SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

GOVERNMENT GENERAL DEGREE COLLEGE, KALIGANJ

VILL.- DEBAGRAM, P.O.- KALIGANJ, P.S. - KALIGANJ, DIST- NADIA, WB
741137

www.kaliganjgovtcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Response:

Government General Degree College, Kaliganj, was established in the year 2015 by the Government of West Bengal for the purpose of making the scope of holistic and progressive education easily accessible to the students belonging to the underprivileged and backward sections of the rural population of Nadia district. Right from its inception, this college has consistently marked its excellence in both academic and social sectors as evident in the illustrious results of the students, as well as in their positive contributions to the betterment of the local community.

Situated beside the National Highway, and only 3 km away from the nearest railway station, the college is easily accessible for the students and the staff. Being surrounded by cultivable lands and natural vegetation, the college campus is free from pollution, and additional plantation inside the campus creates a beautiful and peaceful ambience for the students to participate in joyful learning. Spacious building with well-ventilated classrooms, well-equipped library and laboratories, hygienic toilets, and other infrastructural amenities broaden the scope of effective and all-round education.

From the very beginning, this college has been affiliated to the University of Kalyani, and follows the curricula as well as all pertinent academic rules and regulations of the affiliating university for the smooth conduction of teaching-learning processes. Being a government-run institution, the college also abides by all the relevant governmental rules and directives. Presently, the college offers undergraduate courses in eight subjects. Along with regular curricular study, the college frequently conducts various value-added courses, seminars, career-counselling sessions etc., and encourages students to participate in the activities of the N.S.S. unit for their holistic development.

Despite its nascent stage as an institute of higher education, this college stands as an institute of social and academic reputation in the entire district owing to its proven integrity, consistency and accountability in the areas of institutional discipline, academic achievement, social commitment, and comprehensive well-being of the students.

Vision

Response:

Right from the inception of the journey in June, 2015, the pivotal role of the college has always been empowering the learner through a proper balance of pragmatic, moral and emotional development. Apart from general transmission and generation of knowledge through class room teaching, the objective of the college is to make the students self confident and ethically sound human beings with the knowledge of modern science and ancient culture, thereby reorganizing and reshaping their thinking structure. Besides that, the college emphasizes on expansion of NSS activities in the college making the students conscious of their societal responsibilities at large.

Mission

Response:

• Providing Holistic Education.

• Empowerment of learners especially of the rural and backward area.

• Upliftment of socially and inancially weaker section of the society through disbursement of knowledge.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Response:

» Well connected location.

» Adequate space for future development.

» Good reputation.

» Cordial relationship among the stake holders.

» Multicultural congenial atmosphere for teaching and learning.

» Good student enrolment.

» Good Student-Teacher ratio

» Quality faculty

» Good academic and co-curricular accomplishment.

» Active NSS unit.

» Optimum utilization of the existing infrastructure.

Institutional Weakness

Response:

» Limited use of ICT facilities.

» Lack of adequate sports and games facilities.

» Less focus on skill development courses.

» Shortage of classroom.

» Lack of technical laboratory and library staff

» Absense of Counselling cell.

» Less focus on research activities of faculty members.

Institutional Opportunity

Response:

» Introduction of job oriented/add on certificate courses.

» Using e-learning resources more effectively.

» Enhancing research facilities through research projects.

» Organising faculty development programme.

» Introduction of interdisciplinary studies to explore local culture.

» To upgrade the college into a potential centre of excellence.

Institutional Challenge

Response:

» Overcome the challenges from private institutions.

» Prepare students to meet global challenges and making them employable.

» Developing Collaboration Culture.

» Promotion of research and seminar culture.

21-09-2024 02:06:09

» Maintenance through PWD

» Transfer of Faculties without replacement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Response:

- Being affiliated to the University of Kalyani from its inception, the college adheres to the curricular structure as proposed by the affiliating University, and hence, has very limited scope of planning the curriculum. From the 2018-19 the Choice Based Credit System has been implemented. HODs of Sanskrit and Physiology departments being members of the UG Board of Studies are formally contributing to curriculum planning. Many faculty members of various departments frequently and informally communicate with the respective UGBOS for sharing their views on different aspects of the syllabi and methodologies, and thus, play a vital role in curriculum-planning. They also function as Examiners, Scrutinizers, and Question-setters. Designing, developing, and implementing the curricula of different Add-on Courses by the faculty members of different departments broaden the scope of the subject.
- Uniqueness of the Institution lies in the dynamic implementation of the curriculum in accordance with its Vision and Mission, and is reflected in its (1) consistent documentation to help the learners; (2) fusion of traditional and innovative methods, as well as online and offline modes in the delivery of curricula; (3) thorough monitoring of the students through mentor-mentee programme; (4) arrangement of various learner-centric co-curricular activities such as seminars, debates, quiz competitions, excursions, peer-teaching and so on; (5) initiatives undertaken for the upgradation of the scope of curricular implementation.
- Curricula of different disciplines are enriched through the habitual and consistent integration of cross-cutting issues related to professional ethics, gender equity, human values, environment and sustainability during regular classroom discussions, as well as through various co-curricular activities like seminars, debates, and observance of days of national and international significance. Under the CBCS curricula, Environmental Science is taught as Ability Enhancement Compulsory Course for both the Honours and the Programme courses, and one Skill Enhancement Course is taught as part of the Curricula. Various cross-cutting issues are also integrated with the curricula through the various in-campus and out-campus activities conducted by the N.S.S. Unit of the college. These activities serve both the community and the environment, and provide a rich source of curricular enrichment.

Teaching-learning and Evaluation

Response:

- The Institution provides a learning-inducing and learner-friendly environment conducive to effective Teaching-Learning process, and gives adequate opportunity to use and/or experiment with different learning skills like summarising skill, representation skill, communication skill etc. along with knowledge enrichment.
- Orientation Programme at the very onset of 1st Semester classes of each year provides an overview of

the college assisting each new-comer to acclimatize.

- Conventional "Chalk & Talk" is still the predominant teaching method used. However, the institution also adopts modern methodologies for making experiential and participative learning operational.
- Experiential learning through excursions, field visits, visits to historical places, publication of Wall Magazine, Add-on courses, community service through NSS etc. broadens the scope of knowledge and social enrichment**.**
- Faculties frequently make use of ICT-tools for classroom teaching. Students are conversant with simulations, PowerPoint presentations, and can access various authentic web-resources. During the pandemic lockdown period, teaching-learning and evaluation being conducted in blended mode, the students became adept in using modern ICT-tools in regular academic activities.

- The external evaluation system is regulated by the affiliating university. Controller of Examination of Affiliating University notifies about the schedule of examination, and the names of different venues of the examination. All the theory and practical question papers are set and sent by the University. During the term-end examinations the invigilators scrupulously maintain the sanctity of the examination process by verifying the credentials of the examinees, and preventing all sorts of malpractices. Practical examinations of science subjects are held in home centre in presence of external examiners. All answer scripts are evaluated by University-appointed examiners and Results are published on the University website.

- Two internal assessment tests are held for each subject centrally by the Internal College Examination Committee. Results are finalized in the Teachers' Council meeting and published in Parent-Teacher meeting. All the queries and doubts regarding the evaluation are addressed. Faculties of each Department discuss the attendance, class performances, and different aspects of the overall assessment of the students, and give suggestion for the betterment of the candidate during Parent-Teacher meeting.

Research, Innovations and Extension

Response:

- The College provides opportunities even beyond the Curriculum for creation and transfer of knowledge. Life-related knowledge is inculcated through experiential and participative learning.
- Assimilation and dissemination of knowledge are undertaken through intra-departmental and inter-departmental Seminars, Workshops, and Webinars. These are organized regularly for the benefit of both faculty and students.
- Well-planned and specially oriented Add-on courses play important role to enrich and expand knowledge.
- The Skill Enhancement Courses prescribed in the syllabi give an insight into entrepreneurship opportunities and help to develop self-employment abilities in students. The institute has taken such initiatives as arranging webinars and hands-on training sessions for entrepreneurship skills like Jam-Jelly Preparation, Vermicompost, Honey-Bee Culture etc.
- Students are assigned Projects under the supervision of teachers. Projects facilitate self-learning.
- Teachers are encouraged to pursue Ph.D. and to publish research-oriented books and journals facilitating their knowledge-enhancement and quality-improvement in the teaching-learning process.
- The institution promotes effective knowledge sharing through invited lectures and presenting research papers in conferences, seminars, and symposia etc.
- The college is actively involved in conducting extension activities and outreach programmes in the

neighbourhood community for holistic development of its students by sensitizing them about various relevant social issues.

- The N.S.S. Unit of the college conducts community service programmes including Swachhta Abhiyan, Road Safety Awareness, Women's Day, Yoga Day, AIDS Awareness Campaign etc. Participation of NSS volunteers in Republic Day Celebrations, Pulse Polio drive, Awareness Drive on RRR ('Reduce, Reuse, Recycle'), Awareness Programme on Drug Abuse etc. connects students with the larger environmental and social issues in the community, makes them socially responsible and sensitive, and thus facilitates their holistic and sustainable development.
- The college has adopted village "Chapai", and several social outreach programmes like Tree Plantation, Blanket Distribution, Free Medical Camp, Cloth Distribution, Chick Distribution, AIDS Awareness Campaign, Dengue Prevention Camp, Donation of Solar Lights etc. have been successfully organized by the N.S.S. unit in order to empower the underprivileged community by enhancing their skills in economically, socially, and environmentally sustainable ways.

