



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**GOVERNMENT GENERAL DEGREE COLLEGE,
MANGALKOTE**

GOVERNMENT GENERAL DEGREE COLLEGE, MANGALKOTE,
PANCHANANTALA, KHUDRUN DIGHI, MAJHIGRAM, PURBA BARDHAMAN
713132

www.mangalkotegovtcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government General Degree College, Mangalkote, was established in 2015, under the auspices of the Higher Education Department, Government of West Bengal, affiliated to The University of Burdwan, to provide subsidized higher education to the aspirants in the rural countryside. The faculty members of the college belong to the prestigious West Bengal Educational Service. The first batch of students was admitted in the academic session 2015-16. They were admitted in B. A. Honours Programmes in five humanities and social science disciplines, namely, Bengali, English, History, Political Science and Sociology, and in the B. A. General programme. In academic session 2016-17, students were admitted in B. Sc. Honours Programme in Zoology with Botany and Chemistry as electives. Over time, the faculty strength has gradually increased through new appointment and transfer from other government colleges.

The objective of the college is to ensure realization of the visionary goals of the Government of West Bengal through efficient and empathetic curriculum delivery, steadfast monitoring of learning outcomes and mentoring of students. Although the college is barely nine years old, through the concerted effort of all stakeholders – teachers, students, alumni, office and non-office personnel, under the leadership of the Head of the Institution, the college has made its presence felt in the intellectual landscape of Purba Bardhaman district. Higher education aspirants from adjoining villages and towns are showing interest to pursue a bachelor's degree at the college.

At this point, the institution is still in a nascent phase of development, and hence there is not much to narrate about its history. History is nevertheless being made within the august premises of this college in rural West Bengal through the will and expertise of the Head of the Institution, the teachers and the non-teaching staff, and the diligence and inquisitiveness of the students, and most importantly, the generous funding from the State Government.

In the years to come, the college aspires to be recognized not merely as an educational institution but as a center of learning deeply embedded in its immediate agrarian context yet standing up for universal ethos like inclusivity and global concerns like sustainability.

Vision

Government General Degree College, Mangalkote envisions fostering holistic development through comprehensive education, aiming to educate, empower, and emancipate its rural community. By prioritizing accessible, inclusive, and innovative learning, the college strives to cultivate intellectual growth, critical thinking, and socio-economic independence. Through its dedicated faculty and comprehensive curriculum, it seeks to empower students with the knowledge and skills needed to thrive in a rapidly changing world. Emancipation is achieved by breaking barriers of inequality and enabling students to become responsible, enlightened citizens, contributing to the progress and development of their society and beyond.

Mission

- To foster holistic development through comprehensive education.
- To ensure access to education through student support.
- To focus on capacity development and skill enhancement.
- To offer guidance for career planning.
- To encourage extra-curricular activities for physical and psychological well-being.
- To enable faculty development.
- To ensure grievance redressal for just and ethical functioning.
- To create a sustainable and inclusive campus.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Optimal utilization of the human and financial resources made available by the Government of West Bengal towards public welfare.
2. Taking into account of the immediate social hierarchies and ensuring inclusivity and diversity through strict implementation of reservation policy, and an inclusive environment within the college.
3. High rate of admission, graduation and progression of women students, especially from deprived castes and the minority community.
4. Teachers educated in institutions of eminence achieve a balance in global sensibilities and local needs in pedagogy.
5. Teachers engaged in funded research infuse innovation in institutional ecosystem.
6. Learning beyond classroom through seminars and webinars offers new ideas and perspectives, and educational trips and field visits consolidates knowledge by exposure to first-hand experience in field settings.
7. Student-centric methodologies like peer teaching enhances involvement and confidence.
8. Add-on courses strengthen disciplinary knowledge and practical skills.
9. Skill enhancement and career guidance initiatives promise employability.
10. Automated library and Wi-Fi facility confirms access to online repositories of knowledge.
11. ICT tools help transcend spatial-temporal barriers in learning and knowledge transaction.
12. One-to-one assistance for scholarship schemes assures wider reach of student support facilities.
13. Rigorous feedback system, mentoring programme, and student grievance redressal promotes institutional accountability.
14. MoUs and linkages with institutions and industry results in collaborative capacity building initiatives.
15. IQAC assures overall quality control by providing guidelines for methodical functioning.
16. NSS unit conducts extension and outreach activities in the nearby community.
17. Regular and pervasive audits ensure transparency and accountability in administration.
18. Gender initiatives promote gender sensitization and gender equity.
19. Green and energy conservation initiatives foster sustainable practices.
20. Sincere non-teaching staff is the backbone of the administrative machinery.
21. Sports and cultural activities ensures physical and mental well-being of students.
22. Instilling awareness about cultural diversity and constitutional obligations.
23. CCTV surveillance promotes safety and security within the campus.
24. Welfare schemes and empowerment strategies for teaching and non-teaching staff ensures stakeholder satisfaction.
25. Ample physical space available in comparison to the number of sanctioned departments and programmes provides scope for future expansion.

26. Alumni association fosters networking and symbiotic relations between past and present students.
27. Team work between office of the principal, departments, statutory cells and sub-committees enables realization of institutional goals.

Institutional Weakness

1. The college is located in a remote area, 44 kilometers away from the Barddhaman railway station. The Mangalkote Block Office is approximately 14.5 kilometers away from the college. Thus it has locational disadvantage and is unable to attract students from far and wide.
2. Transportation and communication facility in the area is weak. Buses are infrequent and the only mode of public transportation posing difficulties for students to commute.
3. The college is fully dependent on financial grants of the Government of West Bengal. Running an educational institution involves multiple expenditures which are sometimes withheld due to paucity of funds.
4. Some departments require teachers urgently. For instance, the Department of English has only one teacher creating hindrance in effective curriculum delivery.
5. The absence of trained library staff overburdens the college librarian and hinders optimal utilization of resources.
6. The absence of trained laboratory staff hinders optimal utilization of the expensive laboratory equipments and overburdens the faculty members.
7. Single Zoology (the only science department offering honours programme) laboratory does not meet the requirement of the department. Parallel practical sessions by two teachers cannot be held.
8. Student-computer ratio requires improvement.
9. The college does not have sufficient infrastructure for people with disability.
10. Special facilities for women students needs to be installed.
11. The college does not have a placement cell which can help the most deserving of the students reap benefit of the liaison between the college and the industrial sector.
12. The canteen meets just the basic needs of the students and the teachers.
13. In the absence of funding, issues of access and transportation, the college is unable to organize large-scale conferences and seminars with participants from other institutions.
14. The college has a high drop-out rate. Most of the students are from poor agrarian background, and few are even unable to afford the highly subsidized education provided in this government college. Male students drop-out as they constitute the local agricultural labour force. Female students drop out after getting married early.

Institutional Opportunity

1. Apart from the three-storey main building which houses all the departments and the administrative unit, and the one-storey building at the rear end of the college campus, housing the canteen, and boys' and girls' common rooms, a huge tract of land is yet to be utilized. There is scope for horizontal and vertical expansion through establishment of newer departments and introduction of new programmes that will be of immediate relevance from the point of view of job opportunities.
2. Posts for Assistant Professors in some departments are vacant for a long time. If vacant posts are filled, the new work force will add to the vibrant human resource of the college and help render better public service.
3. As the college is eligible to receive UGC grants, it plans to organize fully funded conferences and

seminars and make the college a hub of intellectual exchange among academicians, researchers, development workers, policy makers and activists for deliberating on issues relevant to the immediate agrarian situation.

4. Apart from the routine awareness sessions for students, the college plans to organize faculty development programs and special sessions for engaging the non-teaching staff who work hard to maintain regularity in organizational activity.
5. The Communicative English and Competitive Examination Awareness Cell (CECEAC) plans to proactively partake in enhancing English Communication skills and offer guidance for competitive examinations.
6. The college plans to increase MoUs with other organizations to initiate collaborative skill development and capacity building programmes for students and augment their employability.
7. The college intends to introduce more add-on courses based on interdepartmental collaboration addressing multidisciplinary concerns of situational relevance as value-additions to the existing programme.
8. The college aims to make moral and mental well-being of all stakeholders an integral component of institutional functioning through value education and psychological counselling services.
9. The college plans to install special facilities for women and persons with disability as part of ongoing gender-sensitive and disabled-friendly initiatives.
10. The college has also applied for grants to install solar panels as a move towards reliance on alternative power resources. Communications with the Higher Education Department, Government of West Bengal, in this regard, are underway.

Institutional Challenge

1. The biggest challenge for college is to reach out to the higher education aspirants in the adjoining villages. Students are mostly drawn from the agrarian households with no or less exposure to higher education. After completing high school, most are either absorbed in local agricultural work force or migrate to other parts of the country in search of menial jobs. Under these circumstances, the challenge is to enroll more and more students in higher education and retain their trust and confidence in the process, towards achieving decent employment.
2. Some departments require more faculty members, in the absence of which the existing are over-burdened. Unless vacant posts are filled, some departments will fail to render public service optimally.
3. Expenditures are multiple in running an educational institution effectively. Total dependence on government grants has both pros and cons. Often funds are urgently required for regular maintenance work. Poorly maintained facilities impact safety and efficiency in college activities. Timely maintenance of installed facilities to ensure durability is a huge challenge.
4. Augmenting employability of the students studying conventional general degree programmes is another challenge. Collaborations with the industrial sector are necessary to establish a placement cell in the college and make arrangements for student internships and placements.
5. Another challenge is to introduce add-on courses which are sanctioned by the university. Sanctioned courses have greater value and recognition in the job market.
6. Regular subscription to multiple paid online educational resources through which both students and teachers could benefit is another challenge for the institution.
7. The outbreak of the Covid-19 pandemic has affected the growth and expansion of the college. The college began its humble journey in 2015. With the outbreak of the Covid-19 pandemic in 2020 and prolonged closure of educational institutions, the college machinery came to a sudden halt. Not only developmental activity got suspended, teaching-learning suffered as a result of the sudden shift to online

education. After about more than three years of reopening of educational institutions, the challenge is still to reinstate the rigour of the face-to-face classroom-based education system, while harnessing the benefits of digital education and blended learning.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Planning:

The college offers seven programmes – Bengali, English, History, Political Science, Sociology, Zoology and B.A. (General). Chemistry and Botany are taught as the Minors/ Generic Electives. The institution follows the curriculum prescribed by the affiliating university, ‘The University of Burdwan’. The faculty members have limited role to play in curriculum designing other than attending meetings and workshops organised by the UGBS of various disciplines and giving their valuable suggestions.

Curriculum Delivery & Implementation:

Curriculum delivery is carefully considered at all the three levels – institutional, departmental and individual.

Institutional level: The academic committees take care of the academic aspects like preparing the Academic Calendar, planning of the class routines, scheduling the Internal Assessments & Continuous Internal Evaluation and discussing the modalities of conducting examinations and/or classes.

Departmental level: At the departmental levels, the departmental heads distribute the syllabi amongst the faculties according to their expertise, discuss about the learning pace of their students and take steps for catering to student diversity.

Individual level: At the individual level, the faculty members prepare lesson plan, use suitable teaching-learning methods with matching aids and suggest books/articles /e-resources/give lecture notes both in the offline and blended modes. They reach out to the students, in case of emergencies, beyond class hours through WhatsApp groups.

Academic Flexibility through the Introduction of Add-on Courses:

The college by virtue of its flexible curriculum planning has successfully conducted 27 Add-on Courses during the academic session 2018 to 2023 in different disciplines based on the interests and needs of the students with the objective of developing employability skills which are beyond the purview of the existing syllabus.

Curriculum Enrichment through the Integration of Crosscutting Issues:

The Institution skillfully integrates issues of Professional Ethics, Gender, Human Values and Environmental Sustainability through the existing curriculum and innovative ecosystem comprising of in-house seminars, webinars and workshops.

Feedback System:

The college has collected feedback from various stakeholders like students, teachers, alumni and parents on various aspects of academic and administrative affairs and other support services of the institution. Based on the feedback analysis reports the college has taken action in the past years.

Teaching-learning and Evaluation

Student Enrolment:

The college strictly follows a fair, accountable and transparent online Admission process as guided by Higher Education Department, Govt. of W.B and University of Burdwan maintaining proper Reservation policies. Enrolment (Admission) Percentage (overall) and from the Reserved categories are 62% and 66.81% respectively over the last 5 years.

