



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HALAKURA COLLEGE

VILL.- BIDYARDABRI PT.-V, P.O.-MAHAMAYAHAT, DIST.-DHUBRI, ASSAM,

PIN-783335

783335

<https://halakuracollege.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Halakura College is a premier institution of higher education in Halakura, P.O. Mahamayahat, Dist. Dhubri, Assam. The college is situated in a small village called Bidyardabri Part-V of Halakura. The place is mostly inhabited by people belonging to Other Backwards Classes (Koch-Rajbanshis) and Minorities, all of whom are people of lower income group. A large segment of the local population is farmers and naturally poor. In addition to this, various other communities—Bengalis, Biharis, Marwaris-- who live in the surrounding areas of the college and thrive a living. All this have imparted a multi-cultural, multi-ethnic character to the college. Besides OBCs, a small portion of the population belongs to SC population. Halakura College came into existence on 11th September, 1991 as a result of unwavering endeavour of some leading citizens of Halakura. After its inception, the college began its journey as an Arts college with a small number of students. Today, after a lapse of 30 years, the college caters to the higher educational needs of more than 1000 students. The College is affiliated to Gauhati University, Guwahati. The College has traversed a long way after its inception and in course of these years, it has not only withstood the test of time but has also carved a niche for itself in the sphere of higher education in Assam.

The College is situated in its own plot of land beside the NH 17 running through Halakura and it covers an area of 7.151462 acre. The campus environment of the college is quite serene, tranquil and eco-friendly with a playground of its own. About 1 (one) K.M. away from the college towards the east, there is a large beel (Water Body) known as 'Laudanga Beel' owned by the college awaiting Government Schemes for further development.

Vision

The College has a motto of its own *Vidya Vinayam Dadati* (Acquisition of Knowledge bestows humility) is the bedrock upon which the college stands. The vision of the college is to impart quality higher education and enlightenment to the aspiring students of the locality as well as other areas of the state. The college seeks to implant a scientific attitude in the minds of the upcoming generations, irrespective of gender, race, religion and community.

Mission

The college has a noble mission as it is committed to the mission of empowerment of students with poor backgrounds making higher education accessible to them. The college is committed to provide formal & non-formal education to the poorest of the poor students so that they may face greater challenges of life and the world in the days to come and thus contribute to the noble mission of a stronger nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Students from multiethnic background.
2. large campus with around 7 (seven) acres of land having prospects
3. for future growth and extension.
4. Large beel (fishery) covering 8 (eight) acres of land for fund generation.
5. Eco-friendly environment.
6. Good connectivity –the college being situated near NH-15 enjoys good connectivity.
7. A sincere and dedicated faculty and non-teaching staff.
8. Good community support.
9. Active newly established NSS and Scout and Guide wings.
10. Book Bank for poor students in the College Library.
11. Multi-lingual literary-cultural platform.
12. Distance and Open Learning Centre ((KKHSOU)
13. Provision of a number of Ad-On Courses, mostly skill-based.

Institutional Weakness

1. Students from multiethnic background.
2. large campus with around 7 (seven) acres of land having prospects
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11. Multi-lingual literary-cultural platform.
12. Distance and Open Learning Centre ((KKHSOU)
13. Provision of a number of Ad-On Courses, mostly skill-based.

Institutional Opportunity

1. The college has the potential for becoming one of the premiere institutes of higher education in western most part of Dhubri, Assam, bordering West Bengal and Bangladesh.
2. The college can become a source of inspiration and guiding force to bring about positive changes in the backward society in the midst of which the college is situated by organizing Seminars and Webinars, awareness camps, project works etc.
3. In keeping with the ongoing changes in the sphere of technology, the college can function more

sophistically with introduction and incorporation of modern equipments and software.

4. The college can strive for infrastructural development with grants received from DHE, Assam, RUSA etc.
5. The college library can be enriched to create more reading habit in the students.
6. The college has a beautiful ambience enough for the creation of a harmonious environment.
7. The college has a significant numbers of students who are first generation learners.
8. The college has a playground where an outdoor stadium can be built.
9. The college has potential for extending outreach programme in nearby rural areas.
10. For example, the college can adopt more villages in near future (2 villages already adopted) and adopt specific projects for development there and make significant contribution to the society.
11. In addition to the existing ones, the college can open more skill-based Add-on courses in future, if infrastructure supports.

Institutional Challenge

1. The college being established by the sacrifices of local people, it has to withstand pressure during admission to enroll a large no of students.
2. To cultivate and create a competitive mindset among students and prepare them for the highly competitive job market.
3. To make the parents and alumni more interested and involved in the affairs of the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As the curriculum is generally designed and prepared by the university to which the college is affiliated, the college only sees to it that the curriculum is delivered to the students effectively. The delivery of the curriculum involves preparing an effective Academic Calendar which again incorporates academic activities like entrance test, sessional examination, educational excursion etc. Each department of the college keeps a copy of the Academic Calendar with the help of which it formulates departmental plans. Each and every department of the college maintains a Class Diary which reflects coverage of the allotted individual syllabus. As the academic session begins, teaching/lesson plans are prepared with much caution and care and it is observed carefully whether the curriculum is completed in time. Feedbacks are being collected from both teachers and students and the same are examined by the Feedback Analysis Committee and on the basis of it, the committee makes proper suggestions. The college also organises programmes like guest lecture, departmental seminars, workshops etc. which are meant to encourage learning beyond the curriculum are organized by different departments. To help the students cope with the challenges of the job market as well as to make them self-employed, the college has already introduced Add-on courses most of which are skill-based such as Certificate Course in Rajbanshi Language, Certificate Course in Mobile Repairing, Certificate Course in Marketing and

Sales, Certificate Course in Computer Basics, Certificate Course Terra-cotta (handicraft), Certificate Course in Tailoring etc.

Teaching-learning and Evaluation

Halakura College is an affiliated college of the University of Gauhati and besides the newly introduced FYUGP, the college runs the Three Years' Curriculum of the University for the UG Programme in Arts. The prospectus of the college contains all necessary information about admission procedure etc. The admission is made on the basis of merit. The College strictly adheres to the rules laid down by the university and State Government in all matters and it also strictly follows Government reservation in making selection of candidates at the time of admission.

As there was no Internet facilities up to May, 2023 and as there is no laptop and projector for teaching-learning purposes, the teaching-learning could not be modernized. But the faculty members try to give their best to make teaching-learning process fruitful and interesting by using every possible way using Google Classroom, Google Meet etc. in a limited way field work etc. The faculties, and the different committees endeavour to extend academic as well as personal support and guidance. The college library with its limited resources extend all possible help to intending learners with relevant text and reference books, printed syllabus, question papers etc. The 'Career Guidance and Counselling Cell' helps students to choose a suitable career and to prepare for competitive examinations.

Endeavours are made to identify Slow learners through classroom response and queries. On the basis it, Tutorial classes are arranged on a departmental level. In addition to sessional examinations conforming to the University directive, MCQ tests are regularly taken and the students are also asked to prepare home assignment on chosen topics. The advanced learners are engaged in departmental activities as group leaders. In this way, an effort is made to promote an environment in which the advanced as well as the slow learners learn to co-exist and work together as also learn problem solving. The college has a platform known as 'Bhasha Sahitya Samskriti Adhyayan Mancha' which is a multi-lingual forum encouraging and inspiring learning and cultivation of different language-groups and their cultures, often of ethnic origin.

Research, Innovations and Extension

Along with regular activity, the college, with its limited scope and resources, has always been encouraging the aptitude for research and academic excellence among the teaching faculties. The college has the newly established 'Halakura College Research Forum' which always inspires research activity. A good number of faculties have pursued and successfully completed their Ph.D. A number of faculties have authored books, book- chapters, published research articles in journals and books, edited books like Seminar compilations, For the 3rd, 4th, 5th and 6th semester students of some departments, it has been made mandatory in the curriculum to undertake project work. This obviously enables them to get acquainted with the methodology of research.

Students of various departments are assisted and supervised in preparing project report in keeping with research methodology. The college has also undertaken a number of extension activities such as awareness programmes on women empowerment, cleanliness drive, blanket distribution among the poor folks of the locality partnering with Nirman Ashram, Neem Village Project in the adopted village of the college etc.

