they encounter. Parent-Teacher Meetings are organised to benefit students and also for enabling guardians to exchange their views on the teaching learning process.

The College Central Library facilitates study materials, previous question papers, Electronic Books, Journals apart from the regular book lending services. The KOHA software in the library facilitates students' easy access to the catalogues. The library also provides OPAC (Online Public Access

Catalogues) facilities for its users.

Internal assessments, student seminar are part of the Continuous Evaluation process related to teaching-learning pattern. Student performance is discussed, and proper guidance is provided to enable students to perform better. Participation of students in invited lectures, seminars/webinars, and quiz related to their subject of study and interdisciplinary topics is encouraged to broaden and deepen their understanding of topics of study.

Wall magazines are prepared by students under the guidance of the teachers, reflecting their awareness of academic topics and different contemporary issues. Excursions, field surveys, and projects are organized by different departments to help the students to acquire practical knowledge. Thus, the institution provides a holistic and inclusive learning environment for the overall development of the learners' personalities, which is perhaps more important than merely acquiring degrees in the long run.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 02

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 10.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
434	00	00	00	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Shahid Matangini Hazra Govt. General Degree College for Women, integrates crosscutting issues into its curriculum through classroom teaching, ICC activities, webinars, poster presentations, projects and field activities.

Professional Ethics:

Geography: The curriculum includes ethics of fieldwork and research methodology in courses such as 'Field Work and Research Methodology' (CC-11).

English: Courses like 'Academic Writing and Composition' (GE-1) cover ethical writing practices, including citing resources and structuring arguments.

Philosophy: Courses on the Philosophy of Human Rights (SEC-1) and Value Education (SEC-2)

promote an ethical framework and the significance of value education in different contexts.

Gender:

Bengali: Courses such as (CC-8) 'Unish o bish shataker natya o natya andoloner itihas ebong chhotogolpo path' include discussions on gender in literature.

English: Courses such as 'Women's Writing' (CC-12), 'Contemporary India: Women and Empowerment' (GE-3), and 'Gender & Human Rights' (GE-4) focus on gender issues in literature and society, covering topics like the social construction of gender, women's rights, and female voices.

Philosophy: The course on Feminism (GE-2) covers the development of feminist thought, important issues of feminism, and the ethics of care.

Human Values:

Bengali: Courses cover human values through literature and historical texts, such as Bengali Sahityer Itihas Prachin o Madhyayug (CC-2) and Prabandha Sahitya Path (CC-7)

Philosophy: Courses on the Philosophy of Human Rights (SEC-1) and Value Education (SEC-2) address the development of human values and rights, focusing on peace education and global perspectives.

Environment and Sustainability:

The college integrates environmental and sustainability issues through various courses and activities:

Geography: Courses like 'Environmental Geography' (CC-10T) and 'Sustainable Development' (GE-4) focus on environmental studies and sustainability practices, covering topics such as environmental pollution, sustainable development goals, and environmental impact assessment.

English: The course 'Environment & Literature' (GE-4) covers ecological themes in literature.

AECC-Environmental Studies: This compulsory course includes comprehensive topics on environmental studies, ecosystems, natural resources, biodiversity, pollution, and sustainable development, covering areas such as climate change, environmental policies, and disaster management.

Field Work and Projects

Fieldwork and projects are integral parts of the curriculum:

Field work: Fieldwork by students of Geography and Geology Department involve documenting environmental assets and studying polluted sites, simple ecosystems, disaster management practices and study of geomorphological landscapes.

Project work: Students undertake projects on various types of pollution, solid waste management, and other environmental issues.

Wall Magazines and Poster Presentations

Various departments like Philosophy, Geography, Geology, Bengali and Political Science encourage students to express their understanding of human values, gender issues, and environmental sustainability through wall magazines and poster presentations.

Seminars and Webinars

Various seminars and webinars are conducted by different departments highlighting crosscutting issues:

- **Geography:** Webinar on air quality during lockdown and environmental issues.
- **Chemistry:** Webinar on the impact of green chemistry on nature.
- **English:** Talks on women's autobiographies and reflections on age and agency.
- **Bengali:** Seminars on contributions to women's education and environment and human values.
- **Political Science:** Webinar on COVID-19's environmental impact.
- **Internal Complaints Committee (ICC) Activities**

The ICC conducts activities that align with the institution's commitment to addressing gender issues and promoting human values.

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

1.3.2

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

Response: 37.13

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

Response: 352

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

1.4 Feedback System

1.4.1

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

the feedback is made available on institutional website

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 69.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
450	472	502	486	334

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

2022-23	2021-22	2020-21	2019-20	2018-19
540	540	695	746	721

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 39.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	138	129	101	82

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

2022-23	2021-22	2020-21	2019-20	2018-19
257	257	332	351	339

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 29.63

2.3 Teaching- Learning Process

2.3.1

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

Response:

Shahid Matangini Hazra Government General Degree College for Women employs a variety of student-centric methods to enhance the learning experience of students.

Experiential Learning

The college emphasizes experiential learning, providing hands-on experiences to deepen understanding.

- **Field Visits and Excursions:** Departments of Geography and Geology arrange field visits to study demography, pollution, and geomorphic landforms. The Departments of Bengali and English organize visits to fairs to study local art and crafts.
- **Project Work and Laboratory Experiments:** Students in Bengali, Geography, and Geology engage in project work under the CBCS curriculum. All First-year students must submit environmental science projects. Science departments conduct laboratory experiments, applying theoretical knowledge to real-world scenarios.

Participative Learning

Participative learning is a cornerstone of the college's educational approach, fostering a collaborative and engaging learning environment.

- **Tree Plantation Activities:** Students participate in tree plantation drives, promoting environmental awareness and sustainability.
- **Annual Sports Events:** The college organizes annual sports events where students participate in various athletic activities, fostering teamwork and physical fitness.
- **College e-Magazine-** The college brings out its annual e-magazine 'Srijani', which is hosted on the college website since 2020.
- **Creative Writing Competitions:** Students take part in competitions in creative writing to express themselves and improve their literary abilities.
- **Outreach Programs:** The college conducts outreach programs in various neighbouring villages in collaboration with IQAC and NSS that imbibe environmental awareness and awareness of gender issues among students, reflecting a commitment to social responsibility.
- **Poster Presentations and Seminars:** Regular student seminars, poster presentations, and paper presentations are organized by various departments to encourage public speaking, critical thinking, and research skills.
- **Youth Parliament Competitions:** The Department of Political Science organizes Youth Parliament competitions, where students participate in mock parliamentary sessions, honing their debating and legislative skills.

Problem-Solving Methodologies

- **Laboratory work:** Various Science departments conduct regular laboratory work and include laboratory based project works in their teaching learning.

ICT-Enabled Tools

Teachers at the college make extensive use of ICT-enabled tools to facilitate effective teaching and

learning:

- **Smart Classrooms and ICT Tools:** The college has smart classrooms equipped with modern ICT tools, including projectors and internet connectivity.
- **Online Classes and Webinars:** During the pandemic, online classes and webinars were conducted using virtual platforms, ensuring continuous learning. Webinars have continued to remain a part of departmental activities post pandemic as well. The College also made use of its own dedicated ILMS platform during the pandemic to ensure continued education.
- **e-Learning Resources:** Teachers and students have access to a variety of e-learning resources which are hosted on the college website..
- **Digital Library Resources:** The college's library is equipped with digital resources such as OPAC, Koha, and access to databases like INFLIBNET, providing extensive academic support.
- **PowerPoint Presentations and Online Assessments:** Teachers use PowerPoint presentations in classes. Teachers conducted online assessments during pandemic through ILMS, Google forms. Some teachers created google classrooms to ensure Continuous Internal Assessment.
- **Wi-Fi Connectivity:** The campus is equipped with routers to facilitate Wi-Fi connectivity.
- **ICT Skill Development:** The College provides ICT skill development training for students to enhance their technological proficiency.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 62.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	53	53	35

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

2.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	33	33	30	27

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

04-11-2024 11:29:32

The examination system, a crucial element in evaluating students' academic progress, comprises two key components: Continuous Internal Assessment (CIA) and University Semester Examination under the Choice Based Credit System (CBCS). These components work in tandem to comprehensively assess students' performance throughout the academic year. Shahid Matangini Hazra Government Degree College for Women follows an academic calendar to conduct CIA year-round, with end semester university examinations held at the end of each semester.

Mechanism of Continuous Internal Assessment:

Continuous Internal Assessment operates with flexibility and autonomy. The Internal Examination Committee schedules internal examinations for the semesters as per the academic calendar provided by Vidyasagar University. Internal assessment occurs twice every semester. Each paper carries a total of 75 marks, with 10 marks allotted for internal assessment. The average of both assessments is recorded and submitted to the university during the end semester examination.