Students-Teacher Ratio:

The college has an outstanding Student-Teacher ratio of 15.25:1 (data from last completed Academic year), ensuring a conducive teaching-learning environment.

ICT enabled Tools for Teaching-Learning:

Teachers use ICT-enabled tools and online resources via OPAC for teaching-learning. Available ICT enabled resources include 2 smart classrooms, 8 portable projectors and 10 dedicated desktop computers for student use with wifi broadband internet connection.

Teachers deploy Student-Centric Methods for Effective Teaching-Learning:

Teachers involve the students in the teaching-learning process through Experiential and Participatory Techniques, and Problem Solving Methodologies such as educational trips, field visits, group discussions, oral, power-point, and poster presentation, peer teaching, departmental and inter-departmental collaborative student seminars, community involvement, quizzes etc.

Faculty Profile and Strength:

The college has a group of young talented energetic dedicated faculty members. Percentage of full-time teachers against sanctioned posts during the last five years is 48.29. 100% of full-time faculty members are qualified with NET/SLET/Ph.D. degrees.

Internal and External Examination:

In addition to conducting Internal and External examinations as per University regulations, the college conducts regular Continuous Internal Assessments (CIA) as per B.U. question pattern.

Examination-Oriented Grievances:

Grievances related to internal examination are dealt by teachers at individual levels. For university examination related grievances, students can apply for review of answer scripts when notified by the university.

PO-CO Display:

Programme Outcomes and Course Outcomes are not only stated, discussed and explained at the beginning of each semester, they are also displayed on the college website and made available for ready reference.

PO-CO Evaluation:

The college has developed a robust methodology based on systematic tabulation and Bloom's Taxonomy to evaluate the attainment of Programme Outcomes and Course Outcomes.

Results:

Pass percentage during last five years is 91.24.

Student Satisfaction Surveys:

Students Satisfaction Survey is conducted each year to devise strategies for improvement of institutional academic standards.

Research, Innovations and Extension

Resource Mobilization for Research:

Research Grants: Currently, two research projects funded by the WBDST and WBDSTBT are being carried out by faculty members from the Departments of Chemistry and Zoology respectively.

Innovation Ecosystem:

The major actors constituting the innovation ecosystem within the institution comprises of the following:

- 1. Research, Development and Innovation Committee:** This committee has prepared an Institutional Research Policy and actively promotes scientific temper and research culture.
- 2. Seminar and Workshop Committee:** The committee organizes seminars and webinars on Research Methodology and Intellectual Property rights aiming to foster scientific attitude, along with environmental, gender and health awareness sessions for students.
- 3. Career Counselling Cell:** Apart from career guidance initiatives, this cell organizes training cum capacity building sessions such as industrial visits.
- 4. Special Committee for the Promotion of Indian Knowledge System:** The students are enlightened about the richness of Indian culture, history, heritage and literature through programmes based on 'Indian Knowledge Systems'.

Research Publications and Books Publications:

Faculty members have published 20 research papers in the UGC-CARE listed journals and 20 book chapters

during the last five years.

Extension Activities:

The extension activities of the college have a considerable impact on the neighbourhood community and the students, ensuring their holistic development. Extension activities of the college include:

1. Social Responsibility Initiatives
2. Health, Hygiene, Sanitation and Cleanliness Initiatives:
3. Green and Environmental Initiatives

Awards and Recognitions:

The college has received several appreciations, recognitions, and awards from different government organizations for the active participation of the students and teachers in various extension and social outreach activities relating to community service.

NSS Activities:

The NSS unit of our institute has conducted 25 extension and outreach programmes through the active involvement of community during the last five years

Collaborative Activities:

The college has 29 functional MoUs & linkages with different institutions/organizations/ civic bodies and has collaboratively organised faculty and student exchanges, capacity building and training sessions like industrial visits, and has shared laboratory and library resources for research, teaching and learning during the last five years. Good number of quality publications have been produced as a result of research collaborations.

Infrastructure and Learning Resources

Government General Degree College, Mangalkote has a huge campus with an area measuring 3 acres approximately. The college has a three-storey building.

Physical Infrastructure:

1. Ground Floor: Departments of Bengali, English (with 3 dedicated classrooms for each department), an air conditioned Principal's chamber, Office of the Principal and Spacious College Library.
2. First Floor: Departments of History, Political Science and Sociology (with 3 dedicated class rooms for each department), an air conditioned Staff room, Meeting room and a seminar cum conference hall or auditorium.
3. Second Floor: Departments of Zoology, Botany, Chemistry, with each department having a classroom and separate staff room (air conditioned), one laboratory for each science department with state-of-art infrastructure, Computer Cell (air conditioned), Office of the IQAC (air conditioned), another seminar cum conference hall or auditorium (air conditioned).

4. The ground and first floor has extra classrooms for the B.A General Programme.
5. Male and female student toilets and drinking water facility are available in each floor. Separate toilets are available in the Principal's chamber, the staff room and Office of the Principal.
6. Boys' common room with indoor sports facilities (like carrom) at the rear end of the college campus.
7. Girls' Common room.
8. Canteen.
9. Ramp for Persons with Disabilities.
10. Rainwater Harvesting System.
11. Vermicomposting Pit.

ICT – enabled Facilities:

1. High speed broadband internet connection available in the Principal's chamber, Office of the Principal, college library, computer cell, staff room, two smart class cum seminar/conference rooms.
2. 2 smart classrooms, 8 portable projectors and 10 dedicated desktop computers for student use.
3. Free Wi-fi facility for students with passwords displayed at strategic locations for wider reach.
4. 32 CCTV cameras installed in different part of the campus to ensure safety and security of the students and staff members.

Library as a Learning Resource:

The college library is fully automated with ILMS. Records of the 3090 books present in the library available on the OPAC. Digital catalogue can be browsed locally or at a distance via a link hosted on college website. The website also hosts varied open access e-resources. INFLIBNET NLIST access has been acquired by virtue of MoU with Taki Government College.

Student Support and Progression

Scholarships:

All the students of the institution benefit immensely from the various scholarship schemes like Kanyashree Prakalpa, Swami Vivekananda Merit Cum Means Scholarship (SVMCM), Oasis and Aikyashree Scholarship and others student support schemes applicable to the Government Colleges of West Bengal. Records are maintained by the office and concerned committees. During the last 5 years, 67.92% of students have benefited from the scholarships provided by the institution.

Capacity Building and Skill Enhancement Programmes:

The college has signed MoUs to collaborate with a number of educational institutions and industries, and organised a number of Capacity Building and Skill Enhancement Programmes to boost the skills and employability of the students.

Guidance for Competitive Examinations and Career Counselling:

The career counselling cell guides the willing students regarding preparation for competitive examinations. They are also sensitized about various job opportunities and/or research-related avenues from time to time.

Students Progression and Placement:

Records of student progression to higher education and full-time employment is maintained by the college. Pass-out students have achieved placements in different government and private organizations. Percentage of placement of outgoing students and students progressing to higher education during the last five years is 32.12.

Student Participation and Activities:

The students get ample opportunity to showcase their talents in the cultural programmes and athletic events organised by the institution from time to time. Average number of sports and cultural programs in which students of the institution participated during last five years is 5.2.

Grievance Redressal Mechanism:

The college has highly active and organized statutory bodies for widespread awareness, prevention and redressal of grievances related to ragging, sexual harassment of students. The campus has a zero intolerance policy to sexual harassment, ragging and other discriminations. The ICC, Visakha Cell and Anti-Ragging Committee are highly functional in this regard. Both online and offline grievance redressal systems are available to address grievances promptly.

Alumni:

The alumni group of the college was informally formed in the year 2022. The alumni group has conducted various career-oriented programmes during 2022 and 2023. The Alumni Association of the college got registered on 16th July 2024 and the first Executive Committee was formed.

Governance, Leadership and Management

Institutional Vision and Leadership:

Government General Degree College, Mangalkote envisions fostering holistic development through comprehensive education, aiming to educate, empower, and emancipate its rural community.

Long term and short term perspective plans are meticulously framed to operationalize and transform institutional vision and mission into realizable strategic plan for overall betterment.

The Principal/Officer-in-Charge is the official leader of the college.

Strategy Development and Deployment:

Strategic plan is reflected in how administrative committees are supervised by the Head of the Institution. The Teachers' Council, the IQAC and the support staff work in synergy.

E-governance Implementation:

The college has implemented e-governance in various areas including Administration, Finance & Accounts, Student Admission & Support and Examination.

Faculty Empowerment Strategies:

Appraisal System:

1. Self Appraisal Report
2. Annual Confidential Report
3. Special Confidential Report
4. Self Appraisal Report (S.A.R. Online)
5. PBAS
6. Performance Report for Group-B and Group-C Employees

Welfare Measures for Staff Members:

1. West Bengal Health Scheme (WBHS)
2. Loan from General Provident Fund
3. Leave Facilities

Avenue for Career Development/Progression:

Promotion under CAS for the faculty members and the librarian, and the promotion of non-teaching staff.

FDP Participation:

There is no arrangement for financially supporting teachers' participation in FDPs and seminars/conferences. However, their participation in such programmes is constantly encouraged. 23.31% of them have participated in FDPs during the last 5 years.

Financial Management and Resource Mobilization:

Funds for infrastructural developments are released by the Higher Education Department, Government of West Bengal, which are utilised and records are maintained and audited. The college receives Non-Government Fund from students' admission and form fill up fees for examinations conducted by the University of Burdwan.

Internal Quality Assurance System:

The IQAC strives for improvement of academic standards of the institution, conducts **Academic and Administrative Audit, Green Audit, Energy Audit, Gender Audit** on regular basis involving internal and external members, endorsed by The University of Burdwan. The IQAC has played a significant role in signing **29 MoUs** with various organizations and undertook several quality collaborative initiatives. The IQAC suggested and implemented 27 Add-on Courses in various disciplines during the last 5 academic years. The college submits AISHE and participates in NIRF regularly.

Institutional Values and Best Practices

Gender Equity & Gender Sensitization through Gender Audit & Gender based Programmes:

Gender equity is assured through gender sensitive policies and audits. The Women's Cell, Vishaka Cell, Anti-Ragging Committee, Internal Complaints Committee (ICC) and NSS plays a significant role in promoting gender equity. Students are regularly sensitized about gender-related issues through seminars, webinars and awareness campaigns.

Gender audit is conducted to evaluate the realization of institutional gender policy. It identifies gaps and offers recommendations for proper implementation.

Gender Issues in Curriculum:

Topics on feminism and feminist movements, women empowerment in politics and society, laws against sexual harassment are part of the syllabus of Political Science Honours programme. Department of Sociology includes in its curriculum gender related topics such as the distinction between sex and gender, gender discrimination and sexual violence etc.

Welfare Scheme for the Girls:

Kanyashree Scholarships, exclusively for the girl child.

Women's Participation in College Administration:

ICC, Anti-Ragging Committee, Vishaka Cell, Grievance Redressal Cell, Women's Cell, Kanyashree Club, Career Counselling Cell, Seminar & Workshop Committee, Competitive Exam & Communicative English Awareness Cell are convened by lady faculty members.

Institutional Efforts/Initiatives in providing an Inclusive Environment:

The college tries to inculcate the values upheld by the Indian Constitution among the students and teachers through an active 'Electoral Literacy Club' and various programmes related to Indian nationalism.

Discriminations based on socio-economic, gender, community and physical/psychological attributes of the students is prevented by maintaining strict discipline within the institution.

Best Practice 1:

Antarik Initiative: The Antarik initiative is an effort to empower the students and other stakeholders of the college, who are located in disadvantaged circumstances, compared to their metropolitan counterparts.

Best Practice 2:

Parasparik Initiative: The Parasparik Initiative envisions creating an interdependent and inclusive environment within and beyond the campus.