Infrastructure and Learning Resources

The campus of the college is situated in 7.151462 acres of land. The total constructed area is 2409 sq.m. To ensure effective teaching and learning, the college has managed to provide infrastructure comprising 2 (two) nos. of Assam type buildings housing the class rooms, Certificate Course in Rajbanshi Language room, departments, library, Conference Hall and, Students' Union office. Besides there is a small double-storied RCC building in the middle of the two classroom buildings that house the IQAC office and KKHSOU Study Centre. Besides there is Girls hostel in the eastern corner of the campus with an intake capacity of 30 and there is also a playground in the North-East. There is another double-storied Administrative Block in which the office and chamber of the Principal is set up. In the 1st Floor of the Administrative Block, the construction of digital library and digital classroom is underway. The college library is well equipped with 10,000 number of books with complete Accession Numbering System. Soul 3.0 software has been installed in the library and the process of partially automating the library has already begun. For this purpose, another Library Application Software is being used at present. In the year 2022, a Book Bank for poor students has also been initiated in the library. In its effort to use digital tools in the college for administrative purposes, computers and laptops, limited in number, and one laptop projector has been purchased. The provision for BSNL Bharat Fibre has been made recently. But there is no DJ Generator in the college. Only Battery Inverters are being used for official works at present. There is no permanent Canteen for the staff and students. But initiative has already been taken to make provision for an Assam type Canteen building for teaching, non-teaching staff and students of the college, the construction of which is underway with assistance from Zila Parishad.

Student Support and Progression

In order to help the students to opt for subjects of their choice, the college publishes an updated prospectus annually before the commencement of academic session. All the necessary information such as the vision and mission of the college, admission procedure, library facilities, attendance rules, courses offered, student support services etc. are incorporated in the prospectus to make the students familiarized with the college. An annual magazine is also published by the college providing the students an outlet for their literary aptitude. The annual magazine also contains students activities, academic achievements etc. The college originally had an website in its name the web address of which is 'www.halakuracollege.in'. But for various reasons, the college has switched over to a new website under OZOSOFT and the web address is 'www.halakuracollege.ac.in'.

The college also has a student support mechanism which looks after tutorial classes, departmental seminar, workshops, counselling, student's scholarship, facilities for extracurricular activities, facilities for especially-abled students like ramp, arrangement of sick room in emergency situations etc. A Book Bank has been created for Students belonging to financially weaker sections and monetary assistance are also provided individually by a few of the teaching faculties. The college has opened a Certificate Course in Rajbanshi Language, the local language of the area from 2022. Besides, Certificate Course in Tailoring, Certificate Course in Yoga have also been started from the current year (2023). In the college, there is a study centre of KKHSOU for students to pursue higher education.

Governance, Leadership and Management

Halakura College is the only higher educational institution in the rural countryside of western-most part of Dhubri District making higher education accessible to the marginalized section of the society. There is a well-organised mechanism for governance and leadership in the college. The college has an apex body called the

Governing Body and it is constituted as per Director of Higher Education guidelines from time to time. This is the highest policy-making body with the Principal as its Secretary. It is the Principal of the college who plays the leading and the most vital role in the governance and management of the institution. The Principal of the college discharges all functions of his office in tandem with office staff, Governing Body and HoDs. Different Cells, Clubs and Committees such as Admission Committee, Academic Committee etc. have been constituted for the implementation of policies and execution of plans. The IQAC of the college is constituted as per NAAC guidelines comprising efficient teachers of different departments. The IQAC plays an important role in formulating strategies and planning which are later considered for implementation. The teachers unit also plays a significant role in governance, leadership and management.

The development of the institution involves building construction and extension, making provision of additional facilities, introduction of new, skill based certificate courses, introduction of NSS and Scout and Guides etc. Annual budgets are prepared regularly and properly implemented following approval of the Governing Body. The Accounts of the college are audited by authorised external agency.

Institutional Values and Best Practices

In keeping with the core values of higher education, side by side, with the demands of changing times, Halakura College has initiated student-centric, innovative practices. In association with the staff and stakeholders, the college, with its limited resources, is leaving no stone unturned to translate its vision of empowering the poor folks of the rural countryside through imparting best-possible higher education.

The college has a Nature Club which sees to it that the natural environment of the college, specially the entrance road to the college and the gardens are properly maintained. It also works towards the beautification of the college by taking up plantation initiatives in the open spaces of the college campus in association with the IQAC, Women's Cell and the NSS unit of the college. On many occasions it is the NSS unit of the college that takes the lead role in plantation and other activities. The NSS unit and the Nature Club also take up cleaning drives from time to time, specifically of the classrooms and also ensures proper waste disposal. The Women's Cell, the NSS unit in association with IQAC has already initiated Neem village project in one of its adopted villages where every household is provided with a Neem sapling to make it a Neem Village . In the college library, a Book Bank has been set up for poor students. The NSS unit of the college and other cells and committees are committed to inculcating feelings of patriotism and nationalism in the hearts of the students through observances of Important Days such as Independence Day, Republic Day etc. The college also organizes awareness programmes in the college as well as in the community areas surrounding the college. The college has signed agreements with nearby institutions and NGOs for programmes such as faculty exchange etc. To monitor and keep track of the activities of the students, provision has been made to keep the campus of the college under CC TV surveillance for 24 hours.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HALAKURA COLLEGE
Address	Vill.- Bidyardabri Pt.-V, P.O.-Mahamayahat, Dist.-Dhubri, Assam, PIN-783335
City	Dhubri
State	Assam
Pin	783335
Website	https://halakuracollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Abdul Hamid Ahmed	03662-291304	7896388134	-	halakuracollege@gmail.com
IQAC / CIQA coordinator	Sibasish Chatterjee	03662-291305	7002295125	-	schatterjee9999@gmail.com

Status of the Institution	
Institution Status	Government

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-06-2013	View Document
12B of UGC	10-06-2013	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill.- Bidyardabri Pt.-V, P.O.-Mahamayahat, Dist.-Dhubri, Assam, PIN-783335	Rural	7.151462	2409

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,Assamese	36	H.S. Passed	Assamese	500	272
UG	BA,Arabic	36	H.S. Passed	Assamese	500	74
UG	BA,Bengali	36	H.S. Passed	Bengali	150	3
UG	BA,English	36	H.S. Passed	English + Assamese	500	60
UG	BA,Economics	36	H.S. Passed	English + Assamese	150	14
UG	BA,Education	36	H.S. Passed	English + Assamese	300	95
UG	BA,History	36	H.S. Passed	English + Assamese	200	63
UG	BA,Philosophy	36	H.S. Passed	English + Assamese	250	87
UG	BA,Political Science	36	H.S. Passed	English + Assamese	300	214
UG	BA,Sanskrit	36	H.S. Passed	Assamese,Sanskrit	100	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				23			
Recruited	0	0	0	0	0	0	0	0	23	0	0	23
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	9	0	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						10
Recruited	10		0		0	10
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						3
Recruited	2		1		0	3
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	1	0	11
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	30	2	0	32
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	499	0	0	0	499
	Female	454	0	0	0	454
	Others	0	0	0	0	0
Certificate / Awareness	Male	84	0	0	0	84
	Female	81	0	0	0	81
	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	34	30	30	34	
	Female	21	14	13	22	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	248	206	229	278	
	Female	184	176	180	230	
	Others	0	0	0	0	
General	Male	317	271	270	318	
	Female	167	141	174	236	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		971	838	896	1118	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Governing Body (GB) of the college has already decided to seek from higher education authority of Assam for introducing more streams in the college which will be a great step forward in favour of the Multidisciplinary and interdisciplinary approach to higher education. The college being a newly provincialised one, it has a number of weaknesses in regard to infrastructure and fund-position. Despite weaknesses, the College has already introduced self-financed Certificate course in Rajbanshi Language (local language) and has at the same time resolved to introduce certificate courses on YOGA (started from 2023) Tailoring (started from 2023), Music, Computer education and the like in near future. The YOGA classes was introduced in the daily class routine of 2021-22 and the college has also organize programmes on Yoga in the college on International Yoga Day as well as in the Lower Primary School situated in the adopted village Chhoto Dighaltari. There is an Open and Distance Learning (ODL) study-centre of Krishna Kanta Handiqui State Open University operating in the college since 2016 and UG courses (B.A.Arts) in a number of subjects and P.G. Courses (M.A.Arts) in Assamese, English, Political Science, Education, Economics) are being offered. The college has also started an NSS Unit and Hindustan Scouts and Guides unit which are functioning in full swing from 2022 and are expected to contribute a lot to the all round development of the students.</p>
2. Academic bank of credits (ABC):	<p>The college has not yet proceeded to register in the Academic Bank of Credits but it is looking forward to registering in ABC in very near future. The college is affiliated to Gauhati University and we hope that in future a positive step in this direction will be taken by the Gauhati Univeristy.</p>
3. Skill development:	<p>The college has resolved to offer opportunities to students for skill development. For this purpose, the college has offered classes on Yoga in its daily routine from the academic 2021-22 and introduced Certificate Course in Yoga from the year 2023. Side by side with Yoga, another skill development course in Tailoring has also been introduced from the year 2023. Since 2022, the college has been running a self-financed certificate course in Rajbanshi language. Rajbanshi is a local language spoken by millions in</p>