The Internal Examination Sub-Committee issues a central notice for internal assessments. Teachers prepare and submit question papers, conduct examinations, evaluate answer scripts, and provide feedback. During the COVID-19 pandemic, continuous assessments using online modes ensured timely submission of marks to the University.

Departments also conduct other forms of continuous assessment, such as question-answer sessions and quizzes, allowing continuous evaluation of students' performance. The Internal Quality Assurance Cell (IQAC), in collaboration with stakeholders, implements improvement measures, including project-based evaluations, seminar presentations, and survey reports from departmental excursions.

Attendance concessions are granted on valid reasons medical grounds. Monthly attendance calculations by departments are periodically communicated to students and, when necessary, conveyed to parents. Any grievances related to internal examinations and evaluations are reported to the Internal Examination Sub-committee and respective departments for timely redressal

Mechanism for External/University Exams:

The college ensures timely enrolment for semester examinations, notifies students about the issuance of admit cards, and follows the University's timetable through a Central University Examination Sub-committee, thereby facilitating smooth conduct of exams. Examination center allotment is done by the University. Theory exams are held at the allotted examination center, however, practical exams take place in the home center. This college serves as an examination center for theory exams for students of other colleges. The practical exams of home students in laboratory-based departments also take place in the college.

University-appointed teachers evaluate answer scripts and Mark sheets are issued after semester examinations. Any grievances related to evaluation are reported to the University for review. Students may opt for self-inspection/scrutiny of answer scripts via RTI. The script is delivered to the concerned student within 30 days. After inspecting the answer script, the candidate submits an observation in a specified format within ten days; this is verified by the HOD and forwarded by the Principal to the COE office. Post-publication scrutiny involves verification of scripts and records but not re-examination or re-assessment.

The semester system, with its focus on regularity and a seamless teaching-learning process, fosters understanding and upholds the integrity and efficiency of the examination process. Overall, the mechanisms in place contribute to a comprehensive and fair evaluation of students' academic performance.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (POs) and Course Outcomes (COs) are key components of educational programmes in an institution. POs define the overarching knowledge, skills, and attributes that students are expected to attain by the time they complete their programme of study. COs specify the specific learning objectives for individual courses within that programme.

Shahid Matangini Hazra Government General Degree College for Women believes in designing and circulating a detailed and comprehensive set of Outcomes and Objectives for broad-based streams, programmes, and courses before the commencement of the teaching-learning process. A comprehensive set of Objectives, Outcomes, and Goals is provided to students to give them a clear understanding of the scope, syllabus, depth of the programmes they will pursue. The College ensures circulation of the POs, PSOs, and COs among stakeholders for clarity and transparency regarding the teaching-learning process.

Programme Outcomes (POs) and Course Outcomes (COs) are formulated and displayed to give students a prior idea about what to expect from a particular course or programme and helps to select optional subjects. The POs and COs are uploaded on the College website for the benefit of both students and faculty members, making planning and curriculum delivery easier.

The outline of POs is mentioned in the Orientation Programme for newly admitted students on the first day of an academic session. The details of the outcomes expected from each course are explained in Departmental Orientation Programmes. During classroom interactions, teachers communicate POs and COs effectively to students.

Strategies to ensure the attainment of POs, PSOs, and COs are evaluated through several direct and indirect assessment tools. The result of the attainment of COs is used to evaluate the attainment of Program Specific Outcomes (PSOs) and Programme Outcomes (POs). Attainment of course outcomes is measured primarily by direct methods and to a certain extent by indirect methods.

1. Direct Methods: Involves the performance of students in both Continuous Internal Assessment and End-of-Semester Examination.

A. Continuous Internal Assessment: Understanding of a subject and related skill development is ensured and evaluated through student seminars, assignments, project works, laboratory performance, poster presentations, and PowerPoint presentations. Students are encouraged to ask questions and engage in critical thinking to understand and analyze contemporary social, environmental, and cultural problems. Efforts are made to enhance their communication skills for effective exchange of ideas, thoughts, and information.

B. Semester Examination Performance Analysis: Grades obtained in formative and summative evaluations are direct measures of the attainment of specific Course Objectives (COs).

2. Indirect Methods:

A. Feedback Mechanism: Feedback from all stakeholders obtained for evaluating the attainment of programme outcomes, programme-specific outcomes, and course outcomes.

B. Holistic Development of Students: Faculty members aim to instill in students a quest for knowledge and adaptability to developments in their surroundings and subject matter. They also foster leadership qualities and professional and life skills.

C. Student Progression: An important measure of programme outcome is progression of students to higher studies in various institutions.

D. Placement and Employability: Placement and employability are vital indicators of POs and COs.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college undertakes to evaluate the expected outcome for each course and program respectively

whether those are attained by the students or not. Two wo methods are involved in the process, namely direct and indirect methods.

Direct method:

This method involves the assessment of students' performance to understand the level to which the outcome of courses and program is achieved by each student.

Continuous Internal Assessment: In adherence to the regulations of affiliating University, college conducts internal evaluation of 10 marks consisting of attendance of 4 marks and Continuous Evaluation of 6 marks and understanding of a subject and related skill development is ensured and evaluated through student seminars, assignments, project works, laboratory performance, poster presentation, class tests, college tests etc. Departments ask students to prepare project files on specific topics and asked to present papers on topics related to their disciplines, which are preserved in the departments. PG disciplines are mandatorily preparing students to prepare dissertations as part of their PG curriculum. The attainment of students is evaluated on the basis of COs and POs.

End Semester Examination Performance Analysis: Grades obtained through informative and summative evaluations are the direct measures of attainment of Specific Course Objectives (COs). Marks as obtained by students at every semester end and at the end of the entire course is a way to exemplify the pattern of achievement that the course had to offer.

Analysing students' progression: It is evident that if the programmes and courses are able to generate proper outcome, achievement of the students will be indicative to that in the professional field. All departments have analysed students' progression and used that as a marker to demonstrate the programme and course outcome.

Indirect Methods:

Feedback mechanism: The college practices feedback mechanism for the maintenance of the existing standard as well as upgradation of the overall teaching learning ambience. Feedback from students, alumni, parents, and faculties including non-teaching employees is taken yearly for this purpose. The IQAC evaluates student's feedback on teacher's performance regarding concept delivery, timely completion of curriculum assigned, evaluation etc. This is analyzed and discussed with the College authority and the Head of the Department. The students' feedback also taken on syllabi, and the overall institutional provisions assigned. All such Feedbacks are analyzed by the IQAC, reported to the college authority for information and resolutions. Wherever required, reported to the affiliating University. A report on these feedbacks is uploaded on the college website.

Departmental meeting: Departmental faculties arrange meetings among themselves to evaluate the teaching-learning process for future benefits of the students. Interactions are also arranged with students to address any queries from their end. All these meetings are arranged for each semester in a regular manner.

All departments have used both the methods to identify the slow and advanced learners of different semester. Based on their SGPA in end semester examination as well as feedback analysis and outcome of students-teacher meeting and proposed various suggestions are implemented for betterment of course outcome in future.

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

2.6.3

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

Response: 98.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
237	289	196	169	125

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

2022-23	2021-22	2020-21	2019-20	2018-19
244	290	196	169	131

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

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

2.7.1

Online student satisfaction survey regarding teaching learning process

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Shahid Matangini Hazra Government General Degree College for Women has established a robust ecosystem to foster innovations and integrate the Indian Knowledge System (IKS). The institution emphasizes awareness about Intellectual Property Rights (IPR) and has initiated various programs aimed at the creation and transfer of knowledge and technology.

Since session 2021-22, the institution has begun to conduct interactive sessions focusing on IPR and Research Methodology, further reinforcing the importance of these areas in the academic framework. Regular seminars on IPR raise awareness and educate students about intellectual property rights.

The college has successfully integrated elements of the traditional Indian Knowledge System into various academic syllabi. Subjects such as Sanskrit, Political Science, Philosophy and English have incorporated IKS components, ensuring that students are exposed to the rich heritage and wisdom of traditional Indian

knowledge.

To enhance learning experiences, the college has developed a dynamic ecosystem promoting innovation and knowledge exchange. A key aspect of this ecosystem is the provision of Open Educational Resources (OER), which grants students easy access to diverse educational materials spanning various subjects and specialized courses. These resources empower learners to explore and expand their knowledge beyond the traditional classroom setting, promoting self-directed learning and intellectual growth.

