SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT GENERAL DEGREE COLLEGE , KALNA-I

GOVERNMENT GENERAL DEGREE COLLEGE, KALNA -I , VILL.
MURAGACHA . P.O.- MEDGACHI . DIST.- PURBA BARDHAMAN - 713405 .
WEST BENGAL
713405
www.ggdck.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In the verdant expanse of Purba Bardhaman's rural heartlands, Government General Degree College Kalna-I emerges as a beacon of higher education, having commenced its illustrious journey in 2015 under the auspices of the Department of Higher Education, Government of West Bengal. The college is nestled in a sprawling lush green campus of around 2.72 acres with garden and playgrounds, providing a perfectly serene ambiance conducive to both teaching and learning. This allows the students to refresh their spirits amidst their academic pursuits.

Offering both four-year Undergraduate Honours Programmes and three-year Undergraduate Programmes in Physical Sciences, Social Sciences, and Languages, the college adheres to the Curriculum and Credit Framework for Undergraduate Programme as per the National Education Policy 2020, under the auspices of the **University of Burdwan** and is recognized under **2f and 12B of UGC act 1956**.

The college boasts of a robust academic infrastructure, state-of-the-art laboratories with high-end equipment, and a central computing laboratory with LAN and internet facility. Special attention has been given to inclusivity with ramps, special toilets, and low-height chairs and tables in the reading room for the differently-abled. Nestled within the college is a bibliophile's sanctuary, a well-endowed library boasting a collection of nearly 10,000 tomes, complemented by web OPAC and RFID amenities, fostering an environment where scholarly inquiry is not just encouraged but celebrated.

Within the nurturing embrace of the college, a vibrant **National Service Scheme (NSS)** unit thrives, serving as a bastion of community engagement and societal contribution.

The college's pioneering **student mentoring system** is a tapestry of guidance, woven with the wisdom and dedication of its faculty. This mentorship paradigm is a crucible where the raw ore of potential is refined into the gold of accomplishment. It is a place where students are emboldened to share their aspirations and fears, to seek counsel and wisdom, and to navigate the labyrinthine pathways of life with a trusted ally by their side. By launching focused mentorship programs and inclusive leadership workshops, we ignited a transformative journey for female students, propelling their academic and professional growth with strategic empowerment.

By embracing the collective strength of the region, the college aspires to achieve its vision of providing holistic education and nurturing lifelong learning, propelling it to the pinnacle of success.

Vision

The vision of this college is to provide lifelong education which facilitates the academic, creative and professional excellence of our learners by nurturing their innate sensibilities and social values.

Mission

- To include learners from various socio-economic back grounds and make higher education accessible

and inclusive.
- To promote ICT enabled platforms for the purpose of effective teaching, learning and evaluation.
- To strengthen multidisciplinary studies, integrate vocational opportunities and pioneer in new field of learning consistent with the dynamics of a knowledge society through unique educational resources.
- To encourage creative critical thinking and help the learners imbibe a collaborative team spirit.
- To inculcate the values of the communities among the future contributors of our society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Dedicated and accomplished fulltime permanent faculty members with a blend of experience and youth with zeal to update and augment their knowledge and understanding of new avenues in teaching learning.

2. Good interpersonal relation between faculty and students beyond classroom interaction which creates the congenial atmosphere in the College.

3. Well stocked and updated collection of books with web OPAC facility in the Central Library as well as departmental library for reference and research of faculty and students. Central library automated, equipped with facilities of open access with circulation and audit is done using RFID technology.

4. State of the art laboratories for experimental learning and research for students and faculty.

5. Centralized Computer Laboratory with high speed internet connectivity through LAN and campus Wi-Fi facility.

6. Grooming of students in technical skills and life skills through various add-on courses.

7. Provides economic impetus in terms of scholarship and free ship to students from economically and socially challenged backgrounds.

8. College works towards women empowerment in various forms as student fraternity primarily dominates with girl child. Especially the entire College campus is under CCTV surveillance for the safety and security of our girl students.