Institutional Distinctiveness:

1. Flexible curriculum addressing diverse needs of the local milieu.
2. Learner-centric approach to pedagogy.
3. Skill and vocation-based training for greater employability.
4. Blended/ICT enabled learning to facilitate involvement and comprehension.
5. Outcome and innovation focused and entrepreneurial orientation to education.
6. Interdisciplinarity/Multidisciplinary approach.
7. Collaboration and linkage orientation.
8. Culturally embeddedness and celebration of diversity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE, MANGALKOTE
Address	Government General Degree College, Mangalkote, Panchanantala, Khudrun Dighi, Majhigram, Purba Bardhaman
City	Mangalkote
State	West Bengal
Pin	713132
Website	www.mangalkotegovtcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pradipta Kumar Basu	033-8240720525	8240720525	-	ggdcmangalkote@g mail.com
IQAC / CIQA coordinator	Debraj Biswal	033-9432150191	9432150191	-	iqac.ggdcm@gmail .com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
West Bengal	University of Burdwan	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	19-07-2018	View Document
12B of UGC	31-05-2022	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Government General Degree College, Mangalkote, Panchanantala, Khudrun Dighi, Majhigram, Purba Bardhaman	Rural	3.000106	914.352

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, HONOURS	48	Higher Secondary	Bengali	28	16
UG	BA,English, HONOURS	48	Higher Secondary	English + Bengali	28	13
UG	BA,History, HONOURS	48	Higher Secondary	English + Bengali	28	16
UG	BA,Political Science,HONOURS	48	Higher Secondary	English + Bengali	28	5
UG	BA,Sociology,HONOURS	48	Higher Secondary	English + Bengali	28	3
UG	BSc,Zoology ,HONOURS	48	Higher Secondary	English + Bengali	28	15
UG	BA,B A General,GENERAL	36	Higher Secondary	English + Bengali	72	38

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				1				40			
Recruited	0	0	0	0	1	0	0	1	14	6	0	20
Yet to Recruit	0				0				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	6	0	0	6
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	8	2	0	11
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	90	0	0	0	90
	Female	202	0	0	0	202
	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	20	18	17	20
	Female	25	37	37	39
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	2	2	2	1
	Others	0	0	0	0
OBC	Male	16	18	22	23
	Female	31	31	33	44
	Others	0	0	0	0
General	Male	87	57	54	53
	Female	129	128	147	124
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		310	291	312	305

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The flexibility of the curricula is limited by the mandates of the affiliating university. Nevertheless, the compulsory language, ENVIS courses and SECs give multidisciplinary dimensions to the prescribed
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	<p>curricula. The institution organizes various programmes encompassing cross-sectional topics to promote the overlapping principles of science (including STEM) and humanities. Additionally, the teachers try to identify the socially relevant topics within their syllabi and discuss them in their classes. Add-on courses also extend the multidisciplinary aspects of the programmes offered. MoUs and collaborative research also broaden the academic horizons of the institution. The best practices of the institution, 'Antarik Initiative' and 'Parasparik Initiative' also foster multidisciplinary approach in academics as per NEP 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Ours is a government institution affiliated to B.U. and thereby follows the regulations of GoWB and B.U. leaving no scope for ABCs and multiple entry-exits until the implementation of NEP 2020 since the last academic session, 2023-24. As of now, there are no foreign collaborations. The teachers have limited roles in curricular designing and assessment and evaluation techniques. They can, however, participate in UGBS meetings to provide their suggestions for improvement. Moreover, the teachers enjoy full autonomy in designing add-on courses. The teachers are also free to choose their mode of evaluation in the class tests. The registration and documentation for ABCs is carried out by the affiliating University.</p>
<p>3. Skill development:</p>	<p>The institution has organized programmes on soft skill development and value-based education. The students are enlightened about the prevalent socio-environmental issues through legal aid camps, awareness programmes and interdisciplinary programmes. By promoting zero tolerance towards discrimination of any sorts within the college campus the students are indirectly propelled towards the path of righteousness. Currently, the institution has no scope for certificate-based vocational training. Skill enhancement programmes through art and craft exhibitions, wall magazines and creative writing is promoted.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>All the teachers of this institution practice classroom delivery in bilingual mode (i.e. English and Vernacular). Additional courses on Indian language, culture and tradition are not offered in our institution. However, celebration of important days like Bhasa Divas, Indian Independence Day, Teacher's Day, etc.</p>

	help to disseminate knowledge on rich Indian culture and history among the students. Several online programmes on 'Indian Knowledge System' are also organized.
5. Focus on Outcome based education (OBE):	Despite the limitations of the institution, the teachers strive to adopt learner-centric methods like field-based studies and laboratory/experimental works to achieve the outcomes of the courses and programmes being offered by the institution. This aligns with the spirit of OBE as prescribed by NEP, 2020.
6. Distance education/online education:	During the pre-pandemic period online classes were not a norm. However, the teachers shared e-learning resources or scanned copies of lecture notes with their students. They also made themselves available beyond class hours through WhatsApp groups. Online classes boomed during the pandemic period. Both the teachers and students were successful in adapting to the changed situations. Blended teaching-learning modes are practiced whenever possible. This upholds the essence of NEP, 2020. ODL mode is not applicable to the institution because of the limitations imposed by government policies.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) has been set up at Government General Degree College, Mangalkote in 2018.
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?	The ELC was set up with Dr. Raj Kumar Singh, Officer-in-Charge, GGDC, Mangalkote as the Chairman, Mr Sk Sahafur Hoque, Assistant Professor of Political Science, GGDC, Mangalkote as the Convener cum Nodal Officer, Ms Madhumita Chakraborty, Assistant Professor and Head, Dept of Political Science, as the Joint Convener cum Nodal Officer, and all regular students of the college as members. The ELC has been functional since 2018 and several programmes have been conducted under the initiative of the club. The Electoral Literacy Club, Mangalkote can be said to be representative in character because: it has as its members, all collegiate students of the institution who represent divergent socio-economic and religious backgrounds.

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The first programme to be organized by the ELC of GGDC, Mangalkote was on 25.09.18 and it was to increase awareness among the students regarding the importance of voting as a basic function of democracy. The awareness programme was conducted by the teachers of the political science department and they were instrumental in encouraging the students to enroll themselves as responsible voters. The evolution of the voting process was also explained to them in the form of the reforms of the Election Commission. The second initiative of the ELC included a sensitization camp which dealt with a host of topics: poll process, the concept of NOTA, use of VVPAT (Voter Verifiable Paper Audit Trail), taking pledge for free and fair elections among others. the first programme was attended by 77 students, where as the second sensitization programme was attended by 54 students.</p>
<p>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.</p>	<ul style="list-style-type: none"> • Electoral awareness camps were organized by the Electoral Literacy Club and the Students' Affair Committee of GGDC, Mangalkote on 31/01/24, especially for the sensitization of the new voters on the occasion of National Voters' Day • A Voters' Awareness Camp was also organized by the Electoral Literacy Club together with the Seminar and Workshop Committee of GGDC, Mangalkote on 01/03/24, and the theme of the camp was Systematic Voters' Education and Electoral Participation.
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Since this is a Government institution the initiatives for electoral roll were limited to various awareness programmes specified by the rules and regulations of GoWB. As such, institutionalization of enrollment of students above 18 years as voters, in cases where they have not been enrolled could not be undertaken.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
305	311	288	296	250

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: 24

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
20	23	23	19	14

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
18.50	24.49	9.75	26.02	52.8

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:

The college ensures effective curriculum planning and delivery through a well-planned and documented process:

1. Curriculum Planning:

The college is affiliated to The University of Burdwan. The curriculum/syllabi of all programmes and courses are designed by the Board of Studies of specific disciplines constituted by the university. The college strictly adheres to such curriculum in its academic transaction. Some teachers partake in syllabi framing/curriculum designing as member/invitee member of the Board of Studies of specific disciplines. Teachers also participate in syllabi framing/curriculum designing workshops conducted by the university. Such participation is particularly encouraged by the university during the introduction of new curriculum. Additionally teachers introduce flexibility in curriculum planning through add-on courses designed by them based on their research interests and needs of the students.

2. Curriculum Delivery and Implementation:

Academic calendar is prepared by the Internal Quality Assurance Cell (IQAC) in alignment with the academic calendar of The University of Burdwan. Departmental routines are prepared by the departmental heads in consultation with other teachers of the department. Routine Committee (constituted separately for arts and science departments) prepares the master routine and provides the framework for the departmental heads to prepare departmental routines. Apart from separate routines for the odd and even semesters, special routines are prepared for summer and *puja* vacation. Separate date sheets are notified for the add-on courses.

Syllabus distribution among teachers of the departments is done through meetings convened by the departmental head. Teachers prepare lesson plan based on the academic calendar, the departmental routine and the syllabus distribution collectively agreed upon. Lesson plans contain topics assigned, number of lecture hours required, teaching & evaluation methods to be used and additional learning resources to be provided.

Continuous Internal Assessment (CIA) is conducted by the teachers as and when required through departmental notifications. The college has also introduced centralized continuous internal assessment to ensure at least one such assessment is conducted in addition to the internal examination conducted for as per university norms. This is part of the institution's strategy to deploy formative and summative evaluation techniques in determining learning outcomes.

Internal examination is conducted centrally through semester specific Examination Committees. Timetable for such examinations are prepared by the Examination Committees in consultation with departmental heads. Departmental heads submit mark lists to the conveners of Examination Committees. Conveners upload marks obtained in such examinations on the university portal and are confidential. Additionally, conveners submit consolidated mark lists to the Tabulation Committee for determining learning outcomes.

Review meetings are convened by the departmental heads to identify advance, moderate and slow learners. Mentor-mentee meetings are held through prior notification after the completion of continuous/central internal assessments/examinations to provide qualitative feedback on performance, which is useful for final examination. Students' grievances/queries are addressed and special care is taken to address needs of the slow learners. Student Exit Surveys are conducted at the end of each semester for all courses taught to ensure immediate determination of learning outcomes. Parents are also kept abreast of the students' improvement through regular parent-teacher meets.

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: 27

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

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: 68.9

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
278	244	0	270	207

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:

Curriculum enrichment at the institutional level is ensured through the integration of crosscutting issues in three ways:

1. Curriculum enrichment by default via the revision/upgradation/change of the curriculum designed/syllabus framed by the affiliating university: The end of the annual (1+1+1) system and the introduction of the Choice-Based Credit System (CBCS) in 2017 or the NEP 2020 regulations in 2023, brought about significant change in the curriculum/syllabus through the integration of crosscutting issues such as professional ethics, gender, human values, environment and sustainability in the form of new courses upholding the significance of gaining knowledge about these crucial issues for creating a just and fair, inclusive and sustainable society. The importance attributed these issues by the university and the Board of Studies (constituted by the university) is evident in the fact that most subjects have some modules in their courses devoted to the learning of professional ethics, for instance, among others. Under the CBCS curriculum, *Anubad Charcha*, a Skill Enhancement Course (SEC4) offered to the students of B.A. Honours in Bengali Programme, or Research Methodology I, a Core Course (CC12), or Writing Project Report, a Skill Enhancement Course (SEC2), offered to the students of B.A. Honours in Sociology Programme deals with professional ethics. Similarly, Skill Enhancement Courses on Archives,

Museums and Art offered to the students of B.A. History Programme address issues of professional ethics. Further, gender issues are addressed by core courses like Women's Writing, Women Studies in India, Gender Sensitization and Sociology of Gender, offered to the students of B.A. Honours programmes in English, History, Political Science and Sociology respectively.

2. Apart from the curriculum enrichment occurring as result of the revision/upgradation/change of the curriculum designed/syllabus framed by the university, the college ensures integration of crosscutting issues via academic flexibility, i.e., the introduction of add-on courses designed by the teachers based on the contemporary imperatives of higher education and the situated needs of the students. Add-on courses like *Banglar Lok-Utsab*, Everyday Human Rights, The Small Voice of History and Understanding Disability have promoted awareness about human values. Ecopolitics, Agrarian Society in India, Study of Avifaunal Diversity for Beginners, Sustainable Agriculture, Ethnobotany and Medicinal Plants, Water Conservation are add-on courses which have addressed environmental and sustainability concerns. Add-on courses on Calligraphy, Editing and Proofreading, Non-Governmental Organizations and Social Work have focused on professional ethics directly and indirectly.

3. Further, the college ensures integration of crosscutting issues through an innovative ecosystem comprising of in-house seminars, and seminars, webinars and workshops with resource persons having expertise in the domains of professional ethics, gender, human values, environment and sustainability. Seminars and webinars on research methodology, intellectual property rights, time management and artificial intelligence have consciously addressed the issue of professional ethics. Webinars and awareness sessions on gender have revolved around concerns like feminism, gender and labour, gender sensitization, gender discrimination and child marriage prevention. Multiple in-house seminars and webinars have been organized on environmental and sustainability issues like renewable sources of energy, sustainable development, water recycling, bio-plastics, agro-forestry, aquatic creatures and so on.