Additionally, the college has established an institutional digital repository designed to offer comprehensive class notes aligned with the syllabus. This repository enhances students' learning experiences by providing them with consolidated resources that facilitate better understanding and retention of the subject matter. The college's commitment to fostering innovation is further evidenced by its extensive library e-resources, which support academic and research activities. These resources ensure that students have access to the necessary materials for their studies, enhancing their ability to engage in in-depth research and critical analysis.

Under the Institution's Innovation Council, an innovation center has been established in the college on 6th March 2023 to foster knowledge and technology transfer. The centre named Art and Innovation Forum promotes a culture of innovation through various activities and organizes numerous student activities, including hands-on sessions like herbal shampoo making, Bori making and various art and crafts activities. The college has signed Memorandums of Understanding with different colleges to facilitate collaboration and knowledge exchange amongst its students and teachers..

Through these comprehensive efforts, Shahid Matangini Hazra Government General Degree College for Women demonstrates its commitment to fostering a culture of innovation and integrating the rich heritage of IKS into its academic framework. By providing valuable resources and creating an environment that promotes the effective transfer of knowledge and technology, the college empowers its students to excel in their educational journeys and contribute to the broader community.

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

3.2.2

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

Response: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	09	00	03

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	16	10	2	1

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

3.3.2

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

Response: 1.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	28	3	3

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

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, Shahid Matangini Hazra Government General Degree College for Women, Purba Medinipur, has actively engaged in various extension activities, significantly impacting the neighbourhood community and sensitizing students to numerous social issues. In the academic year 2022-2023, the college undertook six notable initiatives. The sensitization drive on adolescent girls' health aimed to address physical and mental health issues specific to adolescents in Ganapatinagar village, enhancing students' understanding of these critical health concerns while providing them an opportunity to apply their knowledge in real-world settings. The awareness generation campaign on the prevention of child marriage in the village of Banderberya empowered students to engage directly with this pressing social issue. This initiative not only created awareness but also encouraged girls to participate in the Child Marriage Awareness Camp, promoting education and support systems to resist such practices. The Swachh Bharat campaign held at Kulberia Bhimpur Fair ground promoted cleanliness and hygiene, fostering a sense of

responsibility and community service among students. The menstrual health awareness program at Kulberia Bhimdev Adarsha Vidyapith educated school girls about menstrual hygiene, breaking associated taboos and empowering them with essential knowledge and resources. The road traffic and air pollution awareness program educated the local community about road safety and the adverse effects of air pollution, while the tree plantation drive in Uttar Sonamui village emphasized environmental conservation and engaged students and community members in reforestation efforts.

During 2021-2022, the college focused on the Ghatal flood relief effort, an undertaking in response to severe flooding in Ghatal. Students provided essential support to affected individuals by distributing food and rations, highlighting the value of community service and social responsibility.

The academic session 2019-2020, saw two activities. The "Say No to Plastic" campaign, conducted at the Moyna Rashmela fair, educated the community on the environmental hazards of plastic use and encouraged the reduction of plastic consumption. This initiative taught students about environmental protection and the importance of collective action. The dengue and chikungunya awareness programs in Nimtouri village involved students in preventive measures and community education, enhancing their understanding of public health issues and the importance of community health.

In 2018-2019, the Road Traffic and Road Safety Survey conducted by students in the peri-urban area of Tamluk Srirampur Bus Road provided practical insights into urban planning and public health. This activity fostered a sense of civic responsibility and advocacy for safer transportation networks, while also contributing to the students' holistic development through hands-on learning experiences.

Through these diverse activities, Shahid Matangini Hazra Government General Degree College for Women has successfully created an environment that promotes student participation in addressing community issues. These initiatives have enhanced students' understanding and empathy towards social challenges, preparing them to be responsible and socially conscious citizens, capable of making meaningful contributions to society.

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

3.4.2

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

Response:

Shahid Matangini Hazra Government General Degree College for Women was established by the Government of West Bengal in 2015 with the aim of providing affordable and quality higher education to girl students from Purba Medinipur and surrounding areas. It is ideally located close to a highway crossing, with roads leading to Tamluk, Haldia, Mecheda, and Kolaghat.

Most students are first-generation learners from semi-urban and rural areas, primarily belonging to middle and lower-middle-class families. We aspire for our female students to have their own voice and free thoughts, enabling them to create their own identity in society and our college is dedicated for all-round development of the female students. Thus, beyond curriculum, the college organises various extension programme to encourage community awareness amongst the students.

Shahid Matangini Hazra Government General Degree College for Women, Purba Medinipur, has received several awards and recognitions from government and government-recognized bodies for its exemplary extension activities. In the academic year 2020, Swatilekha Baksi of Geology Department was awarded the First Position in the Words of Wisdom event during the Quarantined Youth Festival, organized by IIT Kharagpur. Additionally, Sudeshna Samanta, Sukanya Bera, and Simika Pramanik of Geology Department secured the Third Position in the Geowall of Melange 2020, conducted by the Geological Institute at Presidency University, Kolkata.

Geography department's students of Shahid Matangini Hazra Government General Degree College for Women conducted a commendable survey on the status of traffic and road health along the Tamluk Srirampur Bus Road in Purba Medinipur on 8th February 2019. This extension activity, involving 20 students provided practical insights into urban management and advocated for safer transportation networks. Their project was successfully presented at the East Zone Students' Research Convention 2019-20 held at Jadavpur University on 12-13 February 2020, earning significant recognition. This achievement underscores the college's commitment to integrating academic learning with real-world applications and community service, fostering a holistic educational environment.

These accolades highlight the college's commitment to fostering student participation in activities that extend beyond the classroom, encouraging holistic development and community engagement. Even though the number of awards might not be extensive, the enthusiastic participation of students in various competitions and events demonstrates their dedication and active involvement in community service and intellectual pursuits. The recognition from esteemed institutions such as IIT Kharagpur and Presidency University underscores the college's dedication to excellence in various fields, including intellectual, cultural, and environmental initiatives. This participation enthusiasm among students reflects the vibrant and proactive spirit of the college community

Our college has conducted various extension activities such as:

- Mensural Health Awareness Program

- Adolescence Girls Health Awareness Camp
- Say 'No' to Plastic
- Road Traffic and Road Safety Awareness
- Swachh Bharat Clean India Mission
- Child Marriage Awareness Camp
- Tree Plantation Drive
- Ghatal Flood Relief Campaign
- Dengue and Chicken Gunia Awareness.

Students' participation and involvements are appreciated by the authorities. With proper guidance, our students will definitely be awarded for their extension and outreach activities.

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

3.4.3

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

Response: 5

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

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

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

3.5 Collaboration

3.5.1

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

Response: 09

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Shahid Matangini Hazra Government General Degree College for Women, established in the year 2015 with campus area of 0.00 acres, is equipped with adequate infrastructural facilities suitable for the academic, cultural, sports and many other necessary activities. The college provides adequate number of classroom facilities, laboratories, WIFI enabled classrooms, smart classrooms to enhance the teaching-learning experience.

Teaching – learning and ICT– enabled facilities

The college currently has 34 classrooms for catering to the needs of students across 11 UG courses. Some of the rooms are provided with fixed projectors for ICT enabled teaching learning practices. Many departments are also facilitated with portable projectors which are regularly used for conducting classes in different classrooms.

The Departments of Physics, Chemistry, Mathematics, Geography, and Geology have their own laboratories and specimen collections.

The Department of Physics has 1 Optical Lab, 1 Electrical & Electronics Lab, 1 Thermal Lab and 1 General Lab.

The Department of Chemistry has 1 General Chemistry Laboratory, 1 Organic Chemistry Laboratory, 1 Inorganic Chemistry Laboratory, 2 Physical Chemistry Laboratories and 1 Instruments room.

The Department of Mathematics has a computer lab to conduct practical classes.

The Department of Geography has one laboratory and Computer/Software Training set-up for working on software like Quantum- Geographic Information System, Erdas Imagine, Arc View (Arc GIS+ Arc Map+ Arc Info) etc., Soil-Analysis/Pedological Study-lab, Map (Topographical Map/ Aerial Photo/ Satellite Imageries) Laboratory and Instrument-training laboratory (Transit Theodolite, Dumpy level, Auto-level etc.).

The department of Geology laboratory is equipped with ten Monocular Polarizing Transmitted Light Microscopes, one sophisticated Binocular Polarizing Transmitted Light Microscope, and two Monocular

Ore Microscopes.

ICT and Wi-Fi enabled classrooms: Department of Mathematics, Geography and Chemistry have ICT enabled classrooms. Moreover, the entire campus is wi-fi enabled with internet leased line and all the departments have projectors to deliver lectures using PowerPoint presentation.