Infrastructure and Learning Resources

Response:

- ·Located at a serene plot of rural land spreading over an area of 5 acres, surrounded by greenery, and free from the usual din and bustle of the city life, the college campus provides a calm and peaceful teaching-learning ambience. The College is committed to providing best possible facilities for holistic education. The College campus has a three-storied Main Building and one Student Activity Centre.
- ·The main building has spacious and well-ventilated classrooms, corridors, library, well-equipped science laboratories, 6 hygienic toilets for students, staff room, 3 toilets for staff and principal, office room, principal's chamber, smart classroom, seminar room, sick room, instrument room etc.
- ·In the Student Activity Centre there are: 1 canteen, 2 toilets (1 each for boys and girls), 1 boys' common room, 1 girls' common room, and 1 room for NSS.
- The college campus is well protected with boundary wall and CCTV surveillance covering crucial areas. Four non-gunned security personnel keep continuous surveillance over the college campus. Fire extinguishers are installed in different places of the college building. Hand rails and ramp are installed at the entrance, and wheelchair and washroom facilities for the specially able persons are available at the ground floor.
- Three water purifiers with cooling system are installed in the college (2 in the main building and 1 in the canteen). Sanitary napkin vending machines are installed in girls' washrooms. First-aid kit is maintained by non-teaching staff at office. Rain-water harvesting system is operational in the college premises.
- ·The library is one of the key teaching-learning assets of the college managed by well-qualified and experienced Librarian. The members of the Advisory Committee meet at least twice a year to interact and follow up on the various aspects of library management for smooth functioning of library affairs. College Central Library started its functioning after the joining of College Librarian in 2022. From 2015 to 2022 each department maintained its Seminar Library to cater to the academic needs of the students. The College Library has a rich collection of 4000+ Books. The library is partially automated using e-Granthalaya Integrated Library Management System.

Student Support and Progression

Response:

- The college being a government institution, the tuition fees are nominal, and most of the students avail the facilities of various scholarships sponsored by the central and the state governments. As most of the students belong to underprivileged and indigent families, such financial supports help them pursue higher education without any difficulty.
- The institution tries to extend professional support to the students through skill and value-oriented training programmes. College offers miscellaneous certificate/add-on/ value added courses to develop various professional skills and capabilities of the students. Career-counselling sessions are frequently organized to guide the students in choosing the right career.
- Anti-Ragging Committee, Grievance Redressal Cell, and the Committee on Gender Sensitization and Prevention of Sexual Harassment frequently organize interactive sessions and sensitization programmes to ensure a ragging and harassment-free, inclusive environment conducive to joyful learning. The college maintains a scrupulous grievance redressal mechanism in both online and offline modes, and any grievance of any student is attended to and solved promptly.
- A good number of students are enrolled for higher education in premier institutions and some students have been employed during this period. The over-all pass-percentage of the institution is very high, and in the last five years, several students have held ranks in the university examinations.
- The college has a functional Alumni Association whose members organize and participate in various collaborative programmes with the college.

Governance, Leadership and Management

Response:

- Right from the inception of the journey in June, 2015, the vision of the college has always been empowering the learners through a proper balance of pragmatic, moral and emotional development. The missions of the institution are: (i) providing Holistic Education; (ii) empowerment of learners especially of the rural and backward area; and (iii) upliftment of socially and financially weaker section of the society through disbursement of knowledge.
- The governance of the institution is in accordance with its vision and mission, and under efficient and effective leadership, the administration is decentralized to such an extent that all collective decisions are taken through periodical meetings to plan and organize various activities of the college. All progressive initiatives are implemented through rigorous planning which is initially proposed in the Academic subcommittee/ Teachers' Council/ IQAC meetings and approved by the higher authorities.
- The college provides operational autonomy to work towards a decentralized and participative governance system. All major decisions on development, infrastructure, financial management, academic affairs, admission, E-governance, administration and collaborations are taken in line with recommendations and suggestions of IQAC and various statutory and non-statutory subcommittees. The IQAC of the college is instrumental in maintaining the quality of the teaching learning process and overall improvement of the academic ambience of the college. It does so, by regularly updating its activities and constantly motivating the requisite fields to continue with their ways of action. The attendance and performance of the faculty members are monitored and regulated through the system of self-appraisal report.
- This institution being a government institution is entirely financed by the Higher Education Department, Government of West Bengal. Funds are utilized through the functioning of the Tender and Purchase Committee.

Institutional Values and Best Practices

Response:

- Gender-equity is scrupulously maintained and promoted by the institution in all the aspects of curricular, co-curricular, and administrative activities. Several burning issues like gender discrimination, exploitation, and suppression of women, as well as the important roles of women in different spheres of the society, all are part and parcel of curricula of several subjects, and these issues are continuously addressed by faculties during their class lectures for re-affirming the correct attitude of the students towards gender issues. Creating awareness through various activities round the year is prime objective with a hidden agenda to implement gender equity in practical sense. Committees like Gender Sensitization & Prevention of Sexual Harassment Committee (ICC), and Anti-Ragging Committee are always there to assist and guide girl students. While organizing any student related event special attention is given to non-biased work distribution among all the students irrespective of gender.

- The institution has a rich tradition of celebrating cultural programmes throughout the year. Every year, the Cultural Committee under Teachers' Council celebrates various theme-based programmes, and observes the auspicious days of national and international commemoration with ardent participation of students. The cultural programmes highlight contemporary issues and are supplemented with competitive events as well whereby students get a fair chance of participation and display of their cultural talents.

- During admission the reservation policy of state government is strictly followed to accommodate students from all sections of socioeconomic status and religious culture. This practice strengthens the secular nature of constitution of India. To provide completely inclusive environment amongst the students and to maintain harmony regarding cultural, regional, linguistic, communal and socioeconomic aspects, all students are treated equally by the faculty, staff and college authority without any discrimination. Teachers adopt the bi-lingual mode of teaching, wherever required, to assist students with linguistic challenges. The community services through NSS are inclusive social welfare activities in which students from all sections participate.

- Best practice 1: Promotion of plantation: progression from a barren to greener campus and conservation of nature in the locality

- Best practice 2: Community service: Service to humanity is service to God

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE, KALIGANJ
Address	Vill.- Debagram, P.O.- Kaliganj, P.S. - Kaliganj, Dist- Nadia, WB
City	Debagram
State	West Bengal
Pin	741137
Website	www.kaliganjgovtcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Tulika Talukdar Lahiri	03474-267514	8641811061	-	kalgovclg@gmail.com
IQAC / CIQA coordinator	Sudipta Pramanik	-	8637380172	-	iqac.ggdckaliganj@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 minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Kalyani	View Document

Details of UGC recognition

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

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill.- Debagram, P.O.- Kaliganj, P.S. - Kaliganj, Dist- Nadia, WB	Rural	5	2516.51

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali,	48	HS	English,Bengali	43	31
UG	BA,English,	48	HS	English,Bengali	43	24
UG	BA,History,	48	HS	English,Bengali	51	38
UG	BA,Sanskrit,	48	HS	English,Bengali,Sanskrit	36	6
UG	BSc,Botany,	48	HS	English,Bengali	22	15
UG	BSc,Physiology,	48	HS	English,Bengali	22	11
UG	BSc,Zoology,	48	HS	English,Bengali	22	18
UG	BSc,Chemistry,	48	HS	English,Bengali	19	13
UG	BSc,Bsc General,	36	HS	English,Bengali	25	12
UG	BA,Ba General,	36	HS	English,Bengali	40	29

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				30			
Recruited	0	0	0	0	0	0	0	0	16	3	0	19
Yet to Recruit	0				0				11			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	10	3	0	13
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

21-09-2024 02:06:09

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	7	3	0	10
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	7	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

21-09-2024 02:06:09

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	136	0	0	0	136
	Female	215	0	0	0	215
	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	9	13	16	16
	Female	15	22	18	23
	Others	0	0	0	0
ST	Male	2	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	23	12	15	9
	Female	28	24	18	27
	Others	0	0	0	0
General	Male	20	36	42	54
	Female	40	55	44	37
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		137	163	154	166

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	1. In the CBCS curriculum introduced by the affiliating university the undergraduate students enjoy liberty and flexibility of choice in the Discipline Specific Elective (DSE) Courses, and

	these courses are interdisciplinary in nature. 2. Students also enjoy liberty in the choice of the Generic Elective (GE) courses, and the study of GE courses alongside the Honours Course is in itself a multidisciplinary practice. These courses enhance the scope of holistic assimilation of knowledge, and provide students with comprehensive understanding of diverse disciplines. 3. Skill Enhancement Courses (SEC) and Ability Enhancement Core Courses (AECC) are multidisciplinary, and these courses sensitize the students about various pertinent socio-economic, cultural, and environmental issues, thereby helping them grow skill-oriented outlook and proficiency as well as an attitude of responsibility towards society and environment. These courses also bridge the gap between Arts and Science streams, and make learning more inclusive, skill-oriented, and ability-building. 4. Various add-on courses are conducted by different academic departments in order to extend knowledge beyond the limits of standard curriculum, and to add values to the acquisition of knowledge. 5. The syllabi of various subjects include texts and topics that address different important socio-political, environmental, gender-related and value-related issues. Thus, the institution has been teaching multidisciplinary and interdisciplinary courses for the last five years, imparting holistic education to the students who are well prepared to adapt themselves to the broader multidisciplinary spectrum of NEP, 2020.
2. Academic bank of credits (ABC):	1. The institution as well as the affiliating university has been registered under the ABC programme, and the institution has conducted several sensitization programmes to spread wide awareness among the students about the importance of the ABC system. 2. The institution has taken significant initiative in the amelioration of the entire academic framework with the implementation of the ABC system. This revolutionary system is designed to enhance flexibility and promote a learner-centric approach in all academic programmes. Through this initiative, each student will accumulate credits for the successful completion of the courses, and they will be enabled to gain greater control over their academic journeys. 3. Till date more than 90% of the current students of the institution have been registered under the ABC system. In this system, students' academic credits are stored in the Academic Bank to be utilized

	later in their future courses of study. 4. The faculties of the institution are always encouraged to assign innovative projects to the advanced learners, and in every semester varied projects are assigned to, and accomplished by, such learners.
3. Skill development:	1. The Skill Enhancement and Ability Enhancement Courses in the CBCS curriculum of the affiliating university sensitize the students about various pertinent socio-economic, cultural, and environmental issues, and help them develop skill-oriented outlook, and the attitude of responsibility towards society and environment. 2. The institution inculcates value-based education to students through various texts and topics in the syllabi of both Humanities and Science streams that address significant socio-political, environmental, gender-related and value-related issues, and aim at developing various life-skills as well as different humanistic, ethical, constitutional and environmental values. The holistic approach to education at the institution not only focuses on academic excellence but also strives to equip students with practical skills and a mindset geared towards innovation and success in their future endeavors. 3. The institution frequently organizes various interactive and participatory training sessions, career-counselling sessions, and skill development programmes to orient and train students in various life-skills and job opportunities. 4. The institution also conducts various valued-added and skill-oriented add-on courses for developing linguistic proficiency, career orientation, and value-based education.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	1. Texts and topics related to the traditional Indian Knowledge System are taught through the CBCS curricula of several subjects. Syllabi of such disciplines as Sanskrit, History, Bengali, and English effectively integrate traditional Indian socio-cultural ethos, values, and languages with the present-day education. Syllabi of Science subjects also integrate traditional indigenous knowledge with modern researches. 2. Faculties are always encouraged to use bilingual teaching in classrooms, and they try to apply bilingual teaching as much as practicable for the sake of holistic comprehension of lessons by the learners. Students are given freedom to write their answers in the examinations in the languages of their choice, and most students choose their mother tongue