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

1.3.2

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

Response: 42.3

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

Response: 129

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: 62

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
135	119	100	125	110

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
190	190	190	190	190

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: 56.04

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
62	46	45	50	52

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
91	91	91	91	91

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: 15.25

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:

Teachers involve the students in the teaching-learning process through Experiential and Participatory Techniques, and Problem Solving Methodologies such as:

1. Educational Trips and Field Visits: The Department of History has organized educational trips like visit to museums and places of historical importance. The Department of Zoology has organized visits to zoological gardens and poultry farm. The Department of Botany has organized a botanical excursion to Bolpur, Santiniketan.
2. Students learn in the process of working on specific themes collaboratively: Students regularly put together wall magazines by working collaboratively on specific themes like Climate Change or Indian Independence. Students have organized an exhibition of decoratives and useful items recycling waste papers produced by various departments of the college.
3. Group Discussions, Power-Point and Poster Presentations, and Peer Teaching is often used in teaching-learning process: The Department of Sociology has organized a poster presentation by the students on Religion and Magic.
4. Student Seminars are organized by the departments on topics mentioned in the syllabus or to observe days of importance: The Department of Zoology has organized a student seminar on the contributions of Charles Darwin on the occasion of Darwin Day. The Department of Political Science has organized a student seminar on the Indian Constitution and the Department of History on Totalitarianism in International Politics.
5. Students also learn through community involvement: Students gained knowledge while spreading awareness about Down Syndrome through an outreach programme organized by the Department of Sociology at Palishgram High School on the occasion of Down Syndrome Day.
6. Oral Presentations and Quizzes are used as techniques of Continuous Internal Assessment (CIA).
7. Laboratory work offers scope for experiential learning through empirical exposure and hands-on training.
8. Thought-provoking take-home assignments and group discussions enhance problem-solving skills.

Teachers use ICT-enabled tools and online resources for teaching-learning:

Available ICT facilities such as:

1. Two (2) smart classrooms,
2. Eight (8) portable projectors for departmental use,
3. Desktop computers (10) for student use in the computer cell, college library, and science departments, and
4. Broadband internet connection facilitates effective teaching-learning by helping incorporate

Online resources and platforms such as:

1. Educational videos and animated demonstrations,
2. Film, documentary and audio-visual journalistic media report screenings, and
3. Videoconferencing, live meets or streaming on platforms like YouTube or Google Meet enhances learning outcomes by generating interest and facilitating comprehension.

Further, teachers use ICT tools and resources like laptops and smart phones on personal capacity for online classes and special/invited lectures by resource persons on Google Meet, Google forms for quizzes and Continuous Internal Assessments (CIA), Whatsapp groups for sharing open access educational resources like e-books, scholarly pdfs, journal articles, Self-Learning Materials (SLMs), and personal websites for disseminating information about ongoing research and publications.

The college website hosts a number of online resources via OPAC which are often referred to and shared with the students. Additionally, the website hosts power-point presentations prepared by the teachers and select portions of essential readings to facilitate wider reach of educational resources among the students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 66

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	30	30

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: 100

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

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

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:

The college maintains a highly methodical and transparent mechanism of Internal and External Assessment.

External or University examination is conducted by The University of Burdwan. Period stipulated for examination enrolment, notified by the University, is duly intimated to the students. Corresponding examination enrolment and fee payment notifications are issued by the HOI. Such notifications are put up on the notice board, the college website and widely circulated through departmental student whatsapp groups by the HoDs and faculty members.

Students enroll for the university examination on earlier notified dates. After enrolment, students are provided admit cards, both online and offline. Soft copies are circulated through departmental student whatsapp groups. College office hands over hard copies on specified dates.

University notification regarding examination centers is widely circulated. Examinations of few courses are held in the college. Such examinations are overviewed by the semester specific Examination Committees. Related notifications are widely circulated.

After declaration of results by the university, soft copies of mark sheets are shared with the students via whatsapp groups. Hard copies are made available in the college office.

Internal examination of 10 marks for all courses as per CBCS and NEP 2020 regulations is conducted centrally by the semester specific Examination Committees. Related notifications are issued jointly by the HOI and Convener, Examination Committee. Centralized examination routine/time-table is notified subsequently. Invigilation duty is allotted to teachers in consultation with the HoDs. HoDs issue corresponding notification distributing duties related to paper setting and evaluation among departmental faculty members. After examinations are over, teachers submit mark lists to the HoDs, who in turn submit consolidated award/mark lists to the Convener, Examination Committee within a prior notified deadline.

Continuous Internal Assessment (CIA) is conducted by the teachers as and when required, and is duly notified to the students. The college has also introduced a system of centralized Continuous Internal Assessment (CIA) for the sake of standardization. Teachers may however conduct as many continuous internal assessments as practicable during a particular semester.

The Grievance Redressal System related to evaluation is timely and efficient.

Date of application for review of answer scripts is notified by the university. Such notifications are also put up on the notice board, the college website, and shared widely on student whatsapp groups via HoDs. Aggrieved students apply for review through the college office by paying the requisite fee. Review results are published by the university, which are communicated to the aggrieved students through the office.

Marks obtained in internal examination is confidential as it is an integral component of the final marks obtained in a particular course. Teachers however provide feedback and address grievances in the mentoring sessions. In exceptional cases, aggrieved students may approach the Student Grievance Redressal Cell, if doubtful about the internal examination component in the final marks obtained. Continuous Internal Assessment (CIA) related grievances are directly handled by the concerned teacher. In exceptional cases, aggrieved students may approach the mentor or HoD for mitigation. If unsatisfied, the aggrieved may approach the Student Grievance Redressal Cell.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (PO) and Course Outcomes (CO) are clearly stated and well displayed on the college website.

Under the CBCS regulations, Programme Outcomes (PO) and Course Outcomes (CO) were not stated in most cases in the curriculum framed/syllabi designed by The University of Burdwan. Therefore, at the institutional level, it was resolved that all departments will meticulously prepare Programme Outcomes (PO) and Course Outcomes (CO) under the guidance of the Internal Quality Assurance Cell (IQAC). The objective of the exercise was to gain clarity about the underlying philosophy of the programmes and courses offered by the college in general and their objectives or concrete goals in particular, and communicate them unequivocally to the students to ensure unambiguous teaching, and informed and involved learning.

Thus programme outcomes and course outcomes were not only stated, discussed and explained at the beginning of each semester. They were also displayed on the college website and made available for ready reference. Additionally, course teachers took special care to ensure that students have clarity about the course objectives and the projected learning outcomes at the onset of the programme, and also at the beginning and during each semester.

Under the newly introduced NEP 2020 regulations, Programme Outcomes (CO) and Course Outcomes (CO) are clearly stated in the curriculum framed/syllabi designed by The University of Burdwan in most cases. Links to such materials designed by the university are available on the college website. Programme Outcomes (PO) and Course Outcomes (CO) of programmes and courses under the CBCS system, prepared by the teachers of the college, are simultaneously hosted on the college website.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college has developed a robust methodology to evaluate the attainment of Programme Outcomes (PO) and Course Outcomes (CO):

The Tabulation Committee communicates from time to time with the conveners of semester specific Examination Committees and the college office for the marks obtained by the students in both Internal and External Examination course-wise and programme-wise across semesters and academic years. Such data is tabulated by the Tabulation Committee based on gender and reservation. Pass percentages are computed, improvement in performance is tracked, and advance, moderate and slow learners are identified at the macro level. This has been the standard methodology for deriving learning outcomes for a long time.

Recently, the college has devised a new methodology faced with two handicaps:

1. The absence of softwares or expertise for computing learning outcomes, and
2. The temporal gap in the completion of university examination and the publication of results.

As part of the new methodology, Bloom's Taxonomy has been introduced to conduct Student Exit Surveys at the end of the semester. Scores (out of ten) obtained in such surveys are added to the marks obtained in Internal Examination (out of ten) to determine attainment of course outcomes. Departments generate Google forms for each course to evaluate course outcomes as per Bloom's taxonomy. Such forms with multiple choice questions in most cases are administered to the students. Scores are generated automatically or computed and tabulated by the departments and sent to the Tabulation Committee for further processing.

The summation of the marks (out of ten) obtained in the centralized Internal Examination and scores (out of ten) obtained in the Student Exit Surveys by each student in each course is used to determine the overall attainment of course outcomes within the framework of the new methodology. This represents the primary aspect and the short term evaluation of attainment of course outcomes and is reported to the Internal Quality Assurance Cell.

Since the university results are computed in the form of grade points, such points are not combined with the marks or scores obtained in centralized Internal Examination and Student Exit Surveys. The grade points obtained in each course and in each semester represents the secondary aspect and the long term evaluation of attainment of course outcomes.

For determining the programme outcomes the college has resolved like the previous methodology to focus only on the grade points.

Attainment of programme outcomes and course outcomes therefore includes three components:

- 1) marks obtained in Centralized Internal Examination,
- 2) scores obtained in Student Exit Survey conducted at the end of the semester, and
- 3) marks obtained in University Examination.

The first two components represent the primary aspect or short term evaluation technique and combined together helps immediate evaluation of attainment of course outcomes. The third component consisting of the SGPA's and CGPA's helps produce the big picture and facilitates determination of programme outcomes.

Results of such evaluations are submitted by the Tabulation Committee to the Internal Quality Assurance Cell for further analysis and suggestions for overall quality improvement.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 91.82

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
72	97	86	72	21

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
75	97	86	79	42

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: 3.89

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: 10.15

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
5.02	0.56	0	0	4.57

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college has evolved an ecosystem of innovations within its limited capacities.

Such ecosystem can be understood at two levels: 1. intra-institutional and 2. inter-institutional.

The *intra-institutional innovation ecosystem* comprises of many actors and initiatives. The major actors constituting the innovation ecosystem within the institution comprises of the following:

- a. Research, Development and Innovation Committee,
- b. Seminar and Workshop Committee,
- c. Career Counselling Cell, and

d. Special Committee for the Promotion of Indian Knowledge System.

The main initiatives undertaken by these actors are:

a. Research, Development and Innovation Committee promotes scientific temper and research orientation, coupled with sensitization about current trends in science, technology, innovation, and resource mobilization for research. The committee has over time meticulously worked out a robust institutional research policy to strengthen the capacity for monitoring all research activities, and put in place appropriate facilities for promoting multidisciplinary research through the Quality Assurance in Research (QAR) mechanism. This committee is one of the most important arms of the innovation ecosystem as it promotes a research culture centering on awareness about Intellectual Property Rights (IPR), research methodology and ethical conduct of research towards ensuring socially relevant outcomes and environmentally sustainable techniques and practices.

b. Seminar and Workshop Committee organizes seminars and webinars on research methodology, Intellectual Property Rights (IPR), entrepreneurship etc. This ensures transfer of knowledge beyond the curriculum through exposure to emerging trends in the field of knowledge, research and innovation.

c. Career Counselling Cell – Apart from career counselling initiatives and exposure to governmental employment and skill development schemes, this cell organizes capacity building sessions such as industrial visits, and

d. Special Committee for the Promotion of Indian Knowledge System (IKS) – The objective of this special committee is to consciously promote Indian Knowledge Systems as they pervade the fields of art, aesthetics, music, painting, literature and so on, and engender a culture that consciously celebrates the richness of Indian Culture and Knowledge Systems.

Therefore, at the *intra-institutional level* the focus is not only on exposure to innovations in technology, industry and research but also on cultural embeddedness.

The *inter-institutional innovation ecosystem* comprises of three main initiatives and related actors:

Firstly, promotion of research and innovation through external funding by governmental agencies such as Department of Science and Technology (DST), Government of West Bengal. A good number of publications have been produced as a result of the research being carried out at the Departments of Chemistry and Zoology through the generous funding of the WBDST.

Secondly, promotion of collaborative research, transfer of knowledge through faculty and student exchange, capacity building and training sessions, industrial visits, and sharing of laboratory and library resources for research, teaching and learning by virtue of MoUs, collaborations and linkages with other institutions. Several quality initiatives have been undertaken and impactful research publications have been produced as outcome of such MoUs and collaborations.

Thirdly, few teachers are registered PhD supervisors under the University of Burdwan. A faculty member at the Department of Chemistry is supervising a PhD scholar since 2021.

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: 56

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
28	11	0	3	14

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.83

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
10	9	1	0	0

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

3.3.2

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

Response: 0.83

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
6	8	3	1	2

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:

The outcome of the extension activities of the college in terms of impact on the neighbourhood community and the students, ensuring their holistic development, can be classified under three heads:

1. Social Responsibility Initiatives: As a result of these initiatives local villagers displayed greater awareness about social evils affecting the lives of women and the girl child such as dowry and early/child marriage. They gained awareness about the crisis of the aged. They understood that geriatric care is not merely a medical concern; the community and the youth needs to step in to take care of the elderly in the wake of collapsing social support system due to migration. School children and inhabitants of the Khudrun village understood that health and education are human rights and should not be overlooked. Inhabitants in local villages participated in adult literacy campaigns with enthusiasm. Local villagers displayed awareness about the significance of following road safety rules in saving valuable lives lost in reckless road traffic accidents.