Central library facilities: The institute has one central library which is enriched with more than 4000 text and reference books and several journals. The library has reading room facility and access to N-LIST INFLIBNET. KOHA-ILMS has been installed so that students can access books and study materials through internet.

ICT enabled Seminar Room: The college has a seminar room with a seating capacity of nearly 150 persons where the seminars and cultural programmes are held. This room is equipped with projector and audio system.

A Conference Room is available for holding meetings. A common room is available for the students.

Facilities for Cultural and sports activities, games (indoor and outdoor) etc.

Playground: The College has a playground which is used for outdoor games and for annual sports.

Indoor Games: The college has indoor games facility with Table Tennis, Carrom which can be used at stipulated hours.

The college regularly hosts various cultural programmes to mark the occasion. During the pandemic, the departments have also sought to encourage the cultural activities of the students by hosting different online activities.

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

4.1.2

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

Response: 88.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.53694	0.27989	2.733	18.718288	73.45509

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library at Shahid Matangini Hazra Government General Degree College for Women stands as a cornerstone of academic enrichment, offering a

comprehensive array of resources and services. Spanning an expansive area of 525 square meters, the library provides a peaceful environment conducive to learning, accommodating up to 30 readers at a time. Equipped with state-of-the-art facilities, including two computers for user access, high-speed internet, and WiFi connectivity throughout the premises, the library offers an extensive collection of scholarly materials. Patrons benefit from access to over 6,000 journals and a vast repository of digital resources, including more than 1,99,500 ebooks through N-LIST and an additional 6,00,000 ebooks via the National Digital Library. Moreover, the library boasts 4000+ printed books, ensuring a diverse array of physical resources for in-depth study. Additionally, it provides access to two daily newspapers, further enriching the academic environment. As a vital hub of knowledge dissemination, the Central Library plays a pivotal role in supporting the academic endeavours of our institution, reflecting our commitment to academic excellence. To stay informed about important resources, updates, and events, patrons of the Central Library can visit the library's official website at https://matanginicollege.ac.in/Library.aspx. This website serves as a valuable platform for accessing information about the library's services, upcoming events, and relevant announcements. Additionally, the library features a Web OPAC (Online Public Access Catalog) accessible via the intranet within the campus, allowing users to explore and search the library's extensive collection through the URL http://192.168.0.139:7001/(intranet). The Central Library utilises Koha ILMS 22.05 software to manage its operations efficiently. This software system aids in managing in-house tasks such as cataloguing, circulation, patron management, OPAC, etc. ensuring seamless access to resources for all patrons. During the 2022-2023 academic session, the library averaged 4.22 visits per day.

Additionally, there were an average of 9.47 book issue and return transactions per day. In the 2023-2024 academic session, the average number of daily visits

increased to 19.03, and the average number of transactions rose to 17.65 per day. Amount Spent in purchasing Books & Journals in the past five years

During the year 2018-19, college spent Rs. 1,78,268/- for the purchase of books and journals During the year 2019-20, college spent Rs. 1,59,572/- for the purchase of books and journals.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The pandemic has familiarized us with IT-assisted teaching, learning, and evaluation processes. Shahid Matangini Hazra Government General Degree College for Women strives to provide IT support as a learning aid to both students and faculty by offering access to various study and research materials.

The College provides IT facilities with periodic updates and high-speed internet and Wi-Fi connections across the campus. The central library is also equipped with high-speed internet and Wi-Fi services.

Internet and Wi-Fi Facilities:

The college's internet service is managed by the Public Works Department (PWD) and features a Local Area Network (LAN) connection throughout the campus. Additionally, Wi-Fi is available via four modems, providing internet speeds of up to 40 Mbps. To ensure security and prevent misuse, Wi-Fi access is granted only through secured passwords. The network devices are installed and monitored from the Principal's office.

High-Speed Wi-Fi:

As a backup, a separate broadband connection with speeds up to 100 Mbps has been installed for the college office, IQAC, NAAC room, and other academic blocks.

Internet Facility at the College Library:

The central library is fully internet- and Wi-Fi-enabled. It offers a vast collection of scholarly materials, accessible through two computers in the reading room, where students can search for books and study materials on digital platforms. With internet access, students can also use software such as Koha ILMS 22.05 to manage library operations efficiently.

Computers and Network Resources:

The institution maintains a network resource center with 18 computers installed across the campus, including in the Principal's office, staff rooms, and various academic departments. These computers are primarily connected through LAN and also have Wi-Fi access. Adequate number of Computers are also available for students.

The College aims to provide IT as a learning aid to the students as well as the faculty members with various study and research materials. All the departments and the Library of the college are equipped with Desktops, Scanners, LCD Projectors, Printers. Smart class rooms are functional with technical facilities.

CCTV Surveillance:

Ensuring a safe campus environment is a priority for the institution. The entire campus is under CCTV surveillance, with five cameras installed in the Administrative Block and two in the Principal's office. The main entrance is monitored by two cameras. Additionally, the ground floor of Academic Blocks A2 and B2 has four cameras, and the first floor, covering the entrance, Academic Blocks C and D, has three cameras. The CCTV control unit is located in the Principal's office, where it is monitored.

An updated e-Governance Policy is in place and the college has also implemented the Institutional Learning Management System (ILMS) during Covid-19 outbreak and lockdown. The salary of staff and other payments are conducted through IFMS, PFMS.

The college regularly updates and maintains its IT infrastructure through PWD and local broadband vendors to ensure a smooth internet connection. Shahid Matangini Hazra Government General Degree College being a Government College, financially dependent on the Government of West Bengal and allocated budgetary provisions towards upgradation and maintenance of IT infrastructure.

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

4.3.2

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

Response: 20.61

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

Response: 46

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 1.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.4786	0.109	0.3225	0.136	0.29981

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 79.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
851	827	639	525	546

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

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 23.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
442	113	362	43	50

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 21.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	50	56	36	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
237	289	196	169	125

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

5.2.2

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

Response: 1.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	7	2	1	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 6.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	05	06	05

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

5.4 Alumni Engagement

5.4.1

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

Response:

In 2015, Shahid Matangini Hazra Government General Degree College for Women was established. However, it wasn't until 2018, when the first batch graduated, that the prospect of forming an alumni association was raised. Due to the subsequent emergence of the COVID-19 pandemic in 2019-2020, the registration of this alumni association was delayed, but we are currently in the process of finalizing the registration, and we anticipate its completion in the near future. During this period, alumni provided valuable feedback to the college.

The inception of the Alumni Association at Shahid Matangini Hazra Government General Degree College for Women took place in 2022, following a resolution passed by the Teachers' Council. The association's primary objective was to support the college administration in organizing various events, recognizing its role as a vital stakeholder in the college's activities. Nevertheless, as recent graduates, many alumni were engaged in pursuing higher education and diverse career paths, which limited their active involvement in college affairs despite their sincere intentions.

The office bearers of the Alumni Association were elected/ nominated in the meeting held on 23.07.22 in the college campus, vide Memo No: SMHGC/078/2022 dated 14.09.2022. The list of office bearers include the President: Bijay Krishna Roy (Principal, Shahid Matangini Hazra Govt. General Degree College for Women), Secretary: Madhabi Hazra, Joint Secretary: Debika Adhikari,Treasurer: Sarbani Rana and Joint Treasurer: Sanjukta Bhowmik. The meeting also saw discussion over the possibility of formalizing the association by registering it according to the guidelines set by the Government of India, including establishing a proper bank account and adhering to necessary norms.

We are looking forward to getting the Alumni Association officially registered under the West Bengal Society Registration Act XXVI of 1961.This registration will mark an important milestone in the college's history and its ongoing relationship with its dedicated alumni.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision of Shahid Matangini Hazra Government General Degree College is to impart holistic education to the girl students of the locality providing them with quality learning experience.

The vison of the college is well translated in the Mission statement as:

1.To make the girl students socially responsible citizens,

2.To develop environmental awareness & women health awareness and also make them culturally strong through creative performance.

3.As the only Government Girls College in Purba Medinipur, We aim to make education accessible and affordable, creating a democratic space for academic excellence.

4.Addressing the unique needs of both advanced and slow learners, we offer necessary support through innovative teaching methods.

5.Guiding students to successful degree completion and furthering their pursuit of higher degrees.

Further, by aligning the vision and mission of the college with the goals outlined in the National Education Policy (NEP), the institution has successfully implemented several key initiatives. One of the significant achievements is the introduction of a 4-Year Undergraduate Programme that emphasizes skill development, ensuring that students acquire practical and relevant skills for their future careers. This move towards multidisciplinary education allows students to explore various fields of study, fostering a more holistic and comprehensive educational experience.