	Bengali, and perform quite well in all the examinations. 3. Two faculty members participated in the workshop on Indian Knowledge Systems held at Benaras Hindu University, and they disseminated the information among all the faculty members in a later workshop held at our college. 4. The Internal Quality Assurance Cell (IQAC) of the college organized a multidisciplinary international seminar on 'Education in India: Vedic to Modern Era' in which the invited resource persons as well as most of the paper presenters highlighted the need for realizing the connection between traditional Indian episteme and present-day innovations and researches for the sake of all-round dissemination of knowledge. 5. Throughout the year, the institution celebrates various commemorative days with sober cultural programmes, and students' performances in these programmes uphold the rich cultural heritage of our country. Through the traditional singing, dancing and miscellaneous cultural performances by students in traditional attires, ethnic values and indigenous cultural tenets are promoted.
5. Focus on Outcome based education (OBE):	1. The institution focuses on outcome-based education, and therefore, prioritizes learner-centric teaching methods to construct a positive teaching-learning ambience for the holistic development of learners. Apart from traditional lecture method, teachers also use smart classrooms, audio-visual teaching methods, project assignment, field visits, participative learning, and experiential learning to ensure active engagement of the learners and their attainment of the expected course outcomes. 2. The aim of education is to develop and manifest the innate potentials and possibilities of the learners, and hence, this institution conducts several skill-enhancement and ability-enhancement courses that are designed to develop various life skills and abilities. With this end in view, the college keeps on organizing seminars and webinars to ensure continuous active engagement of students in various academic and skill-oriented activities. Different departments also frequently organize inter and intra-departmental quiz, students' seminars, debates, group discussions, career counselling sessions etc. for actualizing the learning outcomes by the learners. 3. The college has laid out detailed general and uniform programme outcomes (POs) for the undergraduate

	programmes, and each academic department has designed programme-specific outcomes (PSOs) and course outcomes (COs) in consonance with the programme outcomes. Teachers devise their teaching and evaluation strategies according to these outcomes, and help the learners attain the desired outcomes. The college has also initiated the practice of evaluating the attainment of programme and course outcomes by the learners so that the learning outcome of every student can be effectively measured at the end of the term, and teaching-learning methods may be modified accordingly. 4. The faculty members regularly monitor the relative academic performances of the students in terms of their attainment of the programme and course outcomes. Review meetings are held after internal assessments, and the performances of the students are discussed over with their guardians in parent-teacher meetings. Depending on the review, slow learners are identified, and special tutorial classes are conducted to improve their performances. Advanced learners are assigned project works to improve their critical thinking abilities. Teaching strategies are focused on learners' achievement of cognitive, affective and psychomotor skills, and after detailed review of the learners' attainment of course objectives, teaching strategies are accordingly modified to maximize learners' attainment of the course outcomes.
6. Distance education/online education:	1. During COVID lockdown all academic departments conducted regular online classes and shared e-resources with the students through such web-platforms as Google Classroom, TeamLink, Google Meet, and Zoom. 2. Internal and semester-end examinations were smoothly conducted and evaluated in the blended mode during the lockdown period. Students have become quite conversant with online communication through e-mail, WhatsApp, Google Meet etc. 3. Presently, teachers continue to share online learning resources with students alongside regular offline classes. During vacations, the teachers conduct online classes and class tests for the sake of continuity of teaching-learning process.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has not yet been set up in this college, but the college frequently organizes sensitization programmes and workshops to spread wide awareness among the students about electoral process in our country.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Since the ELC has not yet been set up, no student co-ordinator or co-ordinating faculty member has been appointed in this regard.
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.	In the absence of the ELC, the college has organized several workshops on electoral literacy in collaboration with the Office of the Block Development Officer, Kaliganj, with active participation of students.
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.	Through sensitization programmes and workshops students are encouraged to register themselves as voters as and when eligible, and to cast their votes during the elections. The process of casting vote using EVMs is also demonstrated to them. The college also encourages the students to participate in the Youth Parliament Competitions, and students of this college have participated in the Youth Parliament Competition in 2022. Through such participation, they gain more practical knowledge about the functioning of the Indian parliamentary democracy, and become sensitized about the importance of the electoral proceedings.
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.	All the students of this college above the age of 18 years are enrolled as voters in the electoral roll. The college frequently arranges sensitization programmes to encourage students to get themselves registered as voters whenever they are eligible. If any eligible student faces any difficulty in registering himself/herself as a voter, the college extends all the necessary helps to enable the concerned candidate to get enrolled as an elector through the due procedure.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
364	389	403	368	310

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: 22

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	20	18	15

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.56	18.94	16.62	50.97	51.68

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:

1. **Curricular Planning:** Our College, since its inception in 2015, has been affiliated to the University of Kalyani, and strictly adheres to the curricular structure as proposed by the Affiliating University. Therefore, we have very limited scope of planning the curriculum.

- From the 2018-19 the Choice Based Credit System has been implemented. During the implementation of CBCS, the Affiliating University organized some interactive sessions with different UG colleges for constructive inputs for framing effective curriculum. Representatives of our College participated in such programmes.
- HODs of Sanskrit and Physiology departments being members of the UG Board of Studies are formally contributing to curriculum planning.
- Many faculty members of various departments regularly and informally communicate with the respective UGBOS and Head Examiners for sharing their views on different aspects of the syllabi and methodologies, and thus, play a vital role in curriculum-planning. They also function as Examiners, Scrutinizers, and Question-setters.
- Designing, developing, and implementing the curricula of different Add-on Courses by the faculty members of different departments broaden the scope of the subject.

2. Curricular Implementation: Uniqueness of the Institution lies in the dynamic implementation of the curriculum in accordance with its Vision and Mission, and is reflected in the following:

A. Documentation to help learners:

- During the admission process candidate get brief idea about the institution from the college prospectus displayed on the institution's website.
- At the beginning of the academic session, an Orientation/Induction Programme is held for the newcomers.
- Student Handbooks containing academic calendar, teaching plan with schedule of class test and all pertinent information are distributed among students at the onset of each semester.

B. Delivery of Curricula:

- The college has one Officer-in-Charge and 20 permanent teachers for smooth conduction of teaching-learning process.
- Traditional teaching through chalk and talk method is followed.
- Science Departments and a few Arts Departments frequently use ICT tools for more effective teaching and learning.
- During the COVID lockdown regular online classes were held, and digital resources were distributed among the learners through various web-platforms.
- Based on assignments and internal assessments, slow and advanced learners are identified, and teaching strategies are modified accordingly.
- Proper mentoring of learners is done through Mentor-Mentee Programme.

C. Making Curricula More Interesting:

- Student seminars, quiz, debate etc. on relevant topics are arranged for better comprehension and promotion of critical thinking.
- Excursions, field-visits, and co-curricular activities are arranged to promote experiential learning.
- Peer-Teaching by senior semester students are arranged for joyful learning.

D. Upgradation of the Method and Scope of Curricular Implementation

- The College tries to upgrade the method and scope of curricular implementation through continuous feedback from different stakeholders.
- New subjects for UG studies have been offered: (a) Zoology Honours has been opened from 2019-20 session; (b) Chemistry has been upgraded from General to Major course from 2023-24 session.
- The college is trying to procure permission for opening Honours Courses in Philosophy and Political Science.

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: 08

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](#)

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: 16.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
211	85	00	00	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

- During regular classes, faculties from different academic departments address various cross-cutting social, ethical, and environmental issues within the scopes of the respective curricular contents.
- Cross-cutting issues related to professional ethics, gender equity, human values, environment and sustainability are also addressed through the organization of various cultural and sensitization programmes round the year, and especially on such days of national and international importance as 12th January, 23rd January, 26th January, 8th March, 15th August, 2nd October, 5th September, World Environment Day, World Yoga Day, International Mother Language Day, National Voter's Day etc.
- The institution also integrates cross-cutting issues by organizing various awareness drives on gender equity, anti-ragging, drug abuse, health and hygiene, energy conservation, water conservation etc.
- Under the (1+1+1) UG curricula, Environmental Science (ENVS) was a compulsory paper including project work.
- Under the CBCS curricula, Environmental Science is taught as Ability Enhancement Compulsory Course for both the Honours and the Programme courses, and one Skill Enhancement Course is taught as part of the Curricula.
- Various cross-cutting issues are also integrated with the curricula through the various in-campus and out-campus activities conducted by the N.S.S. Unit of the college. These activities serve both the community and the environment, and provide a rich source of curricular enrichment.
- The college has also introduced various supplementary enrichment programmes such as seminar on research methodologies, add-on courses, job training programmes, training sessions on self-defence etc.
- Green campus initiatives are undertaken by the Eco Club of the college and the sub-committee on College Beautification.