2. Health, Hygiene, Sanitation and Cleanliness Initiatives: At the forefront of the success story of the health, hygiene and cleanliness initiatives of the college is the inoculation of 143 people, including students and local villagers, with the Covid 19 vaccine. Students in local schools and local villagers learnt about the negative social and health consequences of tobacco consumption and drug abuse. They gained knowledge about the useful and easy everyday strategies that will help them tackle the future spread of deadly infections such as Covid 19 and vector-borne diseases such as malaria and dengue. Children and adults in local villages and stakeholders in government hospitals and civic bodies displayed greater awareness about cleanliness, hygiene and sanitation as effective methods for controlling the spread of infections, saving the community from several health hazards, and maintaining a sustainable environment. Vehicle drivers in the locality adjoining the rural health center understood the negative impact of sound pollution on the patients and the society at large.

3. Green and Environmental Initiatives: As result of these initiatives, the target groups – local villagers, school children and people in adjoining municipal areas acquired knowledge about the environmental challenges facing the human society and how they can contribute to the present and future well-being by planting trees and retaining the forest cover, abstaining from the use of plastic and think about the non-humans such as birds and insects, which are so crucial for maintaining ecological balance and conserving biodiversity, waged at the altar of destructive forces like industrialization and technologization. Students participated actively in campus cleaning programmes within the Mongalkote Block premises and in Singot Rural Hospital, and carried out Anti-Plastic Campaigns within the Katwa Municipality areas to spread awareness about how segregating bio-degradable and non-bio-degradable wastes can prevent waste and plastic pollution, and the degradation of natural resources like soil and water.

Overall, such extension activities inculcated a sense of social responsibility among the volunteers and reiterated the institutional social responsibility of the college towards the immediate community and the society at large.

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

3.4.2

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

Response:

The college has received the following recognitions from government recognized bodies for extension activities in the neighbourhood community:

1. Certificate of Appreciation from the Superintendent, Singot Rural Hospital, Department of Health and Family Welfare, Government of West Bengal for a campus cleaning programme on 21.0.2022 within the premises of the Singot Rural hospital. The NSS unit of the college received appreciation for maintaining cleanliness, promoting environmental consciousness and ensuring environmental sustainability in the neighbouring areas of the college.

2. Certificate of Acknowledgement from the Block Development Officer, Mongalkote Development Block, Government of West Bengal for a Tree Plantation Drive on 16.11.2022 and for carrying out other sensitization activities within the Block Office premises such as anti-drugs, anti-tobacco and save birds campaigns. The NSS unit received appreciation for social reform oriented activities and environmental sustainability promotion through green initiatives in the neighbouring areas of the college.

3. Certificate of Recognition from the Chairman, Katwa Municipality for cleanliness and sanitation drives, vector-borne disease awareness and anti-plastic campaigns within the Katwa Municipality area. The NSS volunteers received appreciation for maintaining collective well-being, social health and environmental sustainability in the adjoining areas of the college.

4. Certificate of Acknowledgement from the Superintendent, Katwa SD Hospital, Department of Health and Family Welfare, Government of West Bengal for assisting the administration in spreading covid and vector-borne disease awareness in areas within and in close proximity of the Katwa SD Hospital.

5. Additionally, few faculty members have also received awards and recognitions for their outstanding academic achievements:

i. Dr. Debasish Kundu, Assistant Professor in Chemistry, has received Marie-Sklodowska-Curie Seal of Excellence Award from European Commission in 2018. He has also received the Best Poster and Best Presentation Award in 2019 from Bankura University and Bankura Sammilani College in collaboration with Indian Chemical Society and Indian and Royal Society of Chemistry and Department of Science, Technology and Biotechnology, Government of West Bengal.

ii. Dr. Akash Kedia, Assistant Professor in Botany, has received Best Poster Presenter Award in 2020 from St. Aloysius Institute of Technology, Jabalpur, MP.

iii. Dr. Animesh Mondal has received Outstanding Paper Award in 2023 at the 5th Regional Science and Technology Congress (2022-23), organized by WBDSTBT and the University of Burdwan.

Some of these awards and recognitions have been received for intellectual contributions to the promotion and understanding of sustainable environmental practices.

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

3.4.3

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

Response: 22

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
14	6	0	0	2

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

3.5 Collaboration

3.5.1

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

Response: 29

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has adequate physical infrastructure and ICT enabled facilities for teaching and learning:

The college has a three-storey building. Departments of Bengali and English are housed in the ground floor. It also houses the principal's chamber, the college office and the college library. Each department has three dedicated classrooms.

Departments of History, Political Science and Sociology are housed in the first floor. It also houses the staff room for teachers of the arts departments, a meeting room and an air-conditioned seminar-cum-conference hall or auditorium. Each department has three dedicated classrooms.

Departments of Zoology, Botany and Chemistry are housed in the second floor. It also houses the laboratories of the science departments. Each science department has a separate staff room and a classroom for teaching and learning. Additionally, the second floor has the computer cell and another air-conditioned seminar-cum-conference hall or auditorium.

Such physical infrastructure is adequate considering the fact that the college has five arts departments (Bengali, English, History, Political Science and Sociology) and one science department (Zoology) offering honours programme with Botany and Chemistry as electives. The ground and first floor has extra classrooms for the BA general programme which has a comparatively higher student strength. Compulsory classes are held in the two seminar-cum-conference halls.

The college library is spacious with a reading space and browsing arrangement with computers. The science laboratories are also huge with sufficient storage facility, state-of-the-art equipments and concrete work/experiment counters.

Male and female student toilets and drinking water facility are available in each floor. Separate toilets are available for teaching and non-teaching staff. Separate toilets are available in the principal's chamber and the meeting room.

Each department has one Epson EB-U05 portable projector and screen for audio-visual aid in teaching-learning. Teachers use personal laptops to operate the projector in the absence of desktop computers in

the classrooms.

The two seminar-cum-conference halls or auditoriums double up as smart classrooms. They are fitted with BenQ wall mounted high end digital light processing (DLP) projector with mobile playback facility, high definition multimedia interface dongle to facilitate Wi-Fi connection between desktop computer and projector, video conferencing equipment, public address system, and white board with cybernetic interactive device for virtual interaction.

The college is fully Wi-Fi enabled. Students can access the internet on their smart phones using the well displayed passwords. Students of the arts departments access the internet at the computer cell in the second floor with desktop computers and associated peripherals dedicated for student use under supervision. Students of the science departments access the internet in their departments. Additionally, two desktop computers are located in the library for web browsing.

All indoor cultural programmes are held in the air-conditioned seminar halls cum auditoriums. They provide enough comfortable room for collective celebrations. The boys and girls common rooms have indoor and outdoor sporting equipments. Outdoor sports are held within the campus or in the play ground near the college. Canteen facility is available for refreshment.

Sustainability features like rainwater harvesting system and vermicomposting pits are also available.

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

4.1.2

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

Response: 41.04

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
0	0	0	13.17	40.82

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:

The college library is fully automated with integrated library management system.

1. Acquisition, serial control, cataloguing, circulation, information organization, storage, retrieval and use are carried out using Koha. The library has a cloud and subscription based Koha facility provided by a third party. Cloud based Koha provides unhindered access to library resources without necessitating back up at the library end.
2. Detailed records of the 3090 books present in the college library are available in the Online Public Access Catalogue (OPAC). The college website hosts the OPAC and facilitates browsing using multiple search fields, and provides scope for remote access helping users to browse the catalogue from home through a link hosted on the college website.
3. Users can additionally browse the OPAC on their smart phones. The library has issued digital library cards with embedded barcodes. A student can browse the library catalogue from anywhere by scanning the barcode on the smartphone.
4. The OPAC provides a variety of information about the library resources such as availability, issue and return, status reports etc, which is helpful for the library users and the library personnel.
5. Further, the college has promoted full digitization of the library through computerized operations with two computers devoted to office use and four computers allotted for the library users. Of the four computers allotted for library users, three are meant for searching e-resources and one is exclusively meant for browsing the OPAC.
6. The library has high speed broadband internet facility to aid the Koha operations.

The library section of the college website hosts a wide variety of open access e-resources such as:

1. Newspapers; Magazines, e-books, audio books and e-journals,
2. Digital libraries of Hathitrust, National Digital Library of India (NDLI) and digital library of West Bengal Secretariat, and
3. Open access educational resources of E-Gyankosh, NSOU, virtual labs, Vidya Mitra, NCERT, SWAYAM, NPTEL etc.

The college had submitted a proposal to the Higher Education Department, Government of West Bengal for grants to purchase hard copies/e-copies of journals in the academic session 2023-2024. The proposal has been approved and the subscription process is underway.

The college ensures optimal utilization of the library resources through various means:

1. The college librarian works in tandem with the library committee to ensure relevant purchase and productive operations.
2. Library orientation programme is organized to sensitize the users about the rules and procedures of using the library.
3. Library automation is at the forefront of the objectives of the college to ensure easy access, wider reach and optimal utilization.
4. The college librarian seeks reviews from the users about the open access e-resources hosted on the college website. Requests for necessary entries are entertained.
5. Use of library resources is meticulously recorded in separate registers, namely:
 - a) Library Daily Visitors' Book,
 - b) Departmental Issue Register,
 - c) Faculty Issue Book,
 - d) Koha Generated Reports,
 - e) Internet Use Register, and
 - f) INFLIBNET NLIST User Record.

The INFLIBNET NLIST access has been acquired by virtue of MoU with Taki Government College.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Initially, the college did not have broadband connection for uninterrupted internet service for academic and administrative use. Broadband connection was available only in the college office and principal's chamber, and the bandwidth was insufficient for carrying out all activities unhindered.

In the absence of a high speed broadband connection, administrative activities such as salary bill generation on the WBIFMS portal, student registration and examination enrolment related work on the university portal suffered severely.

Moreover, there was no internet connection in the college library and the staff room, which hampered academic and allied administrative activities. A dedicated computer cell for teachers and students could not be formed in the absence of a broadband connection. The requirement of a broadband connection was especially felt after the Covid 19 lockdown was over and online classes had to be conducted from the college.

In 28/4/2022, the college submitted a proposal to the Education Directorate, Government of West Bengal, for administrative approval and request for grants amounting Rs.58,970/- (Rs. 25,610/- as permanent installation cost + recurring cost for two unlimited 80 mbps data pack for 12 months amounting Rs. 33,360/-) for the broadband internet connection.

Along with the broadband connection, the proposal also included grants for installation of optical fibre cable and other devices for uninterrupted internet services.

At present, the college has unlimited broadband connection (80 mbps) which is facilitating smooth academic and administrative activities of the college office, the various departments, the IQAC, the college library, the computer cell, the staff room and the two smart classrooms-cum-seminar halls.

Such IT infrastructure is the lynchpin of the overall functioning of the college in the following ways:

1. It aids curriculum delivery by enabling the deployment of ICT tools in teaching-learning which enhances learning outcomes,
2. It facilitates exposure to a wide variety of learning resources by aiding the Koha operations of the college library and by ensuring both remote and localized access to the library catalogue via the OPAC,

3. It widens the knowledge of the students by exposing them to a pool of wide-ranging information through the desktop computers located in the computer cell or their smartphones, from which they can access the internet using the WiFi passwords displayed at strategic locations in the college,
4. It helps manage the admission and examination enrolment process, and student support through scholarships,
5. It sustains vital financial transactions on the WBIFMS and welfare measures for the employees such as the Health Scheme, and
6. It ensures safety and surveillance within the campus by supporting the CCTV operations.

In short, the available IT infrastructure is not only significant for curriculum delivery, teaching and learning. It is indispensable for E-governance and overall functioning of the college.

The subscription rate for the broadband connection is monthly. Renewal of subscription is done annually at the end of the financial year.