The institution has also introduced more short-term value-added courses tailored to meet current industry demands and student interests. These courses are designed to provide students with additional skills that enhance their employability and personal development. Moreover, the college is continuously taking other necessary steps to stay in line with the NEP's objectives, ensuring that the education provided is modern, inclusive, and of the highest quality. This strategic alignment with the NEP demonstrates the college's commitment to advancing educational standards and preparing students for the dynamic challenges of the future.

Towards adoptability of sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long-term Institutional Perspective Plan, various committees of the college are functioning and may broadly be divided into the following categories:

Strategic planning and execution encompass the roles of IQAC and the Purchase Sub-committee for Innovation, Collaboration with other Institutes. The IQAC ensures educational quality through benchmarking and feedback. Institute Collaboration bridges academic and practical knowledge, curriculum development. The Purchase Sub-committee drives procurement efficiently.

Academic affairs: Admission committee, CCFUP Sub-committee (NEP), Routine sub-committee, Internal Examination Sub-committee. University Examination Sub-committee, Seminar Publication and Academic Calendar Sub-committee, Academic Audit Sub-committee, Library Sub-committee.

Students' support and activity: Scholarship Sub-committee, Carrer Counselling and Placement Sub-committee, Students' Welfare Sub-committee, Cultural Sub-committee, Sports Sub-committee, Equal opportunity cell.

Students' and staff welfare: Grievance redressal Sub-committee, Internal complaint Sub-committee, Minority Cell, Anti-ragging Sub-committee, Disciplinary Sub-committee. WB Health Scheme Sub-committee, Service Book Detention and Leave Sub-committee, Income Tax Sub-committee.

Social and Environmental affairs: NSS Sub-committee.

ICT, Instrumentation and data management: College website Sub-committee.

The various committees and cells of the institution functions in a participatory manner to ensure the implementation of the Teaching and Learning Process for delivering quality education, fostering leadership and participative management, and ensuring good governance with transparency and accountability. They focus on student development and participation, staff development and welfare, and financial management for fiscal responsibility and resource allocation.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

This college being a government college functions under the purview of the Department of Higher Education, Government of West Bengal.

The institution has its perspective plan towards smooth running and implementation of its academic, administrative and financial activities.

- Infrastructure development.
- Upgradation of library.
- Initiatives for improvement in teaching-learning process and all-round development of students.
- Capacity building initiatives.
- Initiatives for online admission.
- Green and Gender Initiatives.
- Initiatives during Pandemic.

Based on the perspective plan various activities successfully implemented:

Physical Infrastructure: Adequate no. of classrooms and laboratories, a well-equipped Central Library are available.

Teaching Methods- Participative and interactive teaching methods are followed. Regular evaluations, seminars, webinars etc., are organised. Students prepare wall magazines.

Applied Learning-field excursions, application-based learning, laboratory for hands-on training, facilitate applied learning.

Curriculum development: NEP 2020 was introduced by Vidyasagar University. Module-based lesson plans, continuous assessment have been implemented for systematic teaching and timely completion of syllabus through academic calendar.

ICT infrastructure and library upgradation: Smart classroom, overhead projector, computer laboratory, WI-FI facility, automated library facilitating access to e-books & e-journals, and study materials etc.

Mentoring: Slow and advanced learners are identified, remedial classes arranged, Mentor-Mentee sessions conducted.

Capacity building initiatives: Hands-on Computer training, value-added course on Foundation of library Science in a Digital Age, Innovation Centre on art and craft as a part of the Skill-based learning

Admission process is transparent and fully online.

Green and Gender initiatives: Green campus initiatives and Gender sensitization programmes are regularly organised.

Initiatives during the Covid-19 Pandemic: implemented ILMS facilitating teaching learning in online platform when physical classroom was suspended due to Covid-19 pandemic.

Co-curricular activities - Students' participation in intra-college platforms facilitated. Activities like quizzes, poster competitions, PowerPoint presentations, contributions to college magazines are encouraged for all-round development.

Functioning of institutional bodies:

Overall administration, appointments, service-rules, procedures and policies are framed by the Higher Education Department, Government of West Bengal and displayed in the organogram. Structured committee system has been formed consisting of teaching, non-teaching staff and students' representatives.

The Committees are:

- IQAC, Academic Audit Sub-Committee, CCFUP Sub-committee (NEP), Internal Examination Sub-committee. University Examination Sub-committee, Seminar Publication and Academic Calendar Sub-committee. Routine sub-committee.
- Service-Book Detention and Leave Sub-committee, Income Tax Sub-committee, Website Sub-committee for Data Management, WB Health Scheme Sub-committee, RTI cell.
- Library Sub-Committee, Minority Cell, Disciplinary Sub Committee and Internal Complaint Sub-committee, Grievance Redressal Sub-committee.
- Admission Committee, Anti-Ragging Sub-committee, Carrer Counselling and Placement Sub-committee.
- Scholarship Sub-committee, Equal Opportunity Cell.
- Cultural Sub-committee, Sports Sub-committee, NSS Sub-Committees.

Effective & Efficient Functioning of the Institutional Bodies:

- The Principal, as the Head of the institution, leads academic and administrative activities in consultation with IQAC, Teacher's Council and Administrative Committees to monitor institutional academic and administrative functioning.
- Regular review meetings are conducted by TC and IQAC.
- Departmental Heads monitor Departmental Activities.
- Recruitment and Appointment of Permanent Teachers and Non-Teaching Staff are conducted by the West Bengal Public Service Commission and Higher Education Department, Govt. of West Bengal.
- West Bengal Service Rules are applicable to all employees of the college.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

As a full-fledged government institution under the Department of Higher Education, Government of West Bengal, Shahid Matangini Hazra Government General Degree College for Women, Purba Medinipur. offers its teaching and non-teaching employees the following benefits, akin to other state government employees:

1. General Provident Fund (GPF) and Group Insurance Scheme (GIS):

   ○ All employees are covered under GPF rules and GIS.

2. Pensionary Benefits:

   ○ Employees are entitled to pensionary benefits, gratuity, and leave encashment as per the rules of the Government of West Bengal.

3. West Bengal Health Scheme (WBHS):

   ○ Employees can avail themselves of cashless and reimbursement facilities under WBHS for their own treatment and that of their dependents.

4. Leave Entitlements:

   ○ Employees can avail various types of leave, including earned leave, child care leave, and medical leave, as per the rules of the Government of West Bengal.

   ○ Faculty members can also avail on-duty leave for participation in various Faculty Development Programmes.

5. Compassionate Ground Recruitment:

   ○ There is a provision for recruitment on compassionate grounds through proper channels in case of death in harness, as per the rules of the Government of West Bengal.

6. Festival Advance and Bonus:

   ○ Employees can avail of festival advance before their prime festival.

   ○ Some employees also receive a bonus from the State Government before Durga Puja, the most celebrated festival in West Bengal.

7. Travel Concession:

   ○ Employees are entitled to Home Travel Concession (HTC) every five years and Leave Travel Concession (LTC) every ten years.

8. Self-Appraisal Report (SAR):

   ○ Faculty members submit a three-tier online SAR each financial year through the IFMS portal of the Government of West Bengal. This involves logging into the IFMS portal and entering various data related to attendance, leave taken, basic teaching assignments, and other academic and administrative activities.

   ○ The SAR is forwarded to the Reporting Officer (Principal), then to the Reviewing Officer (Director of Public Instruction, Govt. of West Bengal), and finally to the Accepting

Officer (Special Secretary of the Higher Education Department). Any discrepancies are addressed through a repeated sequential process.

- A self-appraisal report is also maintained at the college for day-to-day monitoring of teachers' performance.

9. For non-teaching staff, the Principal oversees the process.

10. Career Development and Progression:

- The institution supports its staff in availing opportunities for career development and progression.

- Faculty members are allowed to attend Refresher Courses, Orientation Programmes, and Short-term courses as per UGC guidelines, essential for career advancement and academic enrichment.

- Faculty members are encouraged to participate in international, national, and state-level seminars as resource persons or paper presenters.

- No Objection Certificates (NOCs) are provided to faculty members pursuing in-service Ph.D. programs, promoting career advancement.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 21.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	10	10	04

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	10	10	9

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution is financed entirely by the Government of West Bengal. As a government institution, it implements its financial strategies in coordination with the Purchase Sub-committee, also involving both teaching and non-teaching staff. The yearly allotment from the government is classified under two categories: Non-Plan and Plan.

Non-Plan Head:

- Salary

- Allotment to West Bengal Health Scheme (WBHS)

- Medical allowance (for non-WBHS members)

- Bonus

- Electricity Bill

- Telephone Bill

- Office Expenses

- Maintenance charges, including allotment to PWD (Electrical & Civil) for infrastructure

maintenance

- Charges for Security Guards and contingencies.