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

1.3.2

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

Response: 44.23

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

Response: 161

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 76.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	163	154	166	167

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	210	210	210	195

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

2.1.2

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

Response: 69.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	72	68	75	69

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	93

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.33

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:

Response:

Strategy: The Institution provides a learning-inducing and learner-friendly environment conducive to effective Teaching-Learning process, and gives adequate opportunity to use and/or experiment with different learning skills like summarising skill, representation skill, communication skill etc. along with knowledge enrichment.

Strategy Implementation:

- Orientation or Induction Programme at the very onset of 1st Semester classes of each year provides an overview of the college assisting each new-comer to acclimatize**.**
- **Conventional Learning: "**Chalk & Talk" is still the predominant teaching method used.
- We rely on slightly different approach for making experiential and participative learning operational. Faculties try to depict the relevant facts within the scope of syllabi with the help of story-telling or by sharing their life experiences, so that students can easily relate knowledge to real life experiences. While trying to make students aware about any important social issue, teachers often resort to screening of relevant documentary or movie. Sometimes, visit to any nearby place of social or historical importance is conducted. Besides that, other pedagogical techniques adopted to make learning student-centric are as follows-
- **Participative Learning:** Students are encouraged to take part in various academic activities like seminar presentation, debate, quiz, essay competition, participation in workshop, seminar, webinar etc. They are also encouraged to participate in various extra-curricular activities like cultural events, sports, YPC, inter-college competition etc. to widen holistic and creative skills for meaningful leaving. Some Science departments introduced peer teaching by senior students. Participation of students in Student Welfare Committee, Cultural Committee and IQAC is a significant step towards involving students in the decision-making process and college administration, and thus inducing the experiential learning of leadership quality.
- **Experiential Learning:** Study tour, field visit, visit to historical place, publication of Wall Magazine, Add-on courses, community service through NSS etc. broaden the scope of knowledge and social enrichment.
- **Problem-solving Methods:** Activities such as Project/ Dissertation/ Review/ Class assignment etc. involving data collection, analysis, interpretation of results, and conclusion help in widening knowledge of students along with betterment of critical thinking. Faculties guide students in solving questions of previous years through discussion.
- **Learning using ICT tools:** Use of PowerPoint during classes and in seminars, use of LCD projector, simulation, use of various online videos and documentaries from open educational platforms for better understanding, distribution of online study materials (especially, during pandemic period), use of PDF creator software in Mobile during pandemic, attending online classes via Google Meet, Zoom, Teamlink and Skype platforms, interactions through WhatsApp group etc. are all examples of ICT-based learning.
- **Goal:** Our goal is to create knowledgeable, skilled, morally sound, and socially responsible advanced learners with a continuous urge to excel.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 69.85

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

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

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

2.4.2

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

Response: 98.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	20	18	15

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

A. **Internal Assessment System:**

- During (1+1+1) UG curricula, in each year, one Mid-term examination, and one Test Examination were held centrally. The Schedules of the examinations were notified well in advance. The results of the Mid-term and Test examinations were finalized after discussion in a Teachers' Council meeting, and were published in parent-teacher meeting, and displayed on the notice board and College website to foster transparency.
- Under the CBCS system, applicable from the 2018-19 academic session, in each Semester, two internal assessment tests/ examinations are held for each subject centrally by the Internal College Examination Committee. Results are published in a similar way, i.e. finalized in the Teachers' Council meeting and published in Parent-Teacher meeting. All the evaluated answers Scripts are shown to the students and parents for understanding their performance. All the queries and doubts are addressed. Faculties of each Department discuss the attendance, class performances, and different aspects of the overall assessment of the students, and give suggestion for the betterment of the candidate during Parent-Teacher meeting.
- CIA (Continuous Internal Assessment): Beside these centrally organized examinations, academic progress of students is mapped dynamically by each department on the basis of continuous assessment by several formative tools like responsive classroom practices, class tests, surprise tests, home assignments, projects etc. throughout the session.
- During pandemic periods, most of the internal examinations were open book tests and were taken online.
- **Grievance:** If any candidate has any grievance related to examination, they can resolve it by intimating the concerned departmental faculty within a stipulated period, as notified by each department.

B. **External Assessment System:**

- During (1+1+1) UG curricula three University Examinations like Part-I, Part-II & Part-III were taken.
- Under the CBCS system, semester-end examinations are taken by the University.
- **Offline Examination System:** Controller of Examination of Affiliating University notifies about the schedule of examination, and the names of different venues of the examination.
- All the theory and practical question papers are set and sent by the University.
- During the term-end examinations the invigilators scrupulously maintain the sanctity of the examination process by verifying the credentials of the examinees, and preventing all sorts of malpractices.
- Practical examinations of science subjects are held in home centre in presence of external examiners.
- All answer scripts are evaluated by University-appointed examiners and Results are published on the University website.
- **Grievance:** If any candidate had any grievance, he/she may review the answer script within the stipulated period as notified by the University.
- **Online Examination System:** During pandemic period online examination system was established by the affiliating University. Circulation of question papers and receipt of answer scripts were done through emails by maintaining confidentiality.
- After completion of evaluation, marks of each subject were submitted through the mark-submission portal of the University.
- After the pandemic period, the offline examination resumed and one additional DR portal was designed by the University to ensure flawless examination system.

File Description	Document
Upload 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 college offers UG programmes in Arts and Science subjects. The college being an affiliate of the University of Kalyani, each teaching department in the college prepares programme outcomes, programme specific outcomes and course outcomes in tune with the syllabi and general outline offered by the university. Every teacher of every subject concerned formulates the course outcomes, and submits them department-wise. After this, all course outcomes with respect to each subject are assembled, and after final scrutiny by the respective teachers, these are uploaded in the college website so that students can access them easily. A Student Handbook containing POs, PSOs and COs along with other necessary academic information is distributed to each student for their ready reference. For clear understanding of the academic paraphernalia by each newcomer, orientation programme is organized at the beginning of each academic session. Department plays crucial role for better clarity and ultimate understanding of the

scope and possibilities of the programme concerned, and approaches it with a clear objective for higher studies.

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 Implementation of the curriculum by Teaching-Learning and Evaluation Processes has been planned in agreement with the Outcome Based Education (OBE). POs, PSOs and COs prepared by the Departments are introduced to the students by displaying them through the college website and departmental notice boards, and by incorporating them in the students' handbook distributed among students during the orientation programme. The POs and PSOs are discussed with the students during departmental orientation programmes, and the COs are discussed during the inception of each semester. Internal Assessments through Written Exams are conducted, and Project Works are assigned to the students accordingly as per different COs for different semesters. It is aimed that the students ultimately end up at the destination dictated by the POs and PSOs. For the calculation of the attainment, 90% weightage has been assigned for the Direct Examinations which are further categorized into two-part components, one of which is Semester-end Exam (80% of Direct Attainment calculation) conducted by the University, and Internal Assessment Examination (20% of the same) among which there are Written Internal Assessment Examinations conducted centrally by the college, and Project Works as well as Continuous Internal Assessment Examinations (CIA) conducted by the Departments. The remaining 10% weightage has been assigned to Indirect Attainment by Course End Feedback taken from the students. All of the obtained data is incorporated into Excel Sheets developed by the IQAC of this institution for calculation of final attainment for POs, PSOs and COs. If any of the COs is less attained or not attained at all, then specific actions are taken to mitigate this for the semester. The attainment scores along with specific remarks signed by the HODs are submitted to IQAC for scrutiny and further recommendations.

After careful and thorough scrutiny of all course attainments, IQAC recommends next attainment level. In this way the institution analyzes data on student performance and learning outcomes, and uses it for planning and overcoming barriers of learning leading to quality enhancement.

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

2.6.3

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

Response: 94.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	115	129	103	71

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	116	129	104	72

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](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The College provides opportunities even beyond the Curriculum for creation and transfer of knowledge. Some such initiatives are described below:

- Life-related knowledge is inculcated through experiential and participative learning.
- Assimilation and dissemination of knowledge are undertaken through intra-departmental and inter-departmental Seminars, Workshops, and Webinars. These are organized regularly for the benefit of both faculty and students.
- Wide array of awareness programmes are organized round the year to promote dissemination of knowledge.
- Well-planned and specially oriented Add-on courses play important role to enrich and expand knowledge.
- The Skill Enhancement Courses prescribed in the syllabi give an insight into entrepreneurship opportunities and help to develop self-employment abilities in students. The institute has taken such initiatives as arranging webinars and hands-on training sessions for entrepreneurship skills

like Jam-Jelly Preparation, Vermicompost, Honey-Bee Culture etc.

- Students are assigned Projects under the supervision of teachers. Projects facilitate self-learning.
- Teachers are encouraged to participate in Faculty Induction and Faculty Development Programmes to improve their efficiency in the teaching of the concerned subject, and to make themselves skilled in the latest technologies.
- Participation of teachers in Workshop on Indian Knowledge System, and its in-house dissemination play crucial role in enriching knowledge on ancient culture.
- Teachers are also encouraged for pursuing Ph.D. and for publishing research-oriented books and journals facilitating their knowledge-enhancement and quality-improvement in the teaching-learning process.
- The institution promotes effective knowledge sharing through invited lectures and presenting research papers in conferences, seminars, and symposia etc.
- The institution promotes knowledge sharing to community by organizing several awareness programmes, special talks on various issues like HIV-AIDS, Health & Hygiene, 'Save Your Environment', entrepreneurship etc. Knowledge sharing is also done through various social activities of the NSS Unit to the benefit of the underprivileged villagers of "Chapai".
- The institution promotes dissemination of knowledge by organizing collaborative events in collaboration with other institutions in order to create a platform for sharing knowledge and concept for the benefit of both teachers and students.