The college is about to get another broadband connection from the BSNL under a student welfare scheme of the Government of West Bengal assuring free Wi-Fi access to the students.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 30.5

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

Response: 10

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: 0.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.32	0	0	0.088	0.2737

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: 68.76

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
258	189	240	159	151

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: 5.93

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
86	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: B. 3 of the above

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

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: 33.05

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
20	36	26	21	12

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
72	97	86	72	21

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: 0.82

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
02	00	00	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: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 3.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	04	00	04	02

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Group of Government General Degree College, Mangalkote was informally formed in the

year 2022 on the request of the past students of the college to create a common platform for the past and present students to bond and interact. Such relationship building is essential for continuous networking among seniors and juniors which will eventually benefit all stakeholders and the institution in the long run.

In this context, the alumni group, for guiding the current students of the college, organized various kinds of programs, talks, interactive sessions and cultural activities on a continuous basis to generate awareness on soft-skills and career-related knowledge. Some of the programs conducted by the alumni group in the year 2022 and 2023 are listed below:

- On 12.03.2022, the alumni arranged a talk on ‘Medical Representative as a Career’ where an alumnus being part of that profession himself spoke about the job opportunities in this profession, the need of having good communicative skill to network with different doctors and the knowledge of selling the appropriate product catering to the need of patients concerned.
- The alumni group on 25.05.2022 conducted an interactive cultural session on ‘The Role of Dialogue in Drama’ where the alumni members through power-point presentations explained the current students about the nitty-gritties and history of drama and also performed a skit to teach the essence of voice modulation and dialogue delivery. The program enabled young students to develop the self-confidence to perform in public.
- On 8.07.2022, the alumni group arranged a program on ‘Career Prospects of Post-graduation after Graduation’ where they discussed with the present batch about their career aspirations and the significance of having a post-graduation degree and guided them on how to choose an apply in PG Courses through online process.
- Considering the popularity of teaching profession, the alumni group organized a session on ‘Scope of B.Ed. as a Career Path After Graduation’ on 13.01.2023, where an alumnus studying B.Ed. course shared his experiences of choosing this career and emphasized the role of teachers in our society side-by-side.
- On 03.03.2023, the alumni group organized a lecture session on choosing ‘MBA as a Career for Arts and Science Graduates’, where they imparted knowledge to the under-graduates about how to prepare for entrance examinations to get into reputed management institutes to enhance their skill-set for employment and career growth.
- On 10.05.2023, the alumni group arranged a program on ‘Academic Career Development’ to provide awareness about various career trends to the young students and how to develop one’s career in future while balancing and coping with family, peer and societal pressure.

The Alumni of Government General Degree College, Mangalkote got registered on 16th July 2024 with the first Executive Committee members. The registered Alumni Association of Government General Degree College, Mangalkote in the upcoming years promise to collaborate with the Head of the Institute to contribute to the development of the college academically and infrastructurally, and promote the institute on State, National and International platforms through mutual cooperation and guidance.

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:

Vision:

Government General Degree College, Mangalkote envisions fostering holistic development through comprehensive education, aiming to educate, empower, and emancipate its rural community. By prioritizing accessible, inclusive, and innovative learning, the college strives to cultivate intellectual growth, critical thinking, and socio-economic independence. Through its dedicated faculty and comprehensive curriculum, it seeks to empower students with the knowledge and skills needed to thrive in a rapidly changing world. Emancipation is achieved by breaking barriers of inequality and enabling students to become responsible, enlightened citizens, contributing to the progress and development of their society and beyond.

Mission:

- To foster holistic development through comprehensive education.
- To ensure access to education through student support.
- To focus on capacity development and skill enhancement.
- To offer guidance for career planning.
- To encourage extra-curricular activities for physical and psychological well-being.
- To enable faculty development.
- To ensure grievance redressal for just and ethical functioning.
- To create a sustainable and inclusive campus.

The institutional perspective plan of the college pivots around "***Growth with Equity, Inclusion, and Sustainability***" that is seamlessly aligned with the college's motto: "***Educate, Empower, Emancipate.***" The institution's holistic approach links growth with comprehensive education and resources mobilization, equity with empowerment, and inclusion and sustainability with emancipation, creating a cohesive strategy for development and progress.

The sustained growth of the institution is visible in its increase in the number of departments, add-on courses, seminars, workshops and capacity building programmes, functional MoUs, collaborative quality initiatives, digitization of the library since its inception in 2015. The student enrolment and pass percentage have also increased. The number of faculty members has increased as well. Sustained growth is also visible in infrastructure development.

Decentralization through participation of all stakeholders in institutional governance as conveners and

members of various administrative committees and statutory cells formed by the Principal, and committees formed by the Teachers' Council and the IQAC.

NEP 2020 has already been implemented in the institution since the academic session 2023-24 following the directives of the Government of West Bengal. Keeping in mind about the latest education policy, the institution has mandated classroom delivery in bilingual mode (English and Vernacular). Initiatives for multidisciplinary and interdisciplinary courses through MDC, VAC and ENVS courses are being offered following the curriculum of the affiliating University. Programmes on 'Indian Knowledge System' is also being regularly organized to enlighten the students about the rich Indian culture, heritage and literature.

Keeping in mind about the sustainable growth of the institution, its situatedness, the education policy and the learner's population the institution has devised the following short-term and long-term perspective plan.

SHORT-TERM PERSPECTIVE PLAN:

- Introduction of LMS (Learning Management System) for improvement of curriculum delivery.
- Enrichment of e-resources to be made available to the students for a better teaching-learning experience.
- Organizing inter-college competitions like debates, quiz contests and creative writing.
- Organizing courses on personality development.

LONG-TERM PERSPECTIVE PLAN:

- Expansion of the college in terms of classrooms and laboratories.
- Introduction of Programmes in Sanskrit and Anthropology keeping in mind the rural background of the institution.
- Installation of solar panels for reducing electricity bills.

File Description	Document
Upload 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:

Deployment of Institutional Perspective Plan

Major plans deployed by the college under following categories include:

a) Teaching-Learning:

- i) Curricular planning and implementation through Academic Calendar, Departmental Routine, Special Routines for Summer and Puja vacation, Syllabus distribution, Lesson planning
- ii) Curriculum enrichment through the crosscutting issues
- iii) Mentor-mentee session
- iv) Add-on courses in different disciplines
- v) Institutional Preparedness for NEP 2020 for its effective implementation

b) Teaching-learning and Evaluation:

- i) Student Enrolment
- ii) Internal and External Examinations
- iii) PO-CO Display
- iv) PO-CO Evaluation
- v) Student Satisfaction Surveys

c) Student Enrichment:

- i) Collaboration with Professional Organizations/Institutions/ Research Institutes and Industries for skill enhancement and capacity building programmes for the students.
- ii) Quality Collaborative Activities under MoU
- iii) Publication of Departmental Wall Magazines

d) Development of Research and Outreach Activities:

- i) Research, Development and Innovation Committee encourages the faculties to submit Research proposals to different funding agencies
- ii) Outreach activities organised by NSS Unit of the college

Physical and Academic Institutional Infrastructure:

Infrastructure Augmentation:

1. Main Building, Principal's Office,

2. Classrooms,
3. Laboratories
4. Departmental Staff rooms
5. Seminar hall/ auditorium,
6. Wash room
7. Boys' common room with indoor sports
8. Girls' Common room
9. Canteen
10. Ramp for disabled persons
11. Rain water harvesting system
12. Vermi Composting unit
13. Smart classrooms, portable projectors and dedicated Desktop computers with unlimited wi-fi facilities
14. Digital cataloguing of library (OPAC) and making e-resources available

.Administration:

- i) E-Governance with key features On-line Admission process
- ii) Use of digital platforms WBIFMS, WBHS, AISHE, Government e-Marketplace (GEM), Student support through Banglar Uchchashiksha portal, various scholarship portals of the Government of West Bengal like Kanyashree, Aikyashree, OASIS, SVMCM, Examinations and Marks Upload through the portal of the affiliating university
- iii) Dynamic College Website
- iv) On-line Student-support (Admission Fees payment, Registration, Enrolment)
- v) Selection of security guards through e-tender process
- vi) Academic & Administrative Audit, Green and Energy Audit, Gender Audit

Effective & Efficient Functioning of the Institutional Bodies

- i) Government General Degree College, Mangalkote is under the directives of Higher Education Department, Government of West Bengal and is affiliated to The University of Burdwan. The Principal/Officer-in-Charge is the official leader of this college who synchronizes the functioning of various committees through discussions held in meetings of the Teachers' Council to ensure democratic, fair and participatory governance.
- ii) Teacher's Council (TC) and Administrative Committees: Sub-committees are constituted by different stakeholders including faculty members, staff.
- iii) The IQAC strives for improvement of academic standards of the institution through periodic meetings. The departments are managed by their respective heads through departmental meetings.
- iv) Internal Complaints Committee, Women's Cell, Anti-Ragging Cell, Grievance Redressal Cell, Vishaka Cell and RTI cells exist in the college to ensure proper discipline and gender equity

is maintained, no case of sexual harassment or ragging takes place.

v) Recruitment and Appointment of Permanent Teachers and Non-Teaching Staffs are conducted by West Bengal Public Service Commission and Higher Education Department, Govt. of West Bengal

vi) West Bengal Service Rules are applicable to all employees of the Institution.

File Description	Document
Upload 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. Appraisal System:

All college staff members are evaluated through a performance appraisal system. The different appraisal

methods include:

1. Self Appraisal Report:

- Teaching staff document their daily attendance, class allotments, academic and administrative duties, casual leaves, etc., in their Self Appraisal Reports.

2. Annual Confidential Report:

- For teacher confirmation in service (W.B.E.S.) and promotions, the Head of the Institution (HOI) sends Annual Confidential Reports to the Director of Public Instruction (DPI), Education Directorate, Department of Higher Education, Government of West Bengal. These reports include the HOI's remarks on 12 points regarding the teacher, and general comments on integrity, character, physical fitness etc.

3. Special Confidential Report:

- During teacher confirmation in service (W.B.E.S.), the HOI submits a Special Confidential Report to the DPI.

4. Self Appraisal Report (S.A.R. Online):

- Annually, all teachers under W.B.E.S. and librarians submit online S.A.R. through WBIFMS to the HOI, who forwards them to the DPI with proper endorsement. Officers under W.B.S.E.S. submit their SAR directly to the DPI.

5. PBAS:

- The Performance Based Appraisal System is used for teacher and librarian promotions under the Career Advancement Scheme (CAS).

6. Performance Report for Group-B and Group-C Employees:

- The HOI prepares the Performance Reports for Group-B and Group-C employees during their promotion. Group D employees, data entry operators, security personnel, electricians, and housekeeping staff record their daily attendance in respective registers.

B. Welfare Measures for Staff Members:

Since the institution is directly under West Bengal Education Service, Higher Education Department, Government of West Bengal, teaching and non-teaching staff are provided with welfare measures as per government rules:

1. West Bengal Health Scheme

2. Loan from General Provident Fund

3. Leave Facilities:

- Medical Leave
- Maternity Leave
- Child Care Leave
- Paternity Leave
- On-Duty Leave
- Half-Pay Leave
- Casual Leave
- Study Leave
- Festival Advance
- Leave Travel Concession (LTC)
- Pension and Family Pensionary Benefits
- Gratuity Benefit
- Leave Encashment

- Adhoc Bonus

Contractual non-teaching staffs such as Data Entry Operators (DEOs) are entitled to fixed monthly wages, Adhoc Bonus, Casual and Medical Leave.

1. Recreational Facilities:

- Indoor games like Table Tennis, Chess, and Carrom.

2. Academics:

- The college publishes a Multidisciplinary wall magazine where faculties and students can contribute articles.
- The college library is fully automated, providing access to Open E-Learning Resources, including news papers in various languages, magazines, E-books, Audio books and E-journals, National Digital Library of India, E-PG Pathshala, E-Gyankosh, NSOU study materials, NCERT Books, Swayam, NPTEL,
- Taylor and Francis, Cambridge university press open access books, open access e journals from Springer open, Oxford University Press, Open Humanities Press, OJAS which faculties and students can use for research and teaching activities.

3. Other Facilities:

- Ramps for differently-abled persons.
- Paperless governance.
- Air-conditioned staff rooms and offices.
- Water purifiers with cooler on each floor.
- Campus security through CCTV surveillance and 24 hours security guards.
- Vehicle parking facilities, cycle stand
- Rain water harvesting system

C. Avenue for Career Development/Progression (Career Advancement Scheme):

- Teacher and librarian promotions under W.B.E.S. are executed through the Career Advancement Scheme as prescribed by the UGC and the Government of West Bengal.
- Non-teaching staff promotions follow the rules established by the Government of West Bengal.