	<p>the Indian states of Assam, West Bengal, Bihar and the sovereign states of Nepal, Bhutan and Bangladesh. The course has attracted huge attention from native speakers of the language. The college has been planning to introduce more such course on skill development. Besides this, 33 students of the college, both boys and girls, participated in survey work 'ORUNODOI' conducted by the Government of Assam to identify BPL families. The survey area covered different panchayet areas of the district of Dhubri, Assam. The students of college involved in the survey work learnt survey skills through the work in which they were involved.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The medium of instruction followed by the college is Assamese and English. Majority of the students take the Assamese medium. In addition to this, the college also teaches two MIL subjects- Assamese and Bengali, the two great Indian languages. Before the introduction of CBCS in 2019, the students could choose Alternative Assamese and Alternative Bengali . The students have been all along been offered Honours Courses in Assamese, Bengali and Sanskrit. Sanskrit, the great Indian language and literature was introduced in the college in 2008 and the students are allowed to study both honours and regular course in Sanskrit. Besides, many other subjects had syllabus units belonging to Indian Knowledge System. The Indian Knowledge System formed parts of the syllabus in many subjects taught in the college. For example, In History programme, Ancient Indian History (Vedic and Post-Vedic Period), Foundation of the Maurya Empire, Ashoke the Great, Religious policy or Dhamma etc. are being taught. In Political Science, the students were taught Indian Political thought like Manu's Social Laws, Kautilya's theory of State, Vedavyasa's Rajdharma etc. In English programme, the traditional epics in Sanskrit and Tamil and classical literature of India are taught in English translation.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>With the passing of time, the college has made a departure from the traditional Input-Based Education and accepted the Outcome Based Education. Now, the total focus is on Outcome Based Education. the college has a sharp focus on what the students come to know or are able to do on successful completion of the programme pursued. The students also get to know what they will have to accomplish within</p>

stipulated time. The expected outcomes are clearly articulated in Programme Outcome, Programme Specific Outcome and Course Outcome published by each and every department of the college from time to time. The college follows the curriculum designed by Gauhati University to which it is affiliated. The Course Outcomes are clearly expressed in the syllabus of various courses under a particular programme. The college sees to it that the curriculum is delivered in a manner so that expected outcomes are reached smoothly. The CBCS syllabus has made provision for skill learning for students of every programme through separate AECC and SEC papers spread across programmes taught in the college. To reach out to predetermined goals expected from students, the college with its limited resources has no stone unturned to properly emphasize the learning of skill papers along with other non-skill ones. In addition to this, with the coming of NEP 2020, the college has introduced self-financed certificate courses in Rajbanshi Language from 2022, Yoga from 2023, Tailoring from 2023. In 2022, the college tried to introduce certain other skill-based courses but could not meet with success. In future, the college will introduce more self-financed certificate courses or Addon courses in the college. There are Grievance Redressal Cell, Anti-Ragging Committee, Student Counselling Cell etc. which have been set up to assist students of the college whenever they face challenges, whether personal or academic. The college has a machinery to keep watch on the students' improvement and care is being taken to monitor evaluation of students on a regular basis.

6. Distance education/online education:

There is a Distance Learning Study Centre under K.K.H.S.Open University which offers both UG and PG Courses. But the departments of the college has not yet been able to offer online courses for lack of infrastructure. But the College administration has been seriously thinking of introducing Addon or certificate free or self-financed courses for students through online mode. During Covid-19 Pandemic, the teachers tried their level best to take classes or teach through online platforms such as Zoom, Google Classroom, Google Meet, WhatsApp etc., though with limited success. The students of the college being poor cannot afford to use smart phones without which it is not possible make online classes a

success.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club of a college is a platform to engage students in interesting activities and hands-on experiences through which the students are sensitized on their electoral rights and the objective of the club is also to acquaint new voters aged between 18-21 years with the electoral process of registration and voting so that they may grow up to become 'Empowered (Prospective) Voter'. The Electoral Literacy Club (ELC) of Halakura college was established in the year 2021 and it functions in the college by the name of 'Voter Awareness Forum'.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC of Halakura College, that is, the Voter Awareness Forum is a 7-member body consisting of members both from the faculty and the students. All the members of the Voter Awareness Forum are appointed by the college. In the Forum, there is 1 Student-Coordinator, 4 coordinating members from teaching faculty, 1 coordinating member from non-teaching staff and 1 overall Coordinator. The ELC (VAF) of the college is functional and it is representative in character. The Coordinator of Voter Awareness Forum of Halakura College is Abdulla Hil Kafi, Assistant Professor of Arabic.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>In association with the NSS unit of the college and District Election Officials of the District of Dhubri, a Voter Awareness Camp was organized in the college on 26th November, the Constitution Day, in the year 2021. The Constitution Day was also observed in the college in 2022 to sensitize new voters in regard to their electoral rights. The students are made aware of the process of voter registration, how to cast votes etc. through the observance of the Day. The Voter's Day in the college was observed on 25th January in the years 2021, 2022 and 2023 respectively. The day was observed with an Awareness Meeting in which both the students, the teaching and non-teaching staff of the college were present. The students were made aware of their democratic rights, the role of Indian Constitution in the life of the citizens of the country. The Awareness meeting was organized also to</p>

	strengthen the democratic system of the country.
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.	An essay-writing competition was held in the year 2022 on the “ Electoral Rights of the Citizens of India”. In response to the instruction received from the Director of Higher Education, Assam, the college also observed ‘Har Ghar Tiranga’ programme to mark the 75th Year of India’s Independence. The college brought out a rally and distributed National Flags among the common people of the locality to arouse feelings of patriotism in their hearts and also to remind them of their commitment to the Nation.
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 Voter Awareness Forum of Halakura College regularly enquired of the students (18+) whether they have taken any initiative to register themselves as voters. In case a student was found not yet registered as voter, the Forum assisted him or her to get registered. They were also informed that the Website of the college contained information and links of National Voters’ Services Portal and Voters’ Services Portal intended for voter registration, Epic download etc for the use of new voters. Except this, no other institutionalized mechanism is present in this respect.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1120	896	838	971	980
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: 33

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	32	32	33	33

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
27.877923	46.295808	70.736308	60.829988	55.245648

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:

It is the affiliating University that designs and revises the syllabus. The college has been following the curriculum designed by the Gauhati University to which it is affiliated since its inception. The college has a mechanism of its own to see if the curriculum is implemented properly. This includes preparing the academic calendar, routine of classes, individual departmental activities etc. all effort is made to see that the syllabus is covered in time and other activities such as project works, study tours, etc. are resorted to and finished. The Academic Committee of the college is assigned the job of preparing the academic calendar and annual routine of the college. On the basis of the General Class Routine, the individual department prepares departmental routines and allots classes to their faculties. In its routine, the college makes provision for tutorial classes, slow learner classes, departmental seminar, debate etc. for the greater interests of the students. Efforts are made to enrich the college library on a regular basis. The Students are given proper guidance in regard to the use of reference books as prescribed in the syllabus. In each classroom, it has been made mandatory to use the blackboard. Sessional examinations are held by each department to orient the students before the final examination. Besides the Sessional Examination, as part of continuous internal assessment, MCQ tests are held in each Semester before the End-Semester Examination to help the students take proper preparation for the final examination.