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

3.2.2

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	01	00	01

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

3.3 Research Publications and Awards

3.3.1

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	13	07	07	08

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: 1.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	01	07	09

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

3.4 Extension Activities

3.4.1

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

Response:

Government General Degree College, Kaliganj is actively involved in conducting extension activities and outreach programmes in the neighbourhood community for holistic development of its students by sensitizing them about various relevant social issues. Description of such activities and their impacts are as follows:

- **Social Awareness through NSS:** National Service Scheme (NSS), a central scheme under the Ministry of Youth Affairs & Sports, conducts community service programmes including Swachhta Abhiyan, Road Safety Awareness, Women's Day, Yoga Day, AIDS Awareness Campaign etc. Participation of NSS volunteers in Republic Day Celebrations, Pulse Polio drive, Awareness Drive on RRR ('Reduce, Reuse, Recycle'), Awareness Programme on Drug Abuse etc. connects students with the larger environmental and social issues in the community, makes them socially responsible and sensitive, and thus facilitates their holistic and sustainable development.
- **Community Service:** Adoption of village for sustainable and holistic development - for example, in the adopted village "Chapai" several programmes like Tree Plantation, Blanket Distribution, Free Medical Camp, Cloth Distribution, Chick Distribution, AIDS Awareness Campaign, Dengue Prevention Camp, Donation of Solar Lights and many other have been successfully organized by our students in order to empower the underprivileged community by enhancing their skills in economically, socially, and environmentally sustainable ways.
- **Sensitization on Gender Issues:** Gender Sensitization Committee of the college works towards promoting gender equity among students, faculty and staff. The committee organizes various outreach and awareness programmes to sensitize all towards practising acceptance, validation and participation of all genders in social, cultural and academic domains. Workshops for Self -defence

and Prevention of Sexual Harassment at Workplace are the examples of such activities.

- **Environmental Awareness:** College Eco Club is committed towards a sustainable environment, and it is involved in various activities like Plantation Drives in and outside the college campus, Campaign for Plastic-free Campus, Solid Waste Management, and various energy conservation drives like "Save Each Drop", "Switch Off Drive", "Non-Ac day" etc. round the year. Participation of students in various Field Trips, Excursions, and Nature Camp extends the scope of environmental sensitivity and applied learning.
- **Inculcating the Sense of Patriotism:** Celebration of various commemorative days like Independence Day, Republic Day, Birthday of Netaji Subhas Chandra Bose, Birthday of Mahatma Gandhi etc. are organized by the college for reaffirmation of history, its legacy and sense of responsibility towards the Nation. Besides, paying homage to the family of Shri Sudip Biswas, 'amar jawan' in Pulwama attack; and foundation of memorial stone in the name of freedom fighter of Kaliganj are a few efforts of the college for honouring the patriots, and inculcating the sense and value of patriotism amidst the students.

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

3.4.2

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

Response:

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

- Recognition of Sri Sujit Kundu, Assistant Professor in History of Government General Degree College, Kaliganj as **"Best Programme Officer"** in 3rd NSS Convocation of University of Kalyani held on 28th February, 2018.

- Recognition of Sri Sujit Kundu, Assistant Professor in History of Government General Degree College, Kaliganj as **"District Nodal Officer (DNO)"** for Nadia District of West Bengal from Regional Directorate of NSS, Ministry of Youth Affairs & Sports, Government of India on 8th May, 2023.

- Appreciation from BDO, Kaliganj Block, Nadia for conducting social welfare activities through NSS unit, Government General Degree College, Kaliganj to the adopted tribal village Chapai.

- Appreciation from Savapaty of Kaliganj Panchayat Samiti, Debagram, Kaliganj, Nadia for conducting social welfare activities through NSS unit, Government General Degree College, Kaliganj to the adopted tribal village Chapai.

- Recognition of Sri Sujit Kundu, Assistant Professor in History of Government General Degree College, Kaliganj as **"Contingent Leader"** from Regional Directorate of NSS, Ministry of Youth Affairs & Sports, Government of India on 6th December, 2023.

- Recognition of Sri Sujit Kundu, Assistant Professor in History of Government General Degree College, Kaliganj as **"Contingent Leader"** related to Pre Republic Day Parade selection to be held at Kolkata on 23.12.2023 from University of Kalyani (Affiliating University).

- Recognition of Budh Kumar Das, Student of Government General Degree College, Kaliganj, as "**Selected Volunteer**" for West Bengal State NSS **Republic Day Parade, 2024** at Red Road, Kolkata from NSS Cell, Higher Education Department, Government of West Bengal

- Appreciation from District Youth Officer, Nehru Yuva Kendra, Nadia (WB) for organizing Traffic volunteering programme under the National Road Safety Week, 2024.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	09	01	02	17

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: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

- Located at a serene plot of rural land spreading over an area of 5 acres, surrounded by greenery, and free from the usual din and bustle of the city life, the college campus provides a calm and peaceful teaching-learning ambience. The College is committed to providing best possible facilities for holistic education.
- The College campus has a three-storied Main Building and one Student Activity Centre.

In the **Main Building** we have:

- One Principal's Room,
- One Common Room for Teaching Faculty
- One Office Room,
- One room for IQAC,
- One Central Library,
- One Central Instrument Room,
- One Smart Class Room equipped with computers and projector,
- Four well-equipped laboratories (viz. Botany, Chemistry, Physiology and Chemistry).
- Two Seminar Rooms, of which one is air conditioned, and well-equipped with audio-visual and ICT facilities like projector, laptop, and sound system, with seating capacity of 200.
- 10 Theory Class-rooms,
- One Sick Room,
- Two Store Rooms,
- 6 Toilets for students (3 girls', 3 boys'), 1 for Principal, 2 for office staff (1 gents', 1 ladies')
- 3 Corridors

In the **Student Activity Centre** we have:

- One Canteen
- One Girls' Activity Hall,
- One Boys' Activity Hall,
- One Room for NSS

- Two Toilets (one gents', one ladies')

Other Infrastructure:

- **Security:** The college campus is well protected with boundary wall and CCTV surveillance covering crucial areas. Four non-gunned security personnel keep continuous surveillance over the college campus.
- There are two entrances with one room for Night Guard at the main entrance.
- There are two cycle shades and parking spaces

- **Sports Facilities:** The playground of the college covers one acre, and is used for holding various outdoor games and sports. Various items for Indoor games are kept in students' Common Rooms.

- **Cultural facilities:** Various cultural programmes are successfully organized in the well-equipped seminar hall as well as in the open air spaces within the college campus. Musical instruments like harmonium, tabla etc. are kept at the office for general use in cultural programmes.

- **Health and Hygiene:** Sanitary napkin vending machines are installed in girls' washrooms. First-aid kit is maintained by non-teaching staff at office.

- **Safety measures:** Fire extinguishers are installed in different places of the college building.

- **Safe Drinking water facility:** Three water purifiers with cooling system are installed in the college (3 in the main building and 1 in the canteen).

- One Minority Boys' Hostel – under construction.

- **Facility for the Disabled:** Hand rails and ramp are installed at the entrance, and wheelchair and washroom facilities are available at the ground floor.

- Well-equipped Yoga Centre is located at Student Activity Centre.

- Rain water harvesting system is operational in the college.

- Centre for Outreach Activity: The college infrastructure is used by the District and local administrative bodies for various social, administrative and election-related purposes.

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

4.1.2

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

Response: 57.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.61	11.68	8.13	26.75	32.93

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

- College Central Library started its functioning after the joining of College Librarian on 2022. From 2015 to 2022 each department maintains its Seminar Library to cater the academic need of the students.
- The College Library has a rich collection of 4170 Books. The library is partially automated using e-Granthalaya Integrated Library Management System.
- The average usage of the library by the College during 2022-23 is 10. During pandemic the average footfalls in departmental seminar library was very low as the Institution remain closed during lockdown.
- The total amount spent for purchasing Books in last five years is Rs. 10,82,355. The books and other printed materials are purchased in the library as soon as funds come from State Govt. keeping in mind the syllabi of the courses run in the college itself. The Library advisory committee takes a vital role in the whole process of purchase. The purchase policy of books every year is decided over by in a fund distribution meeting conducted by the Principal and actively participated by The Teachers Council Secretary, Respective Departmental Heads and Library Advisory Committee. In the last two years, the library has been efficiently oriented with great care to provide a bright and appealing ambience suffused with natural light. The long corridors and ample space to move between stacks of books gives a feeling of both, openness and seclusion. The library is one of the key teaching-learning assets of the college managed by well qualified experienced Librarian. The members of the Advisory Committee meet at least twice a year to interact and follow up on the various aspects of library management for smooth functioning of library affairs.
- The Library presently has two computers, one printer and one scanner Computer has LAN connectivity with 100 mbps internet speed.
- User orientation & awareness- Library orientation programme is an important part of the college orientation programme organized on first day of the academic session for fresher. Library rules also provided to each student user at the time of giving membership.
- Safety & Security- The library is under CCTV surveillance and Fire extinguisher services.Subscription to e-resources and Journals- No such subscription till date, few print copy Journals are kept.

Extension Services:

- Maintenance of syllabi and previous years question papers.
- Initiating student feedback & grievance redressal through suggestion box.
- Library Science is taught as Multidisciplinary course under NEP20.
- Processing works for new books are done expeditiously to get them accessible to the users within a very short period of time after purchase.
- User sensitization- Celebration of National Librarian's Day to promote reading habits and love for both, library & Books.