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: 26.05

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
07	10	03	06	05

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
04	04	04	04	04

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:

Government General Degree College, Mangalkote, situated in the heart of rural West Bengal, epitomizes resourcefulness and strategic utilization of funds to foster academic excellence. In an era where financial constraints often hinder the progress of educational institutions, this college stands as a beacon of effective resource mobilization and prudent financial management. At the core of the college's strategy lies a proactive approach to seek funds from diverse sources, both governmental and non-governmental.

Recognizing the pivotal role of government grants, the college maintains a robust liaison with relevant authorities, ensuring timely disbursement of funds earmarked for infrastructure development, faculty enhancement, and student welfare programs.

To optimize the utilization of available resources, Government General Degree College, Mangalkote adopts a comprehensive budgeting process. Each fiscal year, stakeholders, including faculty members and administrative staff, participate in the formulation of budgetary allocations and send various budgetary proposals to the Director of Public Instruction, Education Directorate, Government of West Bengal and receives the administrative approval from the Higher Education Department, Government of West Bengal in various projects.. This inclusive approach not only ensures transparency but also aligns financial decisions with the institution's academic priorities. Furthermore, the college emphasizes the importance of prudent spending, regularly reviewing expenditure patterns and reallocating funds to areas that require immediate attention.

The college also receives Non-Government Fund from students' admission and submit a part of it to Treasury, Govt. of WB through TR-7 Form. Additionally the college acquires Non-Government Fund from the students' form fill up of various examinations under the University of Burdwan after transferring the university share. These remaining funds are utilized in an optimal manner for the utmost benefits of the students and different stakeholders.

In addition to proactive resource mobilization, the college prioritizes regular financial audits as a cornerstone of its governance framework. Recognizing the significance of accountability and transparency, the college engages independent auditors to conduct comprehensive financial assessments periodically. These audits not only scrutinize expenditure but also evaluate the effectiveness of resource utilization vis-à-vis academic outcomes. By adhering to stringent auditing standards, Government General Degree College, Mangalkote, upholds the trust of its stakeholders and ensures compliance with regulatory requirements. Additionally, the college conducts internal audits to identify areas for improvement and mitigate financial risks proactively.

Thus, our college exemplifies a holistic approach to resource mobilization and financial management in the realm of rural education. By diversifying funding sources, adopting prudent budgetary practices, and

prioritizing regular financial audits, the college not only sustains its operations but also fosters a conducive environment for academic excellence and holistic development.

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:

The Internal Quality Assurance Cell (IQAC) of the college has played a crucial role in ensuring quality assurance and enhancing the overall educational experience for its students. Following are the few selected initiatives taken by IQAC during the last five years.

- i) Organized multi-disciplinary seminars on Intellectual Property Rights, Research Methodology, Artificial Intelligence' library management system with experts from various fields, providing a platform for knowledge exchange and fostering a holistic learning environment.
- ii) Conducted meetings regularly on potential development, wherein faculty members collaboratively brainstorm ideas and strategies for improvement. This helps identify strengths and weaknesses, set goals, and implement effective measures to address areas that need improvement.
- iii) Focused on the professional development of faculty members through Faculty Development Programmes to enhance teaching methodologies, upgrade subject knowledge, and adopt innovative practices. By empowering faculty members with the latest pedagogical techniques, the IQAC ensured that students receive quality education that meets contemporary standards.
- iv) Conducted Academic/Administrative/Green Audits/ Energy Audit/ Gender audit by the internal and external members and endorsed by affiliating University.
- v) Signed **29** functional MoUs & linkages with different institutions/organizations and have organised various capacity building and training sessions, industrial visits, sharing of laboratory and library resources for research, teaching and learning during the last five years. Research publications have been produced as a result of the MoUs and research collaborations.
- vi) Recommended to introduce Add-on Courses keeping in mind the requirement of their skill development, increase in general knowledge and capability to face various competitive examinations in the future.

- vii) Inspired to organise Extension and Social Outreach activities through NSS units. They were aimed at spreading awareness about various social, environmental, health, gender and other issues in the community.
- viii) Taken initiative for Institutional Preparedness for NEP 2020.
- ix) Taken initiative for Digital cataloguing of books in the Central Library.
- x) Collected and analysed feedback from the students, faculties, parents and alumni and has taken action.
- xi) Maintained records of student progression – to higher education as well as those who have secured jobs.
- xii) Reviewed the learning outcomes and students’ progress through Internal Assessments and Class Tests.
- xiii) Explained Programme Outcomes and Course Outcomes and displayed on the college website.
- xiv) Arranged Mentoring of the students to identify and solve problems of the students at individual level.
- xv) The IQAC emphasizes a scientific routine and encourages students to engage in research and field studies. By organizing field trips, students get exposure to real-world scenarios, enhancing their practical knowledge and skills. These experiences enable them to apply theoretical concepts in practical settings. This approach enriches their learning and prepares them for future challenges in their respective fields.
- xvi) Motivated students, faculties and staffs to aware their constitutional rights, obligations as responsible citizens of the country and human values and ethics through the activities of the ‘Electoral Literacy Club’.
- xvii) Conducted the promotion of eligible incumbents under the Career Advancement Scheme.

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: B. Any 3 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
Provide Links for any other relevant document to support the claim (if any)	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:

Gender equity & sensitization: Gender equity refers to the development of the awareness and knowledge that discrimination based on sex and sexual orientation are social vices that needs to be done away with. Gender sensitization on the other hand means being sensible to the sexual orientation and gender-based identity of fellow human beings without hurting them. Government General Degree College, Mangalkote promotes both through curricular and co-curricular activities.

Gender issues in Curriculum: Topics on gender equity form a major part of the syllabus of Political Science Honours course. It includes topics on feminism and feminist movement, women empowerment in politics and society, laws against sexual harassment, the relation between environment and women and eco-feminism. Similarly, the Department of Sociology includes in its curriculum topics such as the theoretical distinction between sex and gender, gender discrimination and sexual violence, gender and work which elaborates gender-based norms of productive work and unproductive work etc.

Gender audit & gender based programmes: Government General Degree College, Mangalkote regularly conducts gender audit and thus create a more inclusive and supportive environment for all students and staff. In 2022-23 four gender-based programmes were organized by this college. The first was National Webinar on Gender Sensitization, organized by the Vishakha Cell of the college. Eminent Professors delivered their lectures on this occasion on the methods to combat a patriarchal society and the major challenges facing gender sensitization. The second event promoting gender equity was organized on the occasion of International Women's Day, where through recitations, dance performances; songs and speeches students displayed the contemporary scenario in Indian society, so far as gender violence and discrimination are concerned. The Kanyashree Club of the college also organized sensitization sessions on Child Marriage Prevention and Gender Discrimination on 10.03.23 and 29.03.23 respectively.

Welfare scheme for the Girls: Kanyashree Scholarships (K2-UG level) exclusively for Girl child has been recommended through the college.

Women Empowerment in College Administration: The Internal Complaints Committee (ICC), Anti ragging Cell, Vishaka Cell, Grievance & Redressal Cell, Women's Cell, Kanyashree Club, Career Counselling Cell, Seminar & Workshop Committee, Competitive Exam & Communicative English Awareness Cell are convened by lady faculties of our college.

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: B. 3 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: A. All of the above

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

7.1.4

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

Response:

The biggest challenge for democracy, especially in a developing country, is the maintenance and fostering of inclusive policies and decision-making. Without proper attention to participatory administration democratic values and ethics are sure to crumble. It is obligatory on part of educational institutions, in their own capacities, to enlighten and inform the young citizens of the importance of cultural, linguistic, communal and socioeconomic harmony. In a multicultural country like India, diversities have got to be tolerated in order to promote a harmonious living.

Government General Degree College, Mangalkote tries to inculcate the ethics and values upheld by the Indian Constitution among the students and teachers alike through an active 'Electoral Literacy Club' and various programmes related to nationalism. Celebration of days of national importance such as Independence Day, Republic Day, Birthdays of eminent leaders and social reformers helps to disseminate knowledge on the history of formation of the Indian constitution and the essence embedded in it.

Celebration of 'International Mother Language Day' popularly called 'Bhasa Divas' focusses on linguistic diversity and the love and respect for one's mother tongue. It commemorates the martyrs of the Bangladesh, fighting for their linguistic rights against the forcible imposition of Urdu as the official language by West Pakistan. Linguistic diversity is also catered to by the teachers on a daily basis by practicing bilingual classroom delivery (English and Bengali).

The cultural programmes organized in our college not only helps the students to showcase their talents but also celebrate regional and cultural diversities through various folk songs and folk dances prevalent in and around the region. Such diversities are also addressed to, wherever possible, by identifying the related cross-cutting issues in one's curriculum and enlightening the students on those aspects. Celebration of festivals like 'Basanta Utsav' and 'Saraswati Puja' symbolizes communal harmony in the

college campus where all the students and faculty members participate without any hesitation.

The inclusivity of socioeconomic diversities of the students studying in the college is ensured by creating an atmosphere of zero tolerance to discrimination through strict 'Zero Discrimination Policy'. The 'Grievance Redressal Cell' also ensures that the grievances of students, based on any sort of discrimination, including socioeconomic inequalities are addressed timely. Moreover, the students are allowed to participate in all the cultural, sports and extracurricular activities irrespective of their community, socioeconomic backgrounds and any differences whatsoever creating an inclusive atmosphere in the college.

Organizing seminars, special lectures and other activities/programmes based on human values, social issues, gender issues, environmental issues and all other issues, that the students and employees should be aware of, creates a forum for discussion and enlightenment of the existing social evils. All such activities prioritize the development of students into socially responsible citizens of the country.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

Antarik Initiative (A bottom-up organizational system emphasizing on empathy, mutual understanding, depth and sincerity of feelings as core institutional values)

The Antarik initiative is an effort to empower the students and other stakeholders of the college, who are located in disadvantaged circumstances, compared to their metropolitan counterparts.

Objectives:

- To ensure that students feel at ease with administrative decisions.
- To ensure that a wide range of suggestions are collected from the stakeholders in order to make the best possible organizational policy.
- To make higher education available and accessible as a part of public service.
- To instill faith in higher education by motivating active involvement.
- To create an atmosphere in college that is supportive of students coming from economically and

socially disadvantaged backgrounds.

- To generate awareness among the students about their rights and entitlements.
- To guide and counsel them without paternalism and building an environment of friendship and mutual trust.

The Context:

The **Antarik Initiative** is a student-oriented approach to management of education guided by the core values of empathy, depth and sincerity of feelings in transactions with the students. It aims to strike a balance between imperatives of contemporary higher education in contemporary times and the related doubts, anxieties and special needs of students in a predominantly rural area. In doing so the organization prioritize the students in framing institutional plans, policies, practices, establishment links and channels which facilitate empathetic communication across bureaucratic barriers.

The Practice:

The 5 Ms of the Antarik Initiative:

- **Mass Meetings** – Discussions about various issues affecting the stake holders is addressed in these meetings. For instance, the Student Affairs Committee organizes periodic meets throughout the year for hearing students' concerns. It also organizes various sessions relating to mental health and offers remedial measures.
- **Mission Groups** – These are the various student support committees which sensitize the students about their rights, entitlements and obligations, for instance, the Scholarship Committees, West Bengal Student Credit Card Committee, Kanyashree Club and Career Counseling Cell.
- **Mitigation Channels** – These are the statutory cells which address student grievances. Mitigating channels sensitize students about infringement of rights and modes of redressal. Various committees like Student Grievance Redressal Cell, Anti Ragging Committee, Visakha Cell, RTI Cell continuously work towards student's welfare by serving as mitigation channels.
- **Mentoring Sessions** – These are one-to-one sessions between the mentors and the students concerning the challenges faced by each student. Periodic mentoring sessions are held to address academic and allied queries of students and forward them to the higher authorities depending on the magnitude and urgency of the concern or grievance.
- **Meet-the-HOI:** Apart from these links and channels the students can directly approach the HOI on every Wednesday, 3 p.m. onwards without any prior appointment, on a walk-in basis.

Evidence of Success:

- Large number of students coming from underprivileged backgrounds have completed their programmes and acquired degrees.
- Positive feedback has been received from the students as well as the parents.
- Confidence levels and communication skills of the students have enhanced.
- Students have developed competencies in terms of knowledge, skills and a proactive attitude to life and career.
- Increase rate of admission of students from the underprivileged section of the society.
- This system has led to the promotion of equality and diversity through inclusion.