Plan Head:

- Development grant: Books, Equipment, Chemicals and glassware, Furniture, Computers and peripherals.

- Project-specific grant: Library automation

- Infrastructure augmentation: Allotment for Electrical & Civil.

The college submits a budget in the form of proposals, detailing these components, and receives the budgeted amount from the Higher Education Department, Government of West Bengal. After receiving the grants, the college mobilizes funds according to strategic planning drafted during the budget preparation.

Utilization of Resources and Internal and External Financial Audits:

The college administration places significant emphasis on all financial affairs. The teaching and non-teaching staff, along with the Purchase Sub-committee, manage the process under the guidance of Principal to ensure democratic decision-making regarding purchases from various government funds and to monitor proper resource utilization. The college prepares utilization certificates for the sanctioned grants and submits them on time to the appropriate authorities. Funding authorities review these certificates before sanctioning new projects.

To optimize resource utilization, the Convener of the Purchase Sub-committee collects departmental requisitions and convenes meetings with the Principal to ensure rational use of financial resources based on requirements. The Purchase Sub-committee then prepares a budget taking into consideration the suggestions of the IQAC in concurrence with the Principal.

The Government of West Bengal grants annual allotments for non-plan requirements and development grants to meet the college's various needs. This process involves inviting tender quotations through the e-Tendering platform, placing work orders, and finally, receiving supplies from vendors for effective and efficient financial resource use.

Government audits are conducted according to the schedule set by the Higher Education Department. Auditors from the Office of the Principal Accountant General (A&E), West Bengal, under the Comptroller and Auditor General (CAG), expected to perform these audit in consultation with the Directorate and Department of Higher Education, Government of West Bengal. This kind of Government Audit is awaited.

However, the college undergoes Internal Audits performed by a Registered Chartered Accountant firm,

assisted by the Purchase Sub-committee and the Principal's Office. Utilization Certificates are prepared and sent to the funding agencies.

The heads of lab-based departments and the college librarian manage the laboratory and library stocks, respectively. The college office ensures that IT and GST returns are submitted regularly within the stipulated time.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of the college plays a crucial role in maintaining the quality of the teaching-learning process and enhancing the overall academic ambience. To achieve this, the IQAC has implemented the following essential measures:

• Monitoring and Review: The IQAC regularly monitors and reviews the teaching-learning process, infrastructural facilities, and students' performance to ensure continuous improvement.

• Departmental Interaction: Through regular interactions with the Heads of Departments, the IQAC ensures an uninterrupted teaching-learning process and strives to enhance its quality.

• Value-Added Courses: The IQAC inspires towards introduction of value-added courses.

• Initiatives taken during the Covid-19 outbreak, for implementation of the Institutional Learning Management System (ILMS) for online education and effective communication in the teaching-learning process.

• Evaluation of Outcomes: Departments are encouraged to evaluate the attainment of Course Outcomes (CO) and Programme Outcomes (PO).

• The IQAC also informs departments about organizing student seminars, wall magazines, and poster

preparation activities.

• ICT Enabled Classrooms: Initiatives have been taken to set up ICT-enabled seminar rooms and classrooms to enhance the learning environment.

• Library Automation: The IQAC has expedited the library automation process. The Central Library now implemented KOHA Software, OPAC, and INFLIBNET-NLIST for e-resources, making a repository of e-books and teaching materials available online.

• Feedback Collection: Feedback is regularly collected and analyzed from students, parents, alumni, faculty members, and non-teaching staff. The IQAC addresses grievances in consultation with the competent authority.

• Parent-Teacher Meetings: Organized parent-teacher meetings and initiated to consider parents' views so expressed.

• Lecture Series and Seminars: Departments are encouraged to organize lecture series, seminars, and webinars to create a dynamic academic environment.

• Collaboration: Efforts have been made to sign MoUs with different academic institutions to promote collaboration.

• Innovation Forum: An "Innovation Forum" has been set up to foster an innovative ecosystem, sensitizing students to socio-cultural and entrepreneurial skills.

• Research Motivation: Faculty members are motivated to engage in active research. Encourages faculty members for publications in the UGC Care list and quality journals.

• Webinars: Organized National and State Level Webinars on relevant and cross-cutting themes.

• Environmental and Social Initiatives: In collaboration with the National Service Scheme (NSS), the IQAC has promoted environmental sustainability, gender equity, and consciousness both on and off-campus.

• Electoral Literacy: To promote civic engagement, the IQAC revitalized the activities of the Electoral Literacy Club, organizing workshops, seminars, and awareness campaigns on the electoral process and voter rights.

• National Education Policy (NEP): Acknowledging the potential of NEP, steps were taken to implement its directives for the academic year 2023-24. Workshops were organized to familiarize faculty with NEP objectives, paving the way for educational reforms.

• Student Satisfaction Survey: Conducted Student Satisfaction Survey, analyzed the results, and hosted them on the institutional website.

• Quality Audits: Initiated Academic Audits, Green and Energy Audits for environmental sustainability, and Gender Audits as part of quality assurance measures.

• CAS proposals of faculty members duly processed.

• NAAC Accreditation: Conducted regular reviews to prepare the institution for the upcoming NAAC accreditation.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Shahid Matangini Hazra Government General Degree College for Women has actively pursued gender equity and sensitization through comprehensive initiatives over the past five years (2018-19 to 2022-23). These efforts encompass curricular and co-curricular activities, as well as facilities that cater to the specific needs of women on campus.

1. Gender Audit Report (2018-19 to 2022-23):

The institution has conducted regular gender audits to evaluate the effectiveness of its gender equity initiatives. These audits, accessible through the IQAC portal, reflect a growing awareness and commitment to gender justice among students and staff.

2. Integration of Gender Equity in Curriculum:

Gender equity and sensitization are integral parts of the academic curriculum across various departments. The syllabus of various departments includes topics related to gender studies, women's rights, and societal roles, ensuring that students are well-versed in these critical issues.

3. Add-On Courses:

The college offered an add-on course on Ethics and Value Education which specifically had a portion focused on gender equity. This course provided additional knowledge related to gender justice, further reinforcing the academic curriculum.

4. Safety and Security Facilities:

To ensure the safety of women on campus, the college has installed CCTV cameras at strategic locations. Additionally, there are other safety measures adopted by the college like the recruitment of five security guards who are very attentive guards.

5. Other Facilities for Women:

The college provides various facilities aimed at supporting women's needs. For example, vending machines for sanitary products are installed, ensuring easy access to essential items. Washrooms, drinking water facilities, common room and canteen are also provided to make the campus experience of women students an accommodating one,

6. Cultural Programmes:

Cultural programmes play a significant role in promoting gender equity and equality. The college, along with the National Service Scheme (NSS), organizes various events such as quizzes, dances, speeches, poetry recitation and many more activities that focus on gender issues.

7. Webinars and Lectures:

The college regularly hosts webinars and lectures on gender sensitization, featuring experts in the field. These sessions provide a platform for students to engage with contemporary gender issues and develop a deeper understanding.

8. Annual College Magazine:

The college magazine serves as a critical platform for discussing gender issues. The editorial policy emphasizes gender sensitization, and numerous articles reflect the evolving perspectives of students on gender justice.

Impact and Evidence of Success:

The effectiveness of these initiatives is evident in the enhanced engagement of students in gender-related activities and their evolving understanding of gender issues. The gender audit reports highlight this growing awareness, and feedback from the community underscores the positive impact of the college's outreach programs. By integrating gender equity into both curricular and co-curricular activities, Shahid Matangini Hazra Government General Degree College for Women continues to foster a supportive environment for women and cultivate a generation of socially conscious leaders dedicated to promoting gender equality.

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

7.1.2

The Institution has facilities and initiatives for

    1. Alternate sources of energy and energy conservation measures

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Shahid Matangini Hazra Government General Degree College for Women, Purba Medinipur, strictly adheres to the reservation rules for admission as per the directives of Central and State Governments and Vidyasagar University, the affiliating University. Students from Scheduled Caste, Scheduled Tribe, Other Backward Classes, EWS, Minority, and Differently Abled categories receive education in an inclusive environment. They are entitled to all Central and State scholarships according to governmental rules and regulations.

Students from diverse sections of society with cultural variations contribute to the institution's demographic diversity. Students belong to different religions, including Hinduism, Islam, and Christianity. The college fosters an environment where students learn to respect different religions, languages, and cultures, imbibing values of solidarity and sympathy through their daily interactions and participation in various events.