File Description	Document
Upload 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:

- Being located in a rural minority dominated area, Government General Degree College, Kaliganj understand the need of technology based education to cope up and to meet the Global standard. Since inception of the College in 2015 there was a continuous urge for technological advancement, which is still there and College authority believes this never ending urge for technological advancement will be there in future leading to " *Kaizen"* [i.e. small gradual sustainable improvement].
- Computing facility- Presently College has 20 Desktop, 04 Laptop, 10 Printer, 04 Scanner, 14 UPS, 07 Multimedia LCD Projector, Smart Class room, 24 CCTV. Most of the students have Smart phones that they put good use.
- Licensed Software – e-Granthalaya (Integrated Library Management System) in Library, Online Admission Software and HRMS software.
- Internet Facility- Cloudsky broadband facility with 75 and 50 mbps bandwidth (two separate lines) and BSNL broadband with 100 mbps bandwidth.
- Wi-fi enabled and well connected through LAN.
- College Website – The College has a registered domain for its website and the information on the website is regularly updated. Apart from this website, the College has a separate web portal for student admission process.
- Cyber security - All desktop secured with Quick heal total security for cyber safety.
- IT enabled services & their usage:

In Teaching-Learning process render the role of a facilitator for the teacher- use of Smart Class room, LCD projector enabled class room, internet connection in all the departmental computer help the faculty to browse and download study materials, use of simulation, power point presentation by faculty, improves the quality of classroom lectures and influences students towards academic and research. Students also use departmental computers for the preparation of their project works and student seminar. Online platforms like Google meet, Zoom, Google class room, Teamlink and interaction through WhatsApp group play a praiseworthy role to combat pandemic deadlock.

In Student support facilities- Online Admission portal, Online Scholarship portal, online Fee collection portal (SBI collect), Online University Examination portal, Internal Assessment portal, Integrated Library Management System, Online grievance through College website, online feedback system.

In Office Administration – WBIFMS portal; Online SAR; e-tender; College website; Banglar Uchhashiksha portal; AISHE portal; Election portal; West Bengal Health Scheme portal; Online Meeting in Google meet or Zoom platform with Higher authority, college employees or local administration; 24x7 CCTV Surveillance with recording and two week storing, E mail, Geo-Tag photography etc.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 28

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

Response: 13

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

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: 0

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

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

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
339	347	367	206	163

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: A. All 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: 7.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	00	00	00	00

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 3.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	05	04	02

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	115	129	103	71

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: 1.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	01	00	00

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: 2

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

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

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

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: 13.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	11	14	12

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:

Government General Degree College, Kaliganj, being functional from 2015-16 academic session, completed its eight years of functioning in 2022-23 session. This so-called nascent College initially maintained a few informal alumni groups at departmental levels. Later, after realizing its importance, a Registered Alumni Association is founded on 13.07.2023 and it has a deep bond with the College. The mission of the Alumni Association is to reach, engage and serve all the alumni as well as the present students by networking with one another to foster a life-long intellectual and emotional connection between the college and its graduates.

Contribution of alumni to the growth/development of the institution:

- Academic & Cultural support - Organization of Seminar, Contribution in College Magazine publication, Participation in various Cultural programs, Organization of Reunion, Participation in Annual Sports Meet
- Social & Environment Awareness – organization of several awareness programs, Tree plantation programs
- Medical assistance- Participation in Blood donation camp, Eye check-up camp
- Add direction to the Institutional development by their valuable feedback

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

1. Vision of the Institution: Right from the inception of the journey in June, 2015, the pivotal role of the college has always been empowering the learner through a proper balance of pragmatic, moral and emotional development. Apart from general transmission and generation of knowledge through class room teaching, the objective of the college is to make the students self confident and ethically sound human beings with the knowledge of modern science and ancient culture, thereby reorganizing and reshaping their thinking structure. Besides that, the college emphasizes on expansion of NSS activities in the college making the students conscious of their societal responsibilities at large.

2. Mission of the Institution:

• Providing Holistic Education.

•Empowerment of learners especially of the rural and backward area.

•Upliftment of socially and financially weaker section of the society through disbursement of knowledge.

3. Governance

In absence of the Principal, presently the administrative Head of the College is the Officer-in-Charge. The College administration runs in complete correlation with the Higher Education Department, Government of West Bengal, on one hand and with the competent authority of the Affiliating University on the other hand. In the absence of Governing Body (yet to be formed, procedure initiated), in-house administration is implemented with the help of IQAC, in collaboration with the Head of different academic departments and various administrative sub-committees.

4. Governance and Leadership alignment:

Ensuring holistic education and learner empowerment:

- Class-room teaching, Mentor-mentee classes are playing primary role. Besides that, events like project, seminar presentation, quiz competition, Essay competition, extempore speech etc. are organized to boost up students' self-confidence. They are encouraged to participate in several outreach events of wider interaction, and thus helping their personality development.
- Several cultural events, different awareness programmes, value added lectures etc. are organized

to boost students' morality leading to their growth as ethically sound beings.

- NSS activities in College and neighboring localities create awareness about social and environmental challenges and their solutions, in order to make them socially sensible and responsible citizens.

Creating balance between modern science and ancient culture-

- Several Seminars and workshops are organized. Different digital tools like PowerPoint, smart class room are used. Laboratory visits, educational tours are organized to broaden the perspective of learning.
- World Sanskrit Day celebration and study of Sanskrit literature play pivotal role in understanding the ancient culture as a part of Indian Knowledge System under NEP 2020. Workshops have been organized to promote Sanskrit literature as a tool of accessing and understanding ancient culture.

5. **Decentralized and Participatory Governance**

At the beginning of each academic session, Teachers' Council Secretary is selected/ elected. All academic sub-committees, their members and convenors are decided by the TCS in consultation with the OIC and all faculties. Each committee has well defined duties and modalities. Participatory management is also ensured through membership of non-teaching staff and students in selected committees of the College. Rotational Headship in different Academic departments is proposed and approved in Teachers' Council meeting, and will be implemented shortly.

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:

A. Administrative set up and Functioning

The Officer-in-Charge being the apex authority maintains a healthy administrative approach.The Organogram represents the governing mechanism and the functional units of the College. The Officer-in-Charge is the referral for all final decisions.

In planning and implementing the strategies, the IQAC, the Teachers' Council and the Academic Departments are consulted by the OIC. Respective Heads of Academic Departments responsible for various aspects of academic administration, and the Teachers' Council Secretary, who is annually appointed, manage the academic calendar and coordinate the functions of everyday management and functions. In addition, the TCS acts as a liaison between the OIC and any and every teacher. Under the TCS, there is a number of Teachers' Council Committees. Non-teaching Office Staff headed by a Group C clerk act as extension of the Principal's Office and manage student affairs. The College maintains campus harmony and well-being through special cells headed by senior IQAC members viz. Grievance Redressal Cell, Anti Ragging Cell, Internal Complaint Committee and The Gender Equity Cell to address and solve academic dispute of a legal nature. These Cells are part of the Principal's Office.

B. Appointment & Service Rules

Being a Government establishment, the College is under the direct control of Higher Education Department, Government of West Bengal. So, appointments, confirmation, career advancement, Transfer of teaching and non-teaching staff etc., and all the service matters are controlled by the competent government authorities. The Pay structures and Allowances strictly adhere to the rules and regulation of UGC.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

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:

A. Performance Appraisal System for Teaching & Non-Teaching Staff:

Manual system- the institution has a definitive performance appraisal system for teaching staff. As per the rule of the Higher Education Department, all the teaching faculties are to fill in self-appraisal on a regular basis. These Self-Appraisal reports are submitted to the Principal every month. All such reports of a teacher are required for their career advancement, promotion to a higher post as well. Non-teaching staff also have to maintain the detail activity report with daily arrival and departure time along with leaves taken. For non-teaching staff, appraisal is to be sent to higher authorities during their confirmation and promotion. Annual Confidential Report (ACR) of every faculty is prepared in consonance with these Self Appraisal Reports.

Online system- In addition to the self-appraisal sheet, the Government has introduced Self Appraisal Report (SAR) for the teaching faculties which are to be filled in through WBIFMS portal. The Self Appraisal Report is made on the basis of the performance, character, conduct and qualities of each teaching faculty under the institution. This SAR system is a hierarchical system where the self-appraisal report has been passed through the Reporting officer (The Principal/Officer-in-Charge), the Reviewing officer (The DPI) and the Accepting Authority (Principal Secretary).

B. Welfare measures for Employees

Being a Government Institution, this College runs under the direct control of Higher Education Department, Government of West Bengal.

- As part of the welfare schemes, the permanent employees of the College are entitled to the General Provident Fund (GPF), Group Insurance (GI) Scheme and the Cashless Health Scheme of the Government of West Bengal which includes family members of the employees.

- The college also provides the facility to all non-teaching staff of the college, of drawing 'Ad-hoc Bonus' every year.
- Loans from GPF are very easily made available through Single Window Service of Principal's Office.
- Medical Leave - per year 20 days full pay.
- Maternity Leave
- Child Care Leave available at Principal's discretion.
- The teaching and non-teaching staffs are also granted On-Duty Leave to attend Professional Development and Administrative Training Programmes respectively.
- Pensioner benefits, Gratuity and Leave Encashment..

C. **Avenues for career development/progression**

- The teachers are encouraged regularly to attend Orientation Programmes, Refresher Courses and Summer Schools for their enrichment.
- They are encouraged to pursue Ph.D. works without hampering College duty.
- They are also encouraged in conducting research projects, participating in seminars and workshops.
- The faculty members are also encouraged to engage in various activities of academic leadership. They perform their duties as the BOS members of the Affiliating University. They also act as nominated members for extension services. The teachers of every department are engaged to perform as Head Examiner, Examiner, Scrutinizer, Paper setter, Moderator etc.
- The non-teaching staff are given Computer training and hands-on interactive sessions with software such as HRMS, E-Bantan, E-Pradan etc. for preparation of salary bill, keeping accounts, students' data and various other functions of the office.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 26.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	11	10	08	06

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	12	14	11

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](#)

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:

A. Strategies for mobilization & optimal utilization of resources & fund:

- Being a Government College the Government General Degree College, Kaliganj is fully funded and controlled by the Higher Education Department, Government of West Bengal.
- For the salary and related heads we have to submit our proposed annual budget every year to the Higher Education Department.
- For purchase of Books, Chemicals & Glass goods, and for other developmental purposes a dedicated Tender and Purchase Committee prepares demand of funds after detailed discussion with Heads of different academic departments and office, and submits that to the Higher Education Department. After getting sanction from higher authority, fund distribution meeting is done, and the entire purchase procedure starting from tendering, ordering the items, bill processing and up to the preparation of Utilization certificates is done through coordinated functioning of Tender-Purchase Committee, Heads of academic departments, and the Principal's Office.