Challenges:

- Students still hesitate to communicate.
- Lack of knowledge about the functioning of a student centric system leads to the inability to harness the merits of a higher authority that is accessible, available and empathetic.
- Taking all stakeholders concerns and grievances into account and deriving balanced administrative decisions is another challenge.

Best Practice 2:

Parasparik Initiative (A school-college-community-civic body nexus based on inter-institutional and community linkage as guiding principles)

The **Parasparik Initiative**, GGDC, Mangalkote envisions creating an interdependent and inclusive environment within and beyond the campus.

Objective:

- Create widespread awareness about the potential of higher education working as a nodal point in the nexus.
- Facilitate progression of learners from local school to higher educational institution.
- Transmit social and environmental sensibility to the schools, community and civic bodies.
- Create sense of unity and social responsibility among students.

The Context:

The college is located in a rural area where literacy rate is low and most students are first generational learners. Schools and colleges in the area face high dropout rate due to job related and marriage related migration. Disillusionment regarding higher education institution is rampant as a result of which schools and higher educational institutions have poor admission rates and enrolled students display lack of interest in higher education.

The Practice:

5Cs of Parasparik Initiative:

- **Count in** – Include each other in various initiatives as contributors and participants.
- **Count on** – Rely and bank on each other in crisis situations.
- **Co-operate** – Work together.
- **Collaborate** – Pool resources towards specific ends and goals
- **Co-Exist** – Recognize mutual embeddedness in the larger social and environmental context.

Different types of extension and outreach activities have been organized collaboratively with the neighboring schools, community, villages and civic bodies in the vicinity. MoUs and linkages with the industry and civic bodies in the vicinity have facilitated training sessions and capacity building programmes through industrial visits. Invited lectures, both online and offline, faculty and student exchange programmes with local schools and colleges, and sharing of library and laboratory resources have enhanced and enriched the learning experience of the student community as a whole.

Evidence of Success

- Leadership quality of the students has enhanced.
- Many students have opted for career in social work sector as a result of the exposure and learning they have received from the outreach programs.
- Greater number of students from underprivileged backgrounds are enrolling for the undergraduate programme and receiving their degrees.
- Outreach activities have been reported in newspapers and covered by media.
- School children have benefit from MoUs immensely. They have visited the laboratories and experienced the automated library facilities of the college.
- MoUs and collaborations with civic bodies have helped promote awareness about cleanliness, waste management, green initiative and plastic pollution.

Challenges

- Remote location.
- Limited financial resources.
- Poor and limited transportation facilities hinder movement.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

Government General Degree College, Mangalkote is located in the Mangalkote Block near the scenic Khudrun lake and the famous Panchanantala shrine. Mangalkote is rich in cultural and historical heritage. It is claimed this area is named after the prestigious temple dedicated to the deity Ma Mangal Chandi. The area is also notable for being the site where several ancient idols of the god Vishnu were excavated, along with certain archaeological marvels – reflecting its deep-rooted historical significance. Additionally, the Jogadya Shakti Peeth, an ancient Shakti Peeth temple, adds to the area's religious prominence. Mangalkote is also the home of the renowned Bengali poet Kumud Ranjan Mallick, whose ancestral home stands as a testament to the region's literary legacy. The Ajoy River flows through this village, adding to its scenic beauty and eventually joining the Ganga in the town of Katwa.

The population of Mangalkote is characterized by its remote location and predominantly agrarian lifestyle. According to a 2005 estimate, about 44.41% of the population lives below the poverty line,

highlighting the economic challenges faced by the community. The 2011 census reveals that approximately 78% of the population is involved in agricultural work, with 59% of these individuals being landless agricultural labourer. This indicates a significant reliance on agriculture for livelihood, coupled with economic vulnerability. The gender ratio is fairly balanced, with males constituting 51% and females 49% of the population. Notably, about 31% of the population belongs to the Scheduled Castes, reflecting the social diversity of the area. The religious composition consists of Hindus (65%), with a substantial Muslim minority (35%) and a small Christian community of Santhali background. Literacy rates, though improving, remain a challenge. The male literacy rate stands at 68%, while the female literacy rate has risen from 50% in 2001 to 62% in 2011. The overall literacy rate of the Mangalkote CD Block is approximately 68%, which is lower than other blocks within the Katwa subdivision and the Purba Bardhaman district. Neighbouring villages, from which many students are drawn, also exhibit literacy rates below the state average of 76%. Female literacy in these adjoining villages often falls below 65%, with some areas barely reaching 50%. The sex ratio averages around the state figure of 950, with the child sex ratio sometimes exceeding the state average of 956. Some villages have substantial Scheduled Caste populations and a minor presence of Scheduled Tribes, alongside a notable number of marginal workers.

Distinctiveness of Government General Degree College, Mangalkote

The college aspires to be a beacon of global education within a rural context, establishing a continuum between rural and urban educational standards, globally emerging pedagogical structures, and highlighting local cultural and socio-economic specificities. Global education involves not only a set of pedagogical practices but also cosmopolitan ethos such as sustainability, inclusivity, communitarian responsibility and similar goals. The institution's distinctiveness is reflected in several key areas that contribute to its unique identity and mission.

Flexible curriculum addressing diverse and needs of the local milieu:

The college offers a flexible curriculum designed to cater to the diverse needs of its students. This adaptability ensures that the educational programs are relevant to the socio-economic realities of the local population. The curriculum is regularly updated to incorporate contemporary knowledge and skills, preparing students for various career paths and higher education opportunities.

Learner-centric approach to pedagogy:

Adopting a learner-centric approach, the college places the needs and aspirations of students at the forefront of its educational strategy. This methodology emphasizes personalized learning experiences, fostering an environment where students can thrive academically and personally. Faculty members are trained to support and guide students through their academic journeys, ensuring that each learner's potential is maximized.

Skill and vocation-based training for greater employability:

Recognizing the importance of practical skills in today's job market, the college integrates skill and vocation-based training into its programs. This focus equips students with the competencies needed to excel in various professions, particularly those relevant to the local agrarian economy. Vocational training also enhances the employability of graduates, contributing to the economic development of the region.

Blended or ICT enabled mode of learning to encourage the use of technological tools:

Embracing modern technology, the college employs a blended or ICT-enabled mode of learning. This approach combines traditional classroom instruction with digital resources, providing students with a comprehensive and interactive educational experience. The integration of ICT tools facilitates access to a wide range of learning materials, supporting both synchronous and asynchronous learning.

Outcome and innovation focused and entrepreneurial orientation to education:

The institution fosters an environment that encourages innovation and entrepreneurial thinking. Students are inspired to think creatively and develop solutions to real-world problems. This entrepreneurial orientation is particularly relevant in a rural context, where innovative approaches can significantly impact local industries and communities, particularly agriculture. The college implements an outcome-based education (OBE) framework, focusing on achieving specific learning outcomes. This student-centred approach ensures that the education provided is aligned with the desired competencies and skills. OBE emphasizes continuous assessment and feedback, helping students to achieve their academic and career goals effectively.

Interdisciplinarity/Multi-disciplinarity:

Promoting interdisciplinarity and multi-disciplinarity, the college offers programs that cross traditional academic boundaries. This holistic approach to education allows students to gain a broad perspective, integrating knowledge from various fields. Such an education is crucial for addressing complex challenges and fostering a well-rounded intellectual development.

Collaboration and linkage orientation:

Building strong collaborations and linkages with other educational institutions, industries, and community organizations is a priority for the college. These partnerships enhance the quality of education by providing students with exposure to diverse perspectives and opportunities. Collaborations also facilitate research initiatives, enriching the overall sustenance of the educational experience. Students are also taken to public offices to learn more about how to solve practical issues.

Culturally embeddedness and celebration of diversity:

Cultural embeddedness is a core aspect of the college's identity. The institution respects and incorporates the local cultural heritage into its educational programs. This approach not only preserves cultural traditions but also enriches the learning environment, making education more relevant and meaningful to the students.

Thus, this college exemplifies the concept of "global education in a rural context" through its innovative, flexible, and culturally sensitive educational practices. By addressing the unique needs of its students and community, the college stands as a model of how rural institutions can provide high-quality, globally relevant education.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institutional perspective plan of the college pivots around "*Growth with Equity, Inclusion, and Sustainability*" that is seamlessly aligned with the college's motto: "*Educate, Empower, Emancipate.*" The institution's holistic approach links growth with comprehensive education and resources mobilization, equity with empowerment, and inclusion and sustainability with emancipation, creating a cohesive strategy for development and progress.

Concluding Remarks :

The college ensures effective curriculum planning and delivery through a well-planned process. Faculty members design and teach add-on courses, integrate crosscutting issues in curriculum transaction, and supervise project works. Annual feedback on institutional performance is collected from all stakeholders.

Teachers incorporate student-centric methods and ICT tools in curriculum delivery. Assessment mechanism is transparent with efficient grievance redressal system. Programme Outcomes and Course Outcomes are displayed and evaluated. In the last five years, the rate of admission in general and admission in seats for reserved categories has improved. Pass percentage is overwhelmingly good. Student satisfaction survey is conducted to receive feedback on teaching-learning process.

The college ensures transfer of knowledge, skills and innovation through the Research, Development and Innovation Committee, Seminar and Workshop Committee, Career Counseling Cell and Committee for Promotion of Indian Knowledge Systems. Teachers publish research findings in UGC-CARE listed journals and edited volumes. Extension activities are carried out in the community. MoUs and collaborations with other institutions engender quality initiatives.

Physical infrastructure is adequate with opportunity for future expansion. Library is equipped with ILMS and IT infrastructure is up-to-date. Infrastructure development is steady with scope for maintenance of infrastructural facilities.

Skill development programmes are undertaken. Students benefit from scholarships, competitive examination guidance and career counseling initiatives. Grievance redressal mechanism is robust. Student progression to higher education and full-time employment is improving noticeably. Sports and cultural programs are organized. Alumni Association contributes to the well-being of the institution.

Long term and short term perspective plans are framed to transform institutional goals into feasible strategic plan for overall development. Strategic plan is reflected in how the Head of the Institution, the Teachers' Council, the IQAC and the support staff work in synergy. E-governance is implemented in various areas of institutional functioning. Faculty empowerment strategies and staff welfare measures are available. IQAC ensures quality control.

Gender equity is ensured through gender sensitization and audits. Gender issues are incorporated in curriculum delivery and women play key role in governance. Inclusivity and mutual interdependence is fostered through the best practices. Ensuring global education in a rural context is the distinctiveness of the institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :27</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>59</td> <td>45</td> <td>73</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>46</td> <td>45</td> <td>50</td> <td>52</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>103</td> <td>91</td> <td>91</td> <td>91</td> <td>91</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>91</td> <td>91</td> <td>91</td> <td>91</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	74	59	45	73	61	2022-23	2021-22	2020-21	2019-20	2018-19	62	46	45	50	52	2022-23	2021-22	2020-21	2019-20	2018-19	103	91	91	91	91	2022-23	2021-22	2020-21	2019-20	2018-19	91	91	91	91	91
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103	91	91	91	91																																					
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91	91	91	91	91																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p> <p>Answer before DVV Verification:</p>																																								

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	41	41

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.02	0.56	0	0	4.57

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	6	0	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	0	0	2

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.69	0.25	0	17.72	40.82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	13.17	40.82

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.83	0	0.25	0.37	0.55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.32	0	0	0.088	0.2737

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	36	26	21	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	36	26	21	12

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
73	99	88	72	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
72	97	86	72	21

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	05	00	06	06

Answer After DVV Verification :

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

08	04	00	04	02
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Remark : As per the revised data and clarification received from HEI, based on that 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
07	10	03	06	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	10	03	06	05

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
08	07	07	07	05

Answer After DVV Verification :

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

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

6.5.2 Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: B. Any 3 of the above
 Remark : As per the revised data and clarification received from HEI, based on that 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: B. 3 of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>312</td> <td>291</td> <td>310</td> <td>250</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>311</td> <td>288</td> <td>296</td> <td>250</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	305	312	291	310	250	2022-23	2021-22	2020-21	2019-20	2018-19	305	311	288	296	250
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2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23.92</td> <td>24.49</td> <td>9.75</td> <td>30.56</td> <td>52.8</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18.50</td> <td>24.49</td> <td>9.75</td> <td>26.02</td> <td>52.8</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	23.92	24.49	9.75	30.56	52.8	2022-23	2021-22	2020-21	2019-20	2018-19	18.50	24.49	9.75	26.02	52.8
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