Students participate in traditional Bengali songs and dances during the various cultural events organized in the college and enthusiastically celebrate festivals like Basanta Utsav. The inclusive involvement of students in organizing Saraswati Puja and their active participation in celebrating Independence Day, Constitution Day, Republic Day, International Mother Language Day, World Environment Day, and other significant events highlight the college's commitment to promoting cultural harmony and unity.

The college proudly celebrates days honouring the contributions of notable freedom fighters and cultural icons, promoting tolerance and inclusivity. The institution commemorates Matangini Hazra, after whom the college is named, recognizing her bravery and dedication to Indian independence. The college also

celebrates the birthday of Netaji Subhas Chandra Bose, inspiring students with his leadership and vision for an independent India. Additionally, the college honors Ishwar Chandra Vidyasagar for his significant contributions to education and social reform in Bengal by celebrating his birthday. Through these celebrations, the college fosters an environment of respect for diverse cultural and historical legacies, encouraging students to embrace values of solidarity, inclusivity, and mutual respect.

The institution is dedicated to instilling values, awareness of rights, and constitutional obligations among students and employees. The college encourages eligible voters to actively participate in State and National elections by organizing awareness sessions.

Recognizing the constitutional right to work, the college aims to equip students with job-related skills and entrepreneurial abilities by organizing relevant workshops. The NSS of the college, in collaboration with various organizations, conducts activities to promote democratic values and civic responsibilities. The Electoral Literacy Club of the college observes Constitution Day.Students from the college have participated in the District Youth Parliament in 2016, 2019, 2022, and 2023, with extensive practice sessions overseen by dedicated faculty members. These engagements provide a platform for students to understand and debate key issues, fostering a deep appreciation of democratic processes and civic responsibilities. Through such initiatives, the college promotes awareness and active citizenship, instilling a sense of duty and responsibility towards upholding constitutional values.

The college takes pride in its environment of cordiality and harmony, ensuring that students and staff coexist in a supportive and inclusive atmosphere.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title of Practice:

" Enhancing Air Pollution Awareness in students"

Objectives of the Practice:

The primary objectives of this practice are to educate and sensitize students about air pollution and its impacts and engage the college community in proactive measures to create awareness around air pollution in the students and the local community. The underlying principles are community engagement, and interdisciplinary learning.

The Context

Since the establishment of Shahid Matangini Hazra Government General Degree College for Women in 2015, the surrounding area has experienced rapid development with numerous construction projects continually underway. This rapid urbanization has led to increased levels of air pollution, posing a significant challenge to the community's health and environment. Recognizing the urgency of addressing this growing concern, all stakeholders, including the college administration, faculty, and students has come together to create awareness about air pollution both within and outside the college. The goal is to foster a deep understanding of air quality issues and promote collective action to mitigate pollution.

The Practice

The college has implemented a multi-faceted approach to promote air pollution awareness:

Educational Integration: The syllabus of various departments includes topics on air pollution. The inclusion of air pollution in the Environmental Studies syllabus ensures that every student, irrespective of their major, understands the basics and implications of air pollution.

Interactive Sessions and Webinars: The college organizes regular webinars, interactive sessions, and talks featuring experts in the field of air pollution.

Annual College Magazine: The magazine dedicates sections to environmental issues promoting awareness through articles, essays, and reports by students and faculty. The 2023 issue of the Annual College Magazine was specifically dedicated to women and environment wherein students submitted their insightful take on air pollution.

Campus Events by NSS and Subcommittees: Various events promoting cleanliness and air pollution awareness are organized within the campus. The NSS and other subcommittees like the MNGCRE subcommittee play a pivotal role in these initiatives.

Community Outreach by NSS: Beyond the campus, the NSS conducts awareness drives and events in the surrounding community, educating residents about the importance of air quality, air pollution and how to mitigate pollution.

Annual Air Quality Reports: Annual reports on air quality at the college's pollution monitoring station provide data and insights, guiding further actions and improvements. The 2022 and 2023 annual air quality report provides a detailed analysis of air quality trends and pollutant levels at the college's monitoring station.

Evidence of Success

The success of this practice is evident through various indicators:

Increased student participation in environmental activities and projects.

Enhanced community engagement, with local residents participating in NSS-led initiatives.

Problems Encountered and Resources Required

Implementing this practice faced several challenges:

Resource Constraints: Limited financial and human resources sometimes hindered the scale and frequency of activities.

Technical Challenges: Monitoring and reporting air quality required technical expertise and equipment, which were occasionally difficult to procure.

To sustain and expand these initiatives, ongoing support from the college administration, collaboration with external agencies, and continuous funding are essential.

Notes (Optional)

To implement this best practice in other institutions, it is crucial to:

Foster a culture of environmental responsibility among students and staff.

Establish collaborations with environmental organizations and government bodies.

Regularly review and update the curriculum to include current environmental issues.

Encourage student-led initiatives and provide platforms for them to share their work and ideas.

This practice not only enhances environmental awareness but also prepares students to become responsible citizens and leaders in addressing global challenges.

Best Practice 2

Title of the Practice:

"Empowering Students to become change agents: Promoting Gender Awareness at Shahid Matangini Hazra Government General Degree College for Women, Purba Medinipur"

Objectives of the Practice:

The primary objective is to equip girl students with a comprehensive understanding of gender issues, both academically and practically. Through lectures, interactive sessions, and community engagement, the practice aims to cultivate a deep awareness of gender equity principles and sensitization to societal gender issues. The underlying principle is to empower students to become change agents in their communities by fostering a culture of gender equality and advocacy.

The Context:

Located in Purba Medinipur, Shahid Matangini Hazra Government General Degree College for Women identified the need to address prevalent gender disparities and societal biases. Despite being academically aware, students lacked practical exposure and understanding of gender issues beyond textbooks. This practice was developed to bridge this gap and empower students to actively contribute to gender equality initiatives in their communities.

The Practice:

The college integrates gender awareness into its academic curriculum through specialized lectures, workshops, and interactive sessions. Beyond academics, students participate in community outreach programs where they engage with local communities to spread awareness about gender issues. Constraints include resource limitations for organizing outreach activities and societal resistance to change. However, the uniqueness lies in the college's commitment to holistic gender education, fostering a generation of socially responsible leaders.

Evidence of Success:

Students from the college actively engage with various neighboring communities to promote gender awareness on a range of societal issues. This outreach is a significant aspect of the program, illustrating the students' dedication to applying their academic knowledge in real-world settings. Furthermore, their contributions to the college magazine showcase a greatly evolving sense of gender justice, as evidenced by the insightful articles and reflections on gender issues. Additionally, the gender audit report of the college highlights this growing awareness and evolution among the students, reflecting their deepening understanding and commitment to gender equity principles. These outcomes collectively signify the effectiveness of the practice in nurturing socially conscious individuals capable of driving positive change in their communities.

Problems Encountered and Resources Required:

Challenges include resource constraints for organizing community outreach programs and overcoming societal resistance to gender equality initiatives. Resources required include funding for guest lectures,

workshops, and outreach activities, as well as support from local authorities and community leaders.

Notes:

The success of this practice underscores the importance of integrating practical, community-based learning into academic curricula. The college's future plan is to engage more students in outreach programs, extending their efforts to diverse rural locations farther from the campus. This strategy aims to promote gender equity and ensure that students have more platforms available for creating awareness and sensitization.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Shahid Matangini Hazra Government General Degree College for Women was established by the Government of West Bengal in 2015 with the aim of providing affordable and quality higher education to girl students from Purba Medinipur and surrounding areas. It is ideally located close to a highway crossing, with roads leading to Tamluk, Haldia, Mecheda, and Kolaghat.

The college is named after the revolutionary and distinguished freedom fighter **Matangini Hazra** *(1870–1942)*, who participated in the Indian independence movement and was shot dead by the British at the age of 73. The name **Matangini Hazra** inspires courage, freedom, and fearlessness within the students.

The vision of the College is to impart holistic education to the girl students of the locality providing them with quality learning experience. The vison of the college is well translated in the Mission statement as:

1. To make the girl students socially responsible citizens,

2. To develop environmental awareness & women health awareness and also make them culturally strong through creative performance.

3.As the only Government Girls College in Purba Medinipur, we aim to make education accessible and affordable, creating a democratic space for academic excellence.

4.Addressing the unique needs of both advanced and slow learners, we offer necessary support through innovative teaching methods.

5.Guiding students to successful degree completion and furthering their pursuit of higher degrees.

Most students are first-generation learners from semi-urban and rural areas, primarily belonging to middle and lower-middle-class families. We aspire for our female students to have their own voice and free thoughts, enabling them to create their own identity in society. The college is dedicated to the all-round development of the female students.