B. Conduction of Financial Audit:

- Government audit is conducted by appointed auditors as and when the Higher Education Department fixes the schedule. However, since its inception in 2015, this Institution was not audited through the Higher Education Department.
- Therefore, we used to conduct internal audits by a renowned chartered Accountant.

Apart from this, we receive fund for conducting NSS activities from Ministry of Sports and Youth Affairs, Government of India, and regular audit in this regard has been done

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Contribution of IQAC for Quality Assurance:

Methodologies of Operation

- Framing of Policy document based on Vision & Mission of the Institution
- Performing SWOC analysis
- Framing of Perspective plan based on policy and SWOC analysis
- Implementation of Perspective plan

Deployment Mechanism

1. Preparation of Academic Calendar, Activity Calendar, Administrative calendar, Departmental duty roster, and duties and modalities of different committees.
2. Detailed discussion with departmental heads and convenors of different committees on modus operandi
3. Conducting several follow-up meetings for assessing the progress and shortcomings, and analysis of learning outcomes as prepared by different departments .
4. Analysis of annual reports of academic departments and different committees.
5. Conducting feedback analysis and compliance of required actions.
6. Performing Academic and Administrative Audit.

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: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
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:

Measures initiated by the Institution for the promotion of Gender Equity during last five years:-

Curricular Aspect: Several burning gender issues like gender discrimination, exploitation, and suppression of women, as well as the important roles of women in different spheres of the society as found in the ancient cultural history, all are part and parcel of curricula of several subjects like Bengali, English, History, and Sanskrit; and these issues are continuously addressed by faculties during their class lectures for re-affirming the correct attitude of the students towards gender issues. Science departments also add values related to the issue of gender within their scope of teaching as and when possible.

Co-curricular Aspect: Creating awareness through various activities round the year is prime objective with a hidden agenda to implement gender equity in practical sense. Celebration of International Women's Day, Girl Child Day etc., along with Gender Sensitization Campaign, Workshop on Self Defence for Girl students, Health Check-up camp for Girls are few such activities.

Strict Surveillance: Committees like Gender Sensitization & Sexual Harassment Committee, Internal Complaint Committee, Anti-Ragging Committee and Discipline Committee are always there to assist and guide girl students. Online and offline modes of compliant registration for girl students are available for any violation of women's rights. The link of registering online complaint is provided on the website.

During organizing any student related event special attention is given to non-biased work distribution among all the students irrespective of gender. For example during Cleanliness drive both girls and boys are equally involved. Sensitization is also done in departmental Parent-Teacher Meetings because parents play the most crucial role in shaping young students' minds through approximately eighteen valuable family hours per day.

Facilities for women on campus:

- Gender Sensitization & Prevention of Sexual Harassment Committee or ICC
- Discipline Committee
- Activity Room for Girls
- Washroom for Girls
- **Health and Hygiene facility**: Sanitary Napkin Vending Machine, Napkin Incinerator
- **Safety measures**: Compound boundary wall to prevent unauthorized entry, CCTV surveillance, 24x7 Security service, Mandatory Identity Card

- **Assistance service:** During the University exams, field visit, student orientation programme, College fests and other student-related programmes, a Lady staff is always present to assist girl students. Contact information of various important organizations, law enforcement authorities like National and State Women Commissions, local and District Police Stations, Fire Bridgade etc. are displayed properly.
- **Financial Help:** Different fellowships including Kanyashree for female students and study loan through Student Credit card facility.

- **Gender Audit Initiatives:** We initiated Gender Audit for last two years.

The evidence of success:

- Female enrolment has become almost equal to male enrolment.
- Female participation in student-centric events round the year is more than male participation.
- Numbers of Female achievers in different domains are as high as the numbers of the Male achievers during the last few years.
- No complaint has been received from any girl student about any instance of ragging or sexual harassment or eve-teasing.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

7.1.3

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

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

Response: C. Any 2 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:

Institutional efforts/initiatives in providing an inclusive environment:

Measures for Equal Opportunity:

- During admission the reservation policy of state government for SC, ST, OBC, EWS, PH and sports quota is strictly followed to accommodate students from all sections of socioeconomic status and religious culture. This practice strengthens the secular nature of constitution of India.
- The socially-backwards students like ST/SC/OBC (non-creamy layer)/Minorities are offered special privileges for admission by relaxation of the entry marks, by offering different types of incentives and scholarship opportunities from the State Government.
- To provide completely inclusive environment amongst the students and to maintain harmony regarding cultural, regional, linguistic, communal and socioeconomic aspects, all students are

treated equally by the faculty, staff and college authority without any discrimination. Large portion of faculty from minority community.

- Teachers adopt the bi-lingual mode of teaching, wherever required, to assist students with linguistic challenges. This helps students enhance their academic performance. The College Library provides books in Bengali and English version for various subjects to help students who have studied in their mother tongue.
- The community services through NSS are inclusive social welfare activities in which students from all sections participate.
- Organizing Awareness campaign on gender issues, Health & Hygiene, literacy drive involving local underprivileged children and villagers provides scope for inclusive environment.
- Celebrating 'Sampriti Saptah' to spread the ideology of Swami Vivekananda and to inculcate the values of tolerance, communal harmony, secularism and national integration.
- Though institute itself does not observe any religious festival to respect the constitutional obligation of secularism, it allows the students to celebrate their own religious festivals.

To sensitize students and staff of the College to the constitutional obligations, many events are celebrated-

- The "Republic Day" and Ambedkar's Birthday are celebrated every year to commemorate the adoption of the constitution.
- Independence Day is celebrated auspiciously involving students of the college as well as those of the neighbourhood schools.
- Recitation of the National Anthem by students and staff during all these programmes held in the college instill the spirit of nationalism and harmony among the students and the staff.
- International Women's Day is celebrated to uphold the institutional policy of equal respect and rights for all genders.
- Human Right Day is celebrated on 10th December to make students aware about the role and responsibilities of a citizen.

Events instilling Citizens' responsibilities:

Such activities for instilling citizens' responsibilities as organization of Blood donation camp, Free Eye Check up camp, Thalassemia detection camp, donating cloths, blanket, and medicine to poor villagers, donating school bag, pen, pencil, and books to underprivileged children, financial support to the Pulwama Martyr, establishment of memorial stone in the memory of freedom fighter of Kaliganj, Traffic Rules and Road Safety Awareness Campaign, Swachch Bharat Campaign, Tree Plantation Drive, plastic ban, tobacco ban, campaign on water conservation and pollution-free campus etc. are held and promoted by the college authority frequently throughout the year.

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

7.2 Best Practices

7.2.1

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

Response:

Best practice 1

Promotion of plantation: progression from a barren to greener campus and conservation of nature in the locality

Objectives:

1) To make campus beautiful.

2) To provide shades against harsh sunlight during summer season.

3) To enrich local rural biodiversity.

4) To help in conducting various practical experiments and examinations of science faculty by providing different kinds of live samples.

The Context: The college was built in 2015 on a low agricultural land with no or negligible vegetation and campus was largely empty. It is difficult for any educational institution to provide an ambient condition for successful teaching and learning in campus with only concrete buildings devoid of greenery and vegetation. Considering the bigger role of higher educational institutions towards environment, society, and nation, and remembering the constitutional obligations, our college approved the promotion of this practice for extension in the neighborhood.

The practice:

Several initiatives were taken at various levels to make this practice a successful one. The NSS unit of the college took initiatives, and started to plant several kinds of fruit plants and large trees in the campus. Later on, the college authority started to sow seedlings of different kinds of trees during celebrations of various programmes in the college. Now the college campus is enriched with various medicinal and fruit plants and large trees. Observing the success of our initiatives and sensing its importance, decision was taken to extend this practice to the villages of the locality. This was accomplished by the college NSS unit with the help of local administration. The villagers were also handed over saplings of different kinds of trees during various occasions. For strengthening this practice, students were provided with seedlings of trees on regular basis to spread our efforts in their homes, villages and locality.

Evidence of Success:

In terms of outcome there are several areas to point out. A complete green campus will not only provide canopy covers, but it will also be the shelter of various birds, snakes, mongooses, rats, frogs, squirrels, bats insects, ants, snails, leeches, and other animals. Thus, it has contributed its role in the enrichment of local biodiversity. Furthermore, it supplies various plant and animal samples which in turn help in conducting practical experiments and examinations of the botany and zoology departments. The local villages have also been benefited by this practice by increasing and creating vegetation where it is scanty.

Problems Encountered and Resources Required:

1) Poor fund, 2) Pest and weed attack as the campus was previously an agricultural land, 3) High tension overhead electric wire in the campus, 4) Water logging poses major problem in successful survival of plants especially medicinal plants as the campus is situated in low land area.

Best practice 2

Community service: Service to humanity is service to God

Objectives:

1) Service to Humanity is service to God.

2) Promoting awareness among students regarding their social and constitutional responsibilities.

3) Economical and Social empowerment of underprivileged and backward villagers.

4) Making the local inhabitants educated about the value of education encouraging their children to achieve higher education.

5) Creating awareness about Environment, conservation of nature and natural resources.

The Context:

Since the beginning of its journey, the college realized the role of the local community in delivering the proper education to the students. The college is situated in a region with rural background. The region is largely underdeveloped, and the local population mostly belongs to the minority community and Scheduled Caste. They come from a lower socio-economic background. Where they live many amenities are either insufficient or unavailable. Under such circumstances, we realized that without addressing the local community as a whole, complete holistic education cannot be delivered to the students coming from this community.