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: 01

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: 3.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
165	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum design is the sole domain of the affiliating University. A college affiliated to the university can play only a limited role. The curriculum of the university in the undergraduate level clearly addresses the issues as stated above. The undergraduate course offers Environmental Studies (EVS) as a compulsory subject in second semester (CBCS syllabus) and 3rd and 4th semester Students (Non-CBCS). Besides this, the curriculum of Honours courses in Assamese, English, Political Science, Education, Philosophy, Arabic and Economics have ample place for the above-mentioned issues. For example, in the Non-CBCS syllabus, the Paper-14 of 5th Semester Major in English is on 'Women's Writing' dealing with the growing feminist awareness of women's lives and their representation in literature. Paper 19 and Paper 20 of 6th Semester Major in English have optional papers such as 'Cultural Document and Poetry', 'Feminist Theory and Fiction', 'Women's Poetry, Journal and Diaries' all dealing with gender issues, human values etc. Halakura College is fully concerned about the crosscutting issues relevant to environment and sustainability and it is committed to making the environment eco-friendly, clean and green. Plantation programmes are a regular feature of every function of the college. Saplings are procured from local nurseries for the purpose. One nature-loving social worker of the locality also extends a helping hand by donating saplings whenever sought for. The Women Cell, Nature Club and the NSS Unit of the College collaborates with the IQAC in such plantation activities. The Women Cell deals with gender issues and endeavours to create awareness among the girl-students of the college and the repressed women folk of the locality. The Women Cell with its small resources has come forward to play a significant role in gender sensitization among the girl students and women of the locality. Human values are also cultivated by the college. The Women Cell, in collaboration with Nirman Ashram (a branch of Shanti Sadhana Ashram, Guwahati) has also undertaken humanitarian programmes like Blanket Distribution among the poor women of the countryside. It is also endeavouring to create awareness among women as regards empowerment through self-employment for the women of the area. In an effort to inculcate ethical values such as respect of all forms of life including human beings, loyalty, punctuality, discipline, honesty in dealings and so on, important days like Teachers Day, International Yoga Day, Women's Day, Constitution Day etc. are regularly observed. Besides all this, inculcation of professional ethics such as justice, cordial relationship among the staff, responsibility and accountability are encouraged by the college community.

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: 3.57

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

Response: 40

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 30.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
456	460	426	448	461

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1500	1500	1500	1500	1500

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: 62.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
456	460	426	448	461

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

2021-22	2020-21	2019-20	2018-19	2017-18
720	720	720	720	720

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: 35

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:

To enhance learning experiences of the students, the following student-centric methods are used:

Experiential learning: Experiential learning means teaching methodology which the teachers use to help the learners acquire firsthand knowledge through practical experience. The students are taken out of the campus to nearby places on Environmental study trips every year. They are put to perform project and assignments as the syllabus demands. The students also take part in extensions programs which help them gather practical knowledge. In an effort to provide experiential learning to the students different departments of the college organize activities such as visit to nearby and remote villages to acquire knowledge of the rural society, a few students are taken to eco-parks as part of study tour. They are taken out to pay visit to nearby places of historical, religious and archeological interest like Satrasal, Bogribari Mahamaya, Panbari Mosque, Gauripur Rajbari and Matiabag Palace, Cochbehar Palace and the like. They are also taken to ancient sites of classical education like the Tarinipriya Chatuspathi of Gauripur, places of historical and mythological interest like Gurudwara and Netai Dhubuni Ghat of Dhubri. To small industrial sites like Flour Mills and Brick Kilns, to the philanthropic centres such as the Nirman Ashram. The students are also encouraged to explore the outside real world beyond the classroom and to participate in awareness programmes, Swachhata programmes etc.

Participative learning: The Students of the college are also given opportunities to get involved in participative learning. On special days such as the Foundation Day, and college week days, competitions are held at institutional level. In the Annual college week organized by the Students' Union specifically, the students are offered an outlet to showcase their talent in competitions like extempore speech, recitation, debate etc. This kind of avenues to participative learning add to the level of learning of the students. Different days such as world environment day, International Yoga day, International Women's Day etc. are organized in the college, cleanliness drives are undertaken now and then and these enhance the learning level of the learners beyond the classroom and the syllabus. This also inculcates qualities like social responsibility in them. Halakura college has newly established NSS and Scout and Guides units and the cadres and Scouts always extend a helping hand in various activities ranging from awareness programmes to extension programmes like village adoption.

Problem solving methodology: The college always encourages and inspires its students to organize seminars at departmental level in the hope that it would bestow skill-learning opportunities upon them such as leadership skill, camaraderie, team-spirit, team-building skill, communication skill, value of punctuality and discipline in life. The students of some departments are given Project works, if the curriculum so demands, as well as assignments which also pave the way of acquiring problem-solving skills.

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	32	32	33	33

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: 7.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	3	4

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:

At the beginning of the academic session, the college let the learners know about the course. They are also apprised of the evaluation process at this initial stage. The teachers inform the students about the process of evaluation in detail. Internal Examinations are held regularly and the students are allowed to have a look at the answer scripts of the internal examination during class hours. This is intended to make the students know their shortcomings and the errors they have committed. The students are mentored so that they do not repeat the same mistakes again in future. They are also taught the skill of approaching a given question and answering it to the point maintaining appropriate length without beating about the bush. The college does not make any delay in notifying to the students regarding changes or reforms made in the examination and evaluation system, if any. The departments are also promptly informed of the same by the Principal of the college through notification. In order to measure the achievement of students in all the programmes offered by the college, the college resorts to formative as well as summative evaluation approaches. Formative methods such as MCQ test, assignment, departmental seminars, quiz, extempore speech etc. are regularly resorted to. Besides, the teachers get students' feedback inside the classroom in their effort to know the difficulties faced by students as also to clear their doubts, if any. The teachers see to it that the students learn smoothly and for that they also formulate new strategies and often change the way of teaching. The summative evaluative approaches include Sessional Examinations which the college conducts as per University Academic Calendar. The results are published in the Departmental Notice Board. The performances of the students in the Sessional Examinations are discussed in the departments concerned and remedial measures are suggested so that students show clear improvement. Appearing at the MCQ Tests, Class Tests, Sessional Examination, Seminars are made compulsory. The Academic Committee convenes meetings regularly to monitor the internal evaluation of the students. The Academic Committee also takes stock of the progress of the learners very seriously. The Examination Committee also looks after the academic well-being of the learners and provides suggestions and extend cooperation and coordination in the process of internal

evaluation of students. In the event of any grievance on the part of the students regarding Internal Evaluations etc, the college has a mechanism to deal with. There is a Grievance Redressal Committee which deals with all issues relating to Students' Grievances regarding Internal Evaluation as well as other matters. The students can register their grievance through applications written to Coordinator, Grievance Redressal Committee or the Principal and in such cases, the Grievance Redressal Committee and the Principal makes no delay in redressing the grievances of the students concerned. The students can also contact the HODs in such cases and the HODs of the departments can also contact the Grievance Redressal Committee as well as the Principal for redressal of grievances.

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:

The courses taught in the college under each programme has clearly-stated outcomes which are provided in the institutional website under the caption ‘Programme Outcomes, Programme Specific Outcomes and Course Outcomes.’ The Course Outcomes signifies the knowledge and skills which a learner is expected to demonstrate on completion of a course.

The Course Outcomes and Programme Outcomes are a part and parcel of the curriculum which is the prerogative of the Gauhati University. All courses of the University have specific outcomes which reflect their objectives. The Course Outcomes and Programme Outcomes are determined by the University at the time of designing the curriculum and they are also uploaded in the University Website in due course. Therefore it is customary that a college being affiliated to the University would follow the curriculum and the pre-determined Course Outcomes and Programme Outcomes. The college has uploaded the Course Outcomes and Programme Outcomes as determined by the Gauhati University in its own website so that the students concerned may be familiar with them before enrolling himself or herself for a particular course. In addition to this, the Course Outcomes and Programme Outcomes are also communicated to the students at the departmental level. The syllabi of the courses taught in the college are provided in the website of the institution. Copies of the syllabi are also kept in the department offices. This gives the students an opportunity to be acquainted with the Course Outcomes and Programme Outcomes of a particular programme and course.

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 evaluates the Programme Outcomes and Course Outcomes at the end of each course or programme through a mechanism developed by the university the college is affiliated to. For gauging the attainment of Programme Outcomes and Course Outcomes, the college employs summative as well as formative methods as per university guidelines. The college offers only Arts programme the outcome attainment of which is clearly defined which is taken into account to measure the attainment level of Programme Outcomes and Course Outcomes. The attainment level for Honours and Regular (previously Major and General) Courses are measured separately. For making the measurement of attainment levels, internal assessment, project work, field study, departmental seminar, practical (in case of Education Students) etc. are regularly resorted to. The institution evaluates the outcomes thus measured which are discussed and evaluated in Academic Committee meetings as well as in the Department-level meetings.