Our institutional distinctiveness focuses on Individualized Teaching and Learning, Community Engagement, and nurturing Compassionate, Responsible Future Citizens.

Individualised Teaching-Learning:

The college implements the prescribed curriculum, aligning with the NEP 2020 and the erstwhile CBCS, offering students the freedom to choose their courses. It prioritizes participatory and experiential learning alongside traditional classroom teaching, and effectively implements the affiliating University curriculum through well-planned teaching and learning activities.

Collaborative Learning practices are set and learning strategy promoting students learning and experiences beyond curriculum. To achieve this purpose signing MOUs with other academic partners taken-up.

Remedial Classes and Mentor-Mentee Session encourage individual interaction to meet the needs of the advanced and slow learners and to discuss various problems faced by the students at the academic and personal level.

Programme and Course Outcomes, defined by each department, create a cohesive learning experience and allow for comprehensive curriculum assessment. The institution has a commendable record in final University examinations, demonstrating academic excellence.

Virtual Classroom and ILMS Platform: Following the outbreak of pandemic, virtual learning environment has been created. Online education continued with the College ILMS platform for effective learning. Study materials uploaded by the faculty members.

ICT: The college organizes hands-on training programme in applications of ICT. It enables them to use e-Resources for learning of curricular subjects, interact with ICT devices confidently and practice safe, legal and ethical means of using ICT.

Value Added Course: The college introduces Value Added Courses on social values and ethics, library science, research methodologies, providing students with skills and knowledge beyond the curriculum to gain a more holistic perspective.

Seminars and Webinars on diverse issues catering to curriculum and beyond are organised which play crucial role in shaping minds by fostering knowledge exchange, critical thinking, and exposure to diverse perspectives. Seminars on Gender and Environment issues, Research Methodology, Intellectual Property Rights, Indian Polity are organised to keep our students informed about emerging trends. Students' Seminars are also organised to foster critical thinking and communication skills.

Annual College Magazine: Our Annual College magazine '**Srijoni**' plays vital role in shaping minds by fostering intellectual curiosity, promoting diverse perspectives, providing platform for students to express their ideas and creativity.

Scholarships: The college offers various government scholarships to access quality education. These include the Kanyashree Scheme, Swami Vivekananda Merit-cum-means Scholarship, Oasis for SC/ST/OBC students, Aikyashree scholarship for post-matric minority students. The goal is to enable girls to pursue higher education for overall development.

Feedback: The College has implemented feedback mechanism that helps to improve the performance and strengthen the quality of education.

Community Engagement:

Gender Awareness: The ICC in the college spearheads the campaign for gender justice and gender sensitization through various programs and activities. Students are apprised of conceptual, theoretical, and analytical interpretations of gender from a cross-cultural perspective, helping them to become more inclusive in society.

Green Campus and Outreach initiatives are conducted to translate the mission and vision into reality contributing to personality development of students. NSS unit address social problems as prevention of child marriage, adolescence girls' health and hygiene, pollutions and green initiatives, cleanliness with the aim of connecting the institute with community. The NSS unit nurtures the virtues like leadership, national unity and discipline.

Innovation Centre: The Innovation Centre of the College is a unique endeavour to inspire and facilitate innovative thinking, creative problem solving, generate new ideas amongst individual girl students from diverse socio-economic background. It fosters and ecosystem of knowledge sharing and collective growth.

Nurturing Compassionate, Responsible Future Citizens:

The Electoral Literacy Club is a platform that educates students about the democratic process and responsible citizenship. It organizes voter awareness campaigns on registration, voting procedures, and informed voting. The club also conducts seminars and observes Constitution Day to deepen students' understanding of the constitution and its importance and sanctity.

Youth Parliament: The college encourages and guides participation in the Youth Parliament program, training students in parliamentary procedures and the importance of respecting rules. This experience helps them understand governance complexities and the significance of citizen participation in shaping society.

Career Counselling: The Career Counselling Committee provides guidance and support to the students in making informed decision about their academic and professional path.

Other distinctiveness: Tuition fee structure has been kept at very moderate level. The entire administrative structure, from the Principal to the faculty and office staff, collaborates to nurture well-balanced, responsible, and mature citizens, working sincerely to achieve their respective goals.

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

5. CONCLUSION

Additional Information :

One of the significant initiative of Shahid Matangini Hazra Govt General Degree College for Women together with academic pursuits and other cocurricular activities is the organization of several health camps, including specialized thalassemia camps. These health camps are a testament to the college's commitment to the well-being of its students and the broader community. The primary aim of these camps is to raise awareness about various health issues, and promote preventive healthcare practices.

By organizing such camps, the college ensures that students and community members receive essential screenings and information about managing and preventing the disorder.

During these camps, a team of medical professionals conducts thorough screenings to identify individuals who may be carriers of the thalassemia trait or those who are affected by the disorder. The college collaborates with healthcare providers and to facilitate these screenings . This collaborative approach ensures that participants receive comprehensive care and support.

In addition to thalassemia screenings, the health camps have also been organised . These include general health check-ups,sessions on menstrual hygiene and nutritional counseling. The college often invites specialists from various fields to provide conduct interactive sessions. This holistic approach to healthcare helps in addressing multiple health concerns and promotes overall well-being.

During Covid 19 , Vaccination camps were organised to give vaccines to students .Sanitizers and Masks were also distributed. The organization of these health camps reflects the college's broader mission of fostering a healthy and informed community.

The college also takes initiative in arranging regular guardian meetings in the college campus to enhance collaboration between college takholders and keep parent informed about their ward's progress.

Concluding Remarks :

Shahid Matangini Hazra Government College for Women, established in 2015, stands as a beacon of higher education for women in the Purba Medinipur district of West Bengal. Affiliated with Vidyasagar University, the college offers a range of undergraduate courses in arts and sciences, catering to the academic aspirations of young women in the region.

The college's mission is deeply rooted in the legacy of Matangini Hazra, a prominent figure in India's struggle for independence. Her indomitable spirit and dedication to the nation serve as an inspiration for the institution and its students. This historical connection not only enriches the college's cultural heritage but also instills a sense of pride and motivation among the students1.

Over the years, Shahid Matangini Hazra Government College for Women has made significant strides in academic excellence and holistic development. The consistent increase in student enrollment since its inception is a testament to the college's growing reputation and the quality of education it provides1. The college's faculty, comprising dedicated and experienced educators, plays a crucial role in nurturing the intellectual and

personal growth of the students.

The college's infrastructure includes well-equipped classrooms, laboratories, and a library, providing a conducive environment for learning and research.The institution also emphasizes extracurricular activities, encouraging students to participate in various cultural, sports, and social service initiatives. This holistic approach ensures that students not only excel academically but also develop essential life skills and a sense of social responsibility.

In conclusion, Shahid Matangini Hazra Government College for Women is more than just an educational institution; it is a nurturing ground for future leaders and change-makers. By providing quality education and fostering an environment of empowerment and inspiration, the college is making a significant impact on the lives of young women in the region. As it continues to grow and evolve, the college remains committed to its mission of empowering women through education, honoring the legacy of Matangini Hazra, and contributing to the socio-economic development of the community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :02
	  Remark : As per revised documents provided, thus DVV input is recommended.

1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*
	
	    1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
	        Answer before DVV Verification:<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>650</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table>
	        Answer After DVV Verification :<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>434</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table>
	    Remark : As per revissed documents provided, thus DVV input is recommended.

2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*
	
	    2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**
	        Answer before DVV Verification:<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>33</td><td>34</td><td>33</td><td>30</td><td>27</td></tr></table>
	        Answer After DVV Verification :<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>32</td><td>33</td><td>33</td><td>30</td><td>27</td></tr></table>

Remark : As per revised documents provided, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	11	11	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	09	00	03

Remark : As per documents provided by HEI, and excluding reports provided beyond assessment period, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

Answer before DVV Verification :
Answer After DVV Verification :09
Remark : As per documents provided by HEI, and excluding beyond the assessment period, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
851	827	639	529	546

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
851	827	639	525	546

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	50	56	36	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	50	56	36	13

5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
238	293	196	174	143

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
237	289	196	169	125

Remark : As per revised documents provided by HEI, and values for the metric id 5.2.1.2 should match with the values for the metric id 2.6.3.1, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	20	26	14	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	10	10	04

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	10	10	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	10	10	9

Remark : As per clarification received from HEI, and excluding multiple counting , thus DVV input is recommended.

6.5.2 — **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

Answer After DVV Verification: C. Any 2 of the above

Remark : As per documents provided by HEI, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 35 Answer after DVV Verification : 34
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	34	33	30	27

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	33	33	30	27