The practice:

For successful implementation of this practice our NSS Unit organized several extensions works as mentioned below. Most of the extensions works done in nearby adopted village "Chapai".

- Literacy drive: In many occasions we conducted literacy programmes in remote villages, which proved satisfactory in fulfilling its purposes.
- Awareness Campaign: Many awareness programmes have been organized by the NSS unit with active support of the institution like awareness camp on HIV and AIDS, on Cancer, on Health and Hygiene, on prevention of dengue etc.
- Cleanliness Drive: The institution with the help of its NSS unit and as a part of the "Swachh Bharath" campaign organized several camps and programmes.
- Environmental Awareness: The institution and its NSS unit have organized several awareness campaigns on environmental issues like "Tree plantation", "Use of Alternative Energy Sources" etc.
- Economic empowerment: Our NSS unit organizes Hands-on-training on Honey Bee Culture, initiatives for 'Swanirvar Gosthi formation', distributed Chicks to village women etc
- We extended our hand to help the needy and poor during their treatments and by donating cloths, blanket, food, books, pen-pencil etc.

Evidence of Success:

- Inspired by these programmes the students become more sensitized, and actively participate in other social activities conducted by the institution in the locality.
- The Eye check-up camp and Homeopathy treatment camp was very successful. The poor villagers, especially the elderly ones were benefited most by diagnosis of their problems and being provide with appropriate remedial measures like medicine, spectacles etc.
- The cleanliness drive and environment awareness programmes were also appreciated by the village community. Village children use installed solar light for study at night.
- Many villagers get interested from Training on Honey bee culture and tried to prepare honey for commercial use.

Problems Encountered and Resources Required:

1) The institute came across a lot of myths and misconceptions among students regarding blood donation. Many students did not have basic or clear thought about the importance and use of blood donations.

2) Hesitation among the students to participate in the NSS activity.

3) The institution encountered some structural and logistical limitations during the prolonged lockdown periods when most of the activities were shifted to online mode.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: An Emerging Institution of Academic Brilliance in the Region

The prime goal of any educational institution is to provide best education, teaching and learning. No matter how good an institution is in other aspects, it cannot be recognized as a good educational institution until its students achieve desired success in examinations. This success story of students is evaluated through their results each year. The northern part of Nadia district in the state of West Bengal is considered to be a less developed area compared to the other regions of the district. A new college was set up by the Government of West Bengal in the year 2015 under the Kaliganj Block which is situated in the less developed northern part of Nadia district to extend the opportunity of higher education among the people of backward region. Kaliganj Block is situated in a completely rural area and the socio-economic condition of the common people of this Block is poor. The population of this block is predominantly of religious minority community. Besides, a large proportion of the population belongs to Scheduled Caste and OBC Categories. Most of the students who come to study in our college belong to SC, OBC and religious minority community. Socio-economically most of them are poor and many are first generation higher education students.

Consistent Academic Performance

As a naive institution our college first started its undergraduate course in 2015. The first batch of students completed graduation in 2018 from this college with overwhelming pass percentage of more than 88%, and some students were rank holders in the University. Satwika Chakraborty from department of Sanskrit achieved 1st class 1st position in University of Kalyani (Affiliating University) with 75.88% marks. Since then, the academic success of this institution has shown a continuous increase with each passing year.

In the year 2019, 98.61% of the students passed graduation though there was no University rank holder in this year and 25% of them obtained more than 60% marks.

99.03% of students who appeared in final examination passed graduation in 2020. One student from Sanskrit department was 1st class 1st rank holder in University while department of English produced both the 1st class 1st and 1st class 2nd ranks in University. 50% students obtained 1st class marks and one student each from Physiology and Sanskrit honours got distinction with more than 75% marks.

In 2021, the overall pass percentage in the final examination was 100%. 1st, 6th and 9th positions in English honours in the University were all occupied by the students of English department of our college. In this year 1st class 2nd rank in University was occupied by a student of Bengali department of our college. In History honours, 1st class 6th position in University was occupied by a student of our college. In this year, 97.67% students achieved 1st class and 18 students got distinction.

In 2022, 99.14% of the students who appeared in the final examination were qualified and all of the qualified students got 1st class. The 2nd, 4th and 6th rank holders in English honours in the University were from the English department of our college. Besides, 63 students obtained distinction.

76.29% of the students passed in the final examination in 2023. In this year also, all the qualified students obtained 60% or more than 60% marks. Besides, 33 students obtained distinction.

Women and Minority Empowerment

It has also been observed that in each year a large number of female students are being qualified. In 2019, 2020, 2021, and 2022, among qualified students, 77.78%, 43.27%, 49.61% and 58.12% respectively were female students. Every year large portion of the qualified students was from the SC and religious minority community. It was found that 52.77%, 55.77%, 53.49% and 61.54% of the qualified students, respectively in 2019, 2020, 2021, and 2022 were belonging collectively to the SC and religious minority community. It reflects that female, minority and SC students get equal opportunity, encouragement and they are treated equally by the authority and all the college staff. This also shows that our collective and continuous efforts reached the students of most backward and marginal sections of the society. We think that this was the most precious reward we achieved from our students.

During their study, our students faced various difficulties like long distance of the college from their residence, scarcity of adequate transportation, poverty, inadequate awareness about value and importance of higher education among the guardians, and comparatively early age of women marriage in the village society. But we are trying to overcome these obstacles through continuous monitoring and parent-teacher meetings which were very helpful in making the guardians aware about the academic scenario of the college, and various schemes and scholarships of the Government. During COVID-19 lockdown period when online education became the standard norm, the teachers tried their best to ensure that the students most of whom belong to the marginal sections of the society would not discontinue their studies. The effect of this initiative is reflected in the result of students during the COVID-19 years.

Comparative Performance

Slowly and consistently, our college appears to be in good position compared to the other old and well-known colleges of the region in terms of producing University rank holders and other aspects of the results. For instance, in the very first passed-out batch of 2018, a student from the Department of Sanskrit secured the top position in University. Since then, students from different departments of our college have secured different ranks in University almost in every year.

In spite of having various difficulties, result, which is the most important criterion for assessing the success of any educational institution, has established that the performance of our very new and young college in the academic scenario is very good, encouraging, and promising. This has been achieved by the collective efforts of the students, teachers and other stake holders of the college. Thus, this college is becoming a leading institution of the region in the field of academic eminence

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

http://kaliganjgovtcollege.ac.in/Index.aspx

Concluding Remarks :

Response:

- As a result of consistent academic excellence, productive co-curricular engagement, effective social outreach, and competent, well-balanced, decentralized governance, Government General Degree College, Kaliganj, has emerged as a prosperous and promising institution of higher education not only in the district of Nadia, but in the entire state. For the past five years, the students of this college have consistently obtained remarkable scores in the university examinations. Various social welfare initiatives undertaken and executed by the N.S.S. unit of this college have greatly benefited the underprivileged rural population of the adjoining localities. Various skill-oriented add-on courses, training sessions, and workshops are frequently organized by the college in order to implement the motto of holistic learning and to empower the students to pursue suitable career opportunities. The college is committed to the principle of 'joyful learning', and takes effective measures to ensure a ragging-free, secure, hygienic, gender-sensitized, eco-friendly teaching-learning environment in the campus. Different disciplinary committees regularly monitor the safety and well-being of the students. The college also maintains an effective mechanism for redressal of students' grievances. Parent-teacher meetings are frequently held in order to bridge the gaps between the teachers and the students' guardians so that the teaching-learning process may be reviewed more closely, and modified whenever necessary. Apart from this, the college has also initiated Mentor-Mentee programme for continuous monitoring of the respective progresses, shortcomings, problems and needs of individual learners throughout the session. Learner-centric methodologies are followed in regular classroom teaching, and innovative teaching strategies including ICT-based teaching are implemented as and when practicable. Various cultural programmes are celebrated round the year to uphold the rich cultural heritage of the nation, and also to ensure all-round development of the learners. In consonance with the institutional vision and mission, the college earnestly endeavours to manifest and actualize the motto of holistic education, and with this end in view, we plan to offer more multidisciplinary and value-added courses in future. If provided with adequate financial support and necessary resources, the college in future will offer postgraduate courses and research opportunities to the prospective candidates.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
21	21	21	20	16 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
21	20	20	18	15	 Remark : As per clarification received from HEI, thus DVV input is recommended.
3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :20 Remark : As per clarification received from HEI, and only functional MOUs to be considered, thus DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
7.66	6.72	6.76	21.36	17.27 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
00	00	00	00	00	

Remark : As per clarification received from HEI, and heads for the Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) are not mentioned, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	42	49	36	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	05	04	02

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	115	129	103	71

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
74	115	129	103	71

Remark : As per clarification received from HEI, supporting documents for the number of the students progressed is not provided, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	02	01	00

Answer After DVV Verification :

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

06	00	01	00	00

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	02	02	01	00

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and awards of niversity / state/ national / international level only to be considered,, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	11	10	08	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	11	10	08	06

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	12	14	11

Remark : As per clarification received from HEI, thus DVV input is recommended.

7.1.2	**The Institution has facilities and initiatives for**
	1. **Alternate sources of energy and energy conservation measures**
	2. **Management of the various types of degradable and nondegradable waste**
	3. **Water conservation**
	4. **Green campus initiatives**
	5. **Disabled-friendly, barrier free environment**
	Answer before DVV Verification : A. 4 or All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : As per clarification received from HEI, and according to the supporting documents provided, thus DVV input is recommended.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**
	1. **Green audit / Environment audit**
	2. **Energy audit**
	3. **Clean and green campus initiatives**
	4. **Beyond the campus environmental promotion activities**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : As per clarification received from HEI, and Auditing from Government / Govt. recognized organizations, University departments, recognized / certified non-profit NGOs shall be considered, thus DVV input is recommended.

2. Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	21	20	16

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	20	18	15

21-09-2024 02:06:11