Each Course is of three years' duration which is again divided into six semesters. Each and every student attain the Course Outcomes when the course is over as the stipulated time-duration comes to an end. The End Semester examinations and the performance of the students in them are taken into account to measure the level of attainment of Programme Outcomes and Course Outcomes. There is the framework of CGPA points through which the achievement of the students is determined and the CGPA points can also be converted to percentage of marks. The college, in each course, only retains 20% of the allotted marks for evaluation. The level of attainment of students is measured by way of Field Trips, Project Work and Presentation, Seminar Paper Presentation, Assignments etc. which contribute greatly to building the morale, self-confidence, research-aptitude of the students. This also creates in them a zeal for learning the uses of computer operation—DTP, PPT etc, useful for preparing research-projects and assignments. From these methods, the teachers also get the clues to constitution of more effective plans for teaching and learning in future course of time. The Programme Outcomes and Course Outcomes and evaluated continually and this is looked into in keeping with the vision and mission of the college.

The progression of the students (alumni), their pursuing higher studies or engagement in jobs in different Service Sector are clearly reflective of the attainment of Programme Outcomes and Course Outcomes.

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: 93.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
210	189	151	155	232

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

2021-22	2020-21	2019-20	2018-19	2017-18
226	218	164	158	237

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:** 3.64

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Halakura College being a newly provincialised one, has not been able to create sufficient ecosystem yet for innovations; but, undoubtedly, the Indian Knowledge System (IKS) is given priority by the college authority. The college has recently started 'Certificate Course in Yoga' which is an inseparable part of Indian Knowledge System. A Certificate Course in Yoga has been opened in the college from the year 2023 and the Coordinator of the course is Mr. Shashadhar Kalita, Assistant Professor of Economics. Besides this, the college has been observing 'International Yoga Day' every year in which the teachers and students willingly participate irrespective of caste, creed and religion. There is the department of Sanskrit in the college which teaches the programme of Sanskrit to the intending students. The department of Sanskrit teaches subject-matters obviously relating to the Indian Knowledge System. The college has been offering programmes in Philosophy, Political Science, Sanskrit, English which incorporates parts of Indian thoughts and philosophy, literary epics etc.. The college has a newly established IPR Cell which has started functioning recently. There is no Incubation Centre in the college for young

entrepreneurs and young minds at present who can transform their innovative ideas into viable business propositions. There is no other initiatives taken by the institution for the creation and transfer of knowledge/technology. The students are very interested about Indian Knowledge System and they are interested about learning Yoga and through the departments of Sanskrit, Philosophy etc, they are expected to learn a lot about India, its past heritage, its ancient classical literature, its Yogic treasures of knowledge etc.

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: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	01	00	00

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description	Document
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

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: 2.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	14	11	11	20

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

3.4 Extension Activities

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

The college has an Extensions Programmes Cell which, in association with the IQAC, the Women's Cell and the NSS Unit of the college has undertaken extension activities in the neighbourhood community. The college has already adopted two villages namely, Chhoto Pokalagi (Satellite Village) and Chhoto Dighaltari where extension programmes have been undertaken by the college. The college, by G.B. resolution, has adopted a huge plantation project the name of which is 'Neem Village Project' in Chhoto Pokalagi which is a Satellite Village. The village is a Satellite one because it is surrounded on all side by West Bengal territories, though the village is within the territory of Assam. The Extensions Programmes Cell, the IQAC, the Women's Cell and the NSS Unit of the college has already distributed Neem Plants among the villagers with the help of the Village Panchayat authorities and the college sees to it that the saplings distributed are still living or not. In the Neem Village Project, the villagers have extended full support by extending a helping hand in making the project successful. The Panchayat authorities have actually participated in the Sapling Distribution that took place on 15th August, 2022, the 75th Independence of India (Azadi Ka Amrit Mahotsav). In another adopted village named Chhoto Dighaltari, awareness programmes have been held by the Women Cell and NSS Unit of the college in an L.P.School. The IQAC in association with External Programmes Cell and Women's Cell have signed agreements with Progati College, Agomani for faculty exchange etc. and NGOs named Elite Academy and Nirman Ashram, -which is a branch of Shanti Sadhana Ashram of renowned Social Worker of Assam Sri Hem Bhai. As part of the agreements signed with Progati College, Agomani, faculty exchange programmes have actually taken place in the year 2022 as well as an Workshop. In association with the Nirman Ashram, Dighaltari, plantation programmes and 'Blanket Distribution Programme' among the poor took place in the year 2022. The college with the help of its different cells and committees, students and staff have carried out 'Swachchata Programmes' in the locality such Halakura Markset, AGV Bank areas, in the adopted villages a number of times. During Covid-19 Pandemic, the college carried out Awareness Programmes in the locality including 'Mask Distribution' among the poor. The teachers of the college also distributed packets of essential commodities, financial assistance among the needy people of different areas surrounding the college. This besides, the college teachers also contributed one day's salary to the Chief Minister's Relief Fund for combatting the Covid-19. The college has also organised programmes on Ayurvedic Medicine in the midst of the students. Some of the teaching and non-teaching staff of the college actively participated in the NRC updation activity of the Govt. of India and Assam under the supervision of the Supreme Court of India. Some of the students of the college participated in Arunodoi Scheme launched by the Government of Assam successfully.

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:**

NIL

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: 4**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**

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

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](#)

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: 3

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

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:

Halakura College is a Degree College in Arts Stream situated in a rural area in the western-most part of Dhubri. The college being a newly provincialised one has many limitations and does not have adequate infrastructure to meet the needs of students. The old building of the college is still in working condition and was totally built with donations received from local enthusiasts and businessmen. The college has the following facilities for teaching-learning and other purposes, namely, classrooms, departments, a small library, an ordinary auditorium used also for class purposes, a Conference Room, Office Room for Certificate Course in Rajbanshi Language etc.

For teaching-learning, the facilities that the college possesses are classrooms, computing equipments, etc. are available in the College premises:

1. 13 numbers of furnished classrooms
2. One Conference Room
3. There is three computers and one printer in the college office,
4. There are two computer and one printer in the IQAC.
5. There is one computer and one printer in the KKHSOU Study Centre.
6. There is one printer in the office room of CCRL.
7. There is one computer in the library.
8. Two big rooms housing department offices inside built with plywood partitions.
9. One Boys' Common Room (temporary arrangement)
10. One Girls Common Room
11. One Girls' hostel (not started yet) One room for NSS office (temporary arrangement)
12. Wi-Fi facility is available in Principal's Office and the IQAC office.
13. One small library with around 10,000 books, journals and periodicals
14. Each department has its own departmental Library and furniture.

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: 8.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.836063	3.968743	6.916783	3.69	3.458703

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:

Halakura College Library was established in the year 1991. Initially it used to function from a corner in the teachers' common room. But with the passing of time, with development in infrastructure of the college, it was shifted to a small room from where it functioned for a long time. But for some years it has

been functioning from a single spacious room. Despite financial crisis the college has been facing, the library has recorded some growth in terms of books, journals and periodicals in English as well as in regional languages. The construction of the Digital Library is underway and is expected to be completed soon. The library at present has no separate reading room. Nor does it have separate reading section for boys, girls and teachers. There is a total collection of about 10500 text and reference books and one subscribed journal name 'Heritage'. But it has a collection of a few copies of journals and periodicals sent or donated by others. In addition to this, e-books and e-journals are also subscribed through membership under N List programme very recently. The N List membership is expected to open new avenues for the future users to access huge number of e-Books and e-Journals on different disciplines. The college library is optimally used by the teachers as well as the students.

The process of partially automating the library with Soul 3.0 software is already underway. Besides this, a Library Management Application has also been introduced in the College Library. The college Library functions in a user-friendly manner. At present, it has only two sets of desktop computer.

Another important aspect of the Library is that in the year 2022, it opened a Book Bank for poor students with 300 .number of books mostly donated by teachers.

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 institution has 8 desktop computers and 1 laptop at present of which 3 desktop computer are in the office of the Principal, 2 desktops in the library, 2 desktops and 1 laptop in the IQAC office room and 1 desktop is in KKHSOU Study Centre. The three computers in the office of the Principal are generally used for administrative works such as admission, scholarship, salary etc. The College has not received any fund yet for the construction of Computer Lab yet. Nor has it received any fund from the government to provide any departmental computer to the various departments. But the college has a Laptop Projector of its own which is being used for different purposes. The college so far accessed the internet by way of Modems or Mobile with sim cards. But the college has updated the internet facility in the campus recently. All the computers possessed by the college which are used for administrative purposes have very recently been connected to Bharat Fibre (FTTH) internet access facility and the LAN

therein is connected with 200 mbps bandwidth. This provides free Wifi facility in some parts of the large campus of the college. The office of the Principal and the IQAC room are under 24 hours' CCTV surveillance which are carefully monitored by the Principal. The software being used in the College library is Soul, Version 3.0 and the Library Management Software and the institution is already registered with the N-LIST programme maintained by INFLIBNET. The BSNL Fibre net has been introduced on 25th May, 2023 and it is operative.

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: 1120

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

Response: 01

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: 2.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.86504	1.08131	2.64809	0.636	1.0477

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: 82.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1046	896	513	857	633

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

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: 0

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

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

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

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
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: 11.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	27	20	33	26

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

2021-22	2020-21	2019-20	2018-19	2017-18
301	200	238	226	257

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

5.2.2

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

Response: 1.85

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	02	02	04

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 3.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	03	04	04	04

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:

The Alumni Association of Halakura College was first constituted in the year 2014 ahead of the Silver Jubilee Celebration of Halakura College held in the 2015. The Alumni Association took up heavy responsibilities in the accomplishment of the Silver Jubilee Celebrations which was observed on a grand scale. But the Alumni Association was not registered under Societies Registration Act 1861 and its activities got temporarily discontinued after the celebrations were over. After a lapse of 6 years it was revived in 2022 and the association is now known as 'Alumni Association, Halakura College' and its registration process is going on.

The Alumni Association has its own office room in the college campus from which it functions. It has its own constitution which it has framed to continue its functioning in the college. The Alumni Association has not yet been able to assist the college financially. But it extends its help and cooperation in various other ways. Specifically, it actively participates in the programmes in the college such as plantation and cleanliness drives, literary and cultural events and helps in Extension Activities of the college and Students' Welfare.

The Alumni Association is also active in Social Media. It runs a Facebook Page and WhatsApp Group used for communicating organizational events and messages. It also uses the print media to announce its programmes. It consists of a host of respected alumni who are now well-established in their life, in service sector or in own business.

Activities of Alumni Association, Halakura College:

- Participation of Alumni in organizing webinars/seminars conducted in the college.
- Book Donation to the College Library
- Makes interactions with current students and shares with them their experiences and knowledge specifically on the avenues of higher education as well as importance of acquiring skill-education..
- Participating in the Cleanliness drives inside the college and making provision of dustbin in the college campus to keep it clean.
- Cooperation and Coordination in academic /Co-curricular activities.

Future plan:

- To assist the college financially
- To register the Association under societies Act.

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 the college is to impart quality higher education and enlightenment to the aspiring students of the locality as well as other areas of the state. The college seeks to implant a scientific attitude in the minds of the upcoming generations, irrespective of gender, race, religion and community.

The college has a noble mission as it is committed to the mission of empowerment of students with poor backgrounds making higher education accessible to them. The college is committed to provide formal & non-formal education to the poorest of the poor students so that they may face greater challenges of life and the world in the days to come and thus contribute to the noble mission of a stronger nation.

The college is quite alive to the implementation of NEP and conscious of sustained institutional growth. The college has different cells, clubs and committees which are the decentralised bodies to look after the governance of the institution and these bodies have short-term as well as long-term plans and these bodies are waiting for positive response from the Principal and the Governing Body of the college in regard to their plans.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The perspective plan of the college commencing from the academic year 2017-2018 to academic year 2021-2022 has been prepared by the college. In preparing the perspective plan, the quality indicators of seven criteria as determined by NAAC has been taken into consideration. The Governing Body of the College and the IQAC of the college and the faculty-members of the various departments have played a significant role in the preparation of the perspective plan. Both these bodies have played an important role in maintaining as well as augmenting the quality of the institution as far as possible. Measures for quality augmentation of the college have been suggested. Feedback from students and teachers have been collected and discussed in the Governing Body Meeting of the college for appropriate action. Besides the Feedback mechanism, there is also an Employees' Annual Appraisal Form which the Principal fills up at the end of every year as well as self-appraisal mechanism known as Performance Based Appraisal System (PBAS) for the faculty-members seeking promotion. The college publishes its Class Routine, academic calendars etc., including departmental ones, regularly and the IQAC plays an important part in it.

File Description	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: E. None 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
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:

The performance of the teaching and non-teaching staff of the college is assessed year-wise. In order to make an appraisal of the staff as well as to find potential areas where improvement in overall performance can be made, the institution uses the following performance appraisal system for its teaching and non- teaching staff:

- 1.The Principal makes an annual assessment of the performance of the teaching and non-teaching staff of the college on the basis of health, discipline, responsibility, integrity, trustworthiness, communication skills, knowledge in the sphere of work etc. For this purpose, the Principal collects data by way of a Employees' Annual Appraisal Form and also keeps an eye on profiles of teachers and other staff as available in the college website. The filled in Appraisal forms are sent to the President, G.B. The appraisal of the Principal is made jointly by the Principal himself and the G.B. of the college.
2. Teacher's performance is also measured as per Performance Based Appraisal System (PBAS) proforma for CAS which is based on API score. This is resorted to only in the case of teachers applying for promotion. The IQAC of the college makes a minute verification of the scores in all the criteria for teaching faculties applying for promotion and if satisfied, the promotion proposal is given clearance on its part and then placed before the Departmental Promotion Committee (DPC). The final approval to the proposal is given by the G.B. of the college. The proposal is then forwarded to Directorate of higher education (DHE).

3. The performance of the teaching staff is also measured through Students Feedback.

The college has the following effective welfare measures for the teaching and non-teaching staff:

1. Group Insurance Scheme

2. The employees who joined service after Feb. 2005 are eligible to draw pension as per National Pension System (NPS).

3. Gratuity: The employees, both teaching and non-teaching, are entitled to get gratuity after the superannuation of service.

4. Medical allowance: The employees, both teaching and non-teaching, are eligible to draw medical allowance monthly as per Government rule.

There is no active Mutual Benefit Fund operated by the employees of the college, But financial assistance is provided to staff-members members in the event of critical illness, medical emergencies or death by raising funds from all employees. On special occasions, the college provides loan to employees whose services are yet to be provincialised.

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

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

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: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	14	07	03	03

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	12	12	13

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 college is open to receive funds from agencies such as the UGC, the State Government, Zila Parishad etc. Owing to Fee Waiver Scheme introduced by the state government, the students are granted free admission in the college. But the admission fee is repaid by the Government in the same year. The college also receives grant from the government of Assam meant for infrastructural development such as construction of digital library and digital classroom. The college also receives grants from Border Development and Dhubri Zila Parishad through local Panchayat used for the construction of Class room, Cycle Stand, College Approach Road, earth-filling etc. For construction purposes, the college also approaches the MLA of local LAC Constituency for grant of funds.

The college properly utilizes the grants quite in keeping with the rules of such construction set by the state government, the UGC, Zila Parishad etc. At times, the college also generates funds from stakeholders and well wishers of the college. The college has a water body of its own for the development of which assistance has been sought from local M.L.A.

The proper use of the funds received is ensured by the Governing Body, the Principal cum Secretary of the G.B. as well as the Construction Committee which is constituted to look after specific construction works. All purchases are made by the Construction Committee. There is no separate Purchasing Committee constituted by the Governing Body. All construction works are supervised by the Governing Body.

The College has accounts with two banks, namely, AGV Bank, Halakura Branch and SBI, Sagolia Branch. There are 2 numbers of accounts in the SBI which is used to maintain Development fund and

UGC fund. Other funds such as General fund, Development fund, Library fund, Student Union fund and Examination fund are maintained in AGV Bank.

The financial transactions are mostly made through Cheques, RTGS, NEFT etc. Cash Book and Ledger Books are carefully maintained by a Jr. Assistant assigned to do the job. All receipt of funds and expenses made are subject to G.B. approval. The income and expenditure of the college is audited by the registered Chartered Accountant as External Auditor from time to time.

The college has a large playground which is used for outdoor games such as Football, Cricket, Volley Ball, Badminton etc. The playground is furnished with goal-posts which is used by the students as well as local football aspirants. Volley -Ball and Badminton courts also exist in the playground.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of Halakura College was constituted first in the year 2014. As the college was a newly provincialised one, the IQAC could not be made fully functional at that time. But it was in existence, though without an office and necessary equipments. But as time passed, with the changing scenario in higher education sector, it started functioning.

The various committees, cells and clubs of the College have been activated by the IQAC of the college to resume functioning in different fields. The Women Cell, Grievance Redressal Cell, etc. are all functioning in full swing. The Women Cell of the college in collaboration with the Extension Programmes Cell and the IQAC has organized Awareness Programmes, Plantation Drives in and outside the campus, social service activity such as Blanket Distribution Programme etc. The Extension Programmes Cell, the NSS unit of the college, the Women's Cell in collaboration the IQAC have surveyed two villages near the Indo-Bangla International Border and the Assam-West Bengal Inter-state Border and the villages were adopted. One of the villages is a satellite village in which 'Neem Village' project has been started by the college. The IQAC carefully keeps the academic and professional records of the teachers including Faculty Development Programmes attended, O.P./Induction Programme, R.C.,

S.T.C. etc. as well as publications of teachers in journals of repute or books authored or edited on yearly basis. The IQAC is in constant touch with the college authority for the fulfillment of its needs in regard to deficiencies in Academic as well as infrastructure areas for the benefit of the students and staff and is deeply involved in the performance and accomplishment of almost all activities as far as possible with the mission of transforming the college into a Quality Institute of Higher Education in future. There is a mechanism of collecting feedback from students and teachers of the college monitored by the IQAC. Side by side with the DRS Feedback, the IQAC has also introduced feedback collection from 2023 on departmental basis in which responses are collected on teaching-learning areas. There is the Feedback Analysis Committee which analyses the feedbacks collected.

As a result of the continuous efforts of the IQAC, the Soul 3.0 Software has been installed in the college library and the process of library automation has begun. Moreover, a Book Bank for poor students has been set up in the college. A number of agreements have been reached with other college and NGOs. The IQAC has also organized Workshops of which one was held jointly with the IQAC of Progati College, Agomani, Dhubri, Assam and two National Webinars. The NSS unit of the college has been opened and it has started functioning fully. The college had no Wifi Internet (Fibre Net) facility inside the campus. The wifi has been installed now. A new website has been introduced, the Alumni Association has been formed.

File Description	Document
Upload 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: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has not resorted to gender audit yet. But the college is committed to the promotion of gender equity among all irrespective of caste, creed, religion and gender. The safety, security and well-being of the students are given the highest priority. The college maintains a healthy environment in the campus ensuring the rights and dignity of all individuals.

The college has vibrant bodies such as the Women's Cell, Anti-Ragging Committee, Grievance Redressal Committee, Sexual Harassment Committee, Internal Complaints Cell etc. which promptly deal with such issues and also take preventive measures to check harassment and discriminations of any kind. The Women Cell celebrates International Women's Day every year where women's issues are addressed. The Anti-Ragging Committee and Grievances Redressal Committee are also actively involved in maintaining a healthy and congenial atmosphere in the college and deals with cases of ragging, if any, and students' grievances are taken care of and redressed. As the institution is co-educational, the matter of the safety and security of the women are constantly monitored. The college also gives priority to and maintains proper women representation in all areas of its activity. There is also a Career Counselling and Guidance Cell which is quite sensitive to gender equity aspects and deals with both male and female students equally. There is a fully functional Mentor-Mentee system in the college which also takes care of students' wellbeing aspects. The college has not been able to provide any Day-Care Centre for young children at present owing to lack of proper infrastructure. The environment inside the campus is gender-friendly.

The following measures have been taken to ensure safety, security and general well-being in the college:

- There is a Security checkpoint by the side of the entrance gate to the campus.
- The college campus including the entry point is under 24 hours' CC TV surveillance.
- The college has separate common room for boys and girl students. The Girls' Common Room is well-furnished and is equipped with washroom and drinking water facility.
- Safe Drinking Water facility provided.
- Display of Emergency phone numbers at important points ensured.
- There is a Students' Counselling Cell in the college.

- The institutional Identity Card with photo, Roll Nos. Class, Semester is a must for students to enter the campus.
- There is the provision of a Night Guard to keep watch on everything and protect the building in the event of fire-incidents and prevent any unlawful activities by anti-socials inside the campus.
- Appropriate measures are taken to make the campus ragging free.
- Use of mobile phones have been restricted inside the campus.
- There is a Cycle/Motor Cycle stand for students.
- There are Separate Washroom for girls
- There are ramps provided for Specially-abled students or Dibyangas.
- There is boundary wall in portion of the campus (from the entrance to the campus) and other important areas are encompassed by temporary fencing.

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: D.1 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

7.1.3

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

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

Response: D. Any 1 of the above

File Description	Document
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

7.1.4

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

Response:

The institution has all along endeavoured to promote an inclusive environment in and outside the campus. The area in which the college is situated is multi-ethnic by nature. Different ethnic, linguistic, religious caste-divided groups co-exist in the surrounding areas of the college. Keeping in view the linguistic, cultural and religious diversity of the area, the college, through the IQAC, the NSS unit and the Women's Cell has taken up measures to inculcate values of tolerance, harmony and inclusiveness in its students. The students belonging to diverse groups through the college.. But it has been made mandatory for all of them to attend the college wearing the college uniform. They are all treated equally and discrimination in any form shown to the students are taken seriously and such cases are rarely reported. The institution fosters mutual trust, love and friendliness among its students irrespective of caste, creed, ethnicity, language and religion. It has always been the endeavour of the institution to ensure reflection of the diversity of the location in respect of culture, ethnicity, language and religion in all its activities and programmes performed throughout the year. The following are some of the activities and programmes in which all students and teachers cutting across caste, creed, religion and ethnicity join

whole-heartedly and help in various ways:

1. Saraswati Puja is performed auspiciously and the observance is attended by all students in a festive mood irrespective of their religious affiliation.
2. Milad-e-Mehfil is also observed maintaining all religious decorum and the programme is attended by students cutting across religious lines.
3. Observance of commemorative days like, Gandhi Jayanti, Swarnim Vijay Divas, Silpi Divas (Death Anniversary of Jyoti Prasad Agarwala, poet, visionary and film-maker), International Yoga Day, International Women's Day, National Unity Day, Constitution Day etc. are attended and joined by each and every student of the college. These observances are intended to make the students aware of the bliss of love and fellow-feeling, the usefulness of yoga for health and achieving control over passions, respect for women, the need for national integration, values of tolerance and harmony enshrined in the Constitution of India etc.
4. The Foundation Day of the college is observed every year and the students are reminded of the sacrifices made by local enthusiastic people towards the greater good of the society.
5. College Week is an annual event which brings the linguistic and cultural diversity of the area to focus through various cultural events. Indigenous folk musical elements such as Goalparia songs and dance forms such as Goalini Nritya etc. Bhatiyali folk songs, Songs of reverine life, Baul songs, Borgeet of Sankardev (devotional songs) are performed through colourful presentations.

The institution through these observances and events aims at acquainting its students with the Indian traditional values of tolerance, harmony and inclusiveness. The institution seeks to make its students aware of the cultural ethos and heritage of the land with its multi-ethnic multi-cultural aspects.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

HALAKURA COLLEGE, HALAKURA

ESTD-1991

BEST PRACTICES FOR THE ACADEMIC SESSION 2019-20 & 2021-22

Best Practice-1

1. Title of the Practice : Covid-19 Awareness Programmes
2. Initiation of the Practice: The Covid-19 virus made its appearance felt in the world towards the close of 2019, China being its first victim. The Central Government in cooperation with the states waged a fearless war against the dreadful virus and cleanliness, specially hand-washing or sanitising, using face-masks, social distancing were advised by doctors to be the only way to keep oneself safe from the virus. At this critical juncture, the college community felt the need of spreading awareness among the people of the rural areas regarding the virus threat and its prevention measures.
3. Objectives :

1. To spread awareness among the people regarding taking preventive measures to keep safe such as using face-masks, hand-washing with soap or by way of hand-sanitisers, maintaining social distance and so on.
2. To distribute printed leaflets containing necessary information and involving local educated youths to cooperate in the awareness campaign maintaining all Government SOPs.
3. To maintain Government protocols (SOPs) strictly in the awareness drives.

1. **The Practice** : The Academic Year 2019-2020 was a very tough and challenging one. The virus spread like wild fire and the Pandemic also hit the Dhubri district of Assam, even the community surrounding the college began to feel the deadly attack recording serious illnesses, hospitalisation and even deaths. Countrywide Lockdown was declared on 24th March, 2020 and the college felt the need of organising awareness campaigns to check the menace. The Health Club, Nature Club, Women's Cell and the IQAC of the college joined hands in the campaign that took place on 15th March, 2020 and continued upto 23rd March, 2020.

2. Sanitising the College Campus
3. Distribution of Leaflets among local people for the purpose of awareness creation.
4. Donating face-masks to the poorest of the poor of the locality free of cost.

1. Encouraging college employees and well off people of the area to extend financial help or provide essential commodities to needy people.
2. The teachers of the College willingly donated one day's salary to the Chief Minister's Relief Fund during the pandemic time in 2020.

1. Evidence of Success :

1. The College campus is neat and clean.
2. Making provision of Dustbins in the campus.
3. The students, both boys and girls of the college are vaccinated for the most part.

4. The teachers, Non-teaching members of the staff, the Principal of the college are all vaccinated.

1. Problems Encountered and Resources Required :

The Campaigners initially faced a lot of difficulties in reaching out to people because of the atmosphere of fear. As classes were closed, only a few students with a zeal for social work came forward maintaining all Covid Protocols to join the campaign.

Resources required for the services were:

1. Allocation of funds from the college
2. An appropriate plan of functioning and monitoring the Awareness Campaign
3. Human Resources

Best Practice-2

1. Title of the Practice : Awareness Programmes on Nationalistic Values and 'Har Ghar Tiranga'
2. Initiation of the Practice: To commemorate the 75th Year of India's Independence, the Union Government of India launched 'Har Ghar Tiranga' campaign under the auspices of 'Azadi Ka Amrit Mahotsav' launched in July 22, 2022. The college has all along been keen on promoting nationalistic values through observances of Independence Day, Republic Day, etc. With the launch of 'Azadi Ka Amrit Mahotsav', the college on its own began to organise programmes on nationalistic values including 'Har Ghar Tiranga' campaign among the students and communities.
3. Objectives : The college responded to the call of our motherland positively and began to organise awareness programmes on nationalistic values and 'Har Ghar Tiranga' campaign to

(a). adore the tricolour flag (Tiranga) of India.

(b) inculcate a love for the country as well as its tricolour flag in the minds of the students, teachers and the communities.

1. give birth to a sense of duty, obligation and responsibility in the minds of the students, teachers and people.

1. The Practice : To mark the 75th Year of India's Independence, the 'Har Ghar Tiranga' was

observed by the college with the following programmes: An Awareness Rally was taken out from Halakura College field to surrounding areas covering Halakura Market area on 11th August, 2022 .

2. A National Flag Distribution programme was held on 12th August in the community living in the adjoining areas of the college as part of 'Har Ghar Tiranga' campaign.
3. International Youth Day was observed on 12th August, 2022.
4. The Independence Day of India was observed with hoisting of National Flag and an open Exhibition as part of the celebration of 'Azadi Ki Amrit Mahotsav'.
5. As part of the initiative to promote nationalistic and patriotic values, Vijay Divas was observed on 16th Dec, 2022 :
6. A Swachhata drive was held on 19 October in the National Unity Month
7. NSS Day was observed on 24th September, 2022.

1. Evidence of Success :

1. The National Flag was hoisted with gravity and seriousness. Photo proof is kept.
2. The college was decorated with lights to mark the 75th Year of India's Independence which continued for the whole month of August, 2022. Photo proof is kept.
3. The locals were provided with National Flags and the programme took place in the community area. Photo proof is kept.
4. The Exhibition attracted a significant number of students. Photo proof is kept.

1. Problems Encountered and Resources Required :

The college has fund issues and infrastructural deficiencies. The college took donation from teaching faculties and also released as much as fund as possible to make Azadi Ka Amrit Mahotsav events including 'Har Ghar Tiranga' successful.

1. Resources required for the services were:

1. Allocation of funds from the college
2. Proper plan of functioning and monitoring the Awareness Campaigne on nationalistic values and 'Har Ghar Tiranga'
3. Human Resources.

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

The college is located in an area inhabited mostly by poorest of the poor. The poor people of the locality are mostly farmers, that too, landless. These families of poor farmers have to seek work outside the state and fall victims to Brick Kiln brokers who take them to the Brick fields of Bihar and West Bengal are forced to work day in and day out. The sad part of the story is that they are very poorly paid and that they take their children too along with them to work in unknown lands far away from their homeland. The students of the college belong to these families and often accompany their parents to work in brick kilns outside the side. The college has to go from door to door in the rural countryside of this locality to convince them to enrol in the college to pursue higher education despite obstacles. Often these poor students have to sacrifice a lot and come to the college half-fed. The college has taken up the responsibility to impart higher education to these unfortunate boys and girls. Every year, the teachers and staff of the college visit the households of these families and get their wards enrolled in the college. sometimes the college teachers financially extend help to these boys and girls during admission and registration etc.

The teachers of the college and the college authority have always visited the villages of migrant workers and inspired them to send their to Halakura College for higher education. Besides the migrant workers, the other landless farmer families were also contacted and as a result of the relentless labour of the teachers of the college primarily, some of the landless farmer families sent their sons and daughters to the college to pursue higher education. One such case is the student of the college Mostafizur Rahman who once belonged to a very poor family and who himself was a child labour in his childhood, but now he is an M.A. and at present pursuing B.Ed. Another student was Abdul Hamid Pramanik who was a vegetable vendor himself in his childhood. But now he is an M.A. (passed with 1st Class) and at present he is a school teacher. Another case is that of the very poor Rashidul Hoque, who also passed his B.A. from the college and has become a High School teacher now.

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

5. CONCLUSION

Additional Information :

The college is a newly provincialised one and so it lacks sufficient infrastructure and funds to meet the needs of the students. Fund crisis is a great obstacle for the college which is standing in its way to make teaching-learning and related activities technology-based, at par with the same in other advanced institutions. But the college is trying to the best of its ability to overcome its deficiencies so that it can translate its mission into reality and grow into a modern centre of education in the rural set-up.

Concluding Remarks :

Halakura college endeavours to see that the curriculum is effectively delivered. It also sees that the students are exposed to an effective teaching-learning experience despite limitations. It is the effort of the college to make the students interested in learning beyond curriculum. The college has tried to inculcate research aptitude in the minds of the students and teachers. The college lacks infrastructure, but it has sufficient numbers of classrooms, library, conference hall, Boys' Common Room, Girl' Common Room etc. The construction of new buildings are underway. The construction of Girls' Hostel is complete and it will be opened shortly. The college has many cells, clubs and committees to look after the affairs of the college including teaching-learning. There are statutory cells like Internal Complaints Committee, Grievance Redressal Committee etc which deals with students' issues, personal as well as academic. The college administration is an able one and it has the sufficient vision and leadership quality to manage all affairs as regards administration from budgeting to plan implementation. The college always attaches much importance to inculcation of values in the students. The syllabus of some subjects contain matters relating to ethics, values etc. The cells and committees of the college also observes important national and international days and organises awareness programmes, departmental seminars, national webinars etc to this effect. The college is all set to achieve its goals in higher education in near future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>592</td> <td>370</td> <td>332</td> <td>433</td> <td>362</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>456</td> <td>460</td> <td>426</td> <td>448</td> <td>461</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1500</td> <td>1500</td> <td>1500</td> <td>1500</td> <td>1500</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1500</td> <td>1500</td> <td>1500</td> <td>1500</td> <td>1500</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	592	370	332	433	362	2021-22	2020-21	2019-20	2018-19	2017-18	456	460	426	448	461	2021-22	2020-21	2019-20	2018-19	2017-18	1500	1500	1500	1500	1500	2021-22	2020-21	2019-20	2018-19	2017-18	1500	1500	1500	1500	1500
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1500	1500	1500	1500	1500																																					
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>564</td> <td>452</td> <td>426</td> <td>487</td> <td>504</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>456</td> <td>460</td> <td>426</td> <td>448</td> <td>461</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p>	2021-22	2020-21	2019-20	2018-19	2017-18	564	452	426	487	504	2021-22	2020-21	2019-20	2018-19	2017-18	456	460	426	448	461																				
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456	460	426	448	461																																					

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
720	720	720	720	720

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
720	720	720	720	720

Remark : DVV has made changes as per the report shared by HEI.

2.6.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
194	270	194	202	224

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
210	189	151	155	232

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
194	270	221	246	256

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
226	218	164	158	237

Remark : DVV has made changes as per the report shared by HEI.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
03	00	01	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	01	00	00

Remark : DVV has made changes as per the report shared by HEI.

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:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.836063	3.968743	6.916783	3.885803	3.458703

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.836063	3.968743	6.916783	3.69	3.458703

Remark : DVV has made changes as per the report shared by HEI.

5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made changes as per the report shared by the HEI</p>
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: E. None of the above Remark : DVV has made changes as per the report shared by the HEI</p>
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per the report shared by the HEI</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above Remark : DVV has made changes as per the report shared by the HEI</p>

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

Extended Profile Deviations
No Deviations