9. NSS wing ensures active involvement of students' in their social responsibility.

10. The college has uninterrupted power backup facility and provision of generation of solar energy as alternative source of energy.

11. The College has two playgrounds with ample scope of outdoor sports facilities, gymkhana and indoor sports facility for physical fitness and mental wellbeing of students.

12. Well structured Mentoring system which strives for the academic and holistic development of the students which enables them to become emotionally strong and mature individuals.

13. As a study center of NSOU our students have access to PG courses, vocational courses after completion of

their graduation and thereby the college's commitment of lifelong learning opportunities is accomplished.

Institutional Weakness

1. The College is located in the remote area of the rural belt of Purba Bardhaman district and at least five kilometer away from the main bus route and twelve kilometer away from nearest railway station as a result of which it is makes it difficult to commute daily and takes a toll on the economic expenses of the students'.

2. There is no hostel in the College, so a section of pupils faces difficulty since they have to commute long distances.

3. Student enrollment in pure science is not satisfactory due to dearth of feeder agencies like high schools offering science stream in plus two level in the neighboring area and the nearest school having such option is located around 10 KM away.

4. The College has lack of supportive staff compare to its departments and volume which greatly hampers with the regular administrative activities of the College.

5. Limited freedom in framing the curriculum which becomes a hindrance for promotion of multidisciplinary approach. However teachers, as members of Board of Studies, partially fill this gap.

6. Service transfer of faculty members in middle of semester often disturbs curriculum planning and delivery to a great extent.

[The state government and local administration has assured the Institution to meet up these shortcomings.]

Institutional Opportunity

1. Creating effective academic support programs such as remedial classes, tutoring sessions, and personalized learning plans to assist students in catching up and thriving academically.

2. Creating platforms like committees, forums, and feedback systems to ensure that all stakeholders actively participate and contribute to decision-making processes.

3. Enhance collaboration with institutes offering courses that are focused on job readiness.

4. Creating an Entrepreneurship Development Cell dedicated to training, mentoring, and supporting students to launch their own ventures, with a special emphasis on sectors like agriculture and horticulture that are locally significant.

5. Expanding the Science Promotion Centre in partnership with nearby schools to enhance science education in the region.

6. Building strong relationships with local businesses, NGOs, and government agencies to create internship opportunities, guest lectures, and collaborative projects for students.

7. Encouraging faculty and students to undertake research projects focused on regional issues, biodiversity, sustainable agriculture, or community health, contributing to local development.

8. Introducing vocational training and skill development programs aligned with local industries to enhance employability and entrepreneurship among graduates.

9. Integrating cultural education and heritage preservation initiatives into the curriculum, promoting pride in local traditions and fostering community engagement.

Institutional Challenge

1. To educate students' who enter the College after qualifying the last examination with average marks and put them at par with their better peers.

2. Majority of the students' are first generation learners and therefore need to be inducted into the academic atmosphere of an Undergraduate Programme.

3. Keeping students engaged and motivated as there are fewer opportunities for extracurricular activities, internships, and exposure to diverse career options.

4. Involving all the stakeholders in the College in every academic/administrative decision making.

5. Involvement of teachers' as approved research supervisor in the affiliating university and to conduct sponsored research project of their own.

6. To introduce good number of job oriented courses to make our students' employable.

7. To inculcate entrepreneurship acumen among students and to introduce EDC to promote specially on agricultural and horticultural based startups.

We look forward to a new future, overcoming the challenges in ourway, thereby creating the possibility of unfolding new vistas for the institution and its students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government General Degree College, Kalna-I offers 18 under graduate programme in B.A. (4 years Hons.), B.A. (3 years Degree), B.Sc. (4 years Hons.), B.Sc. (3 years Degree) in its 9 UG departments following the Curriculum and Credit Framework for Undergraduate Programme (CCFUP) of NEP 2020 designed by University of Burdwan from the academic session 2023-24.

Curriculum Delivery:

The institution focuses on effective curriculum delivery through meticulous planning and documentation in terms of academic calendar and lesson plan, aligned with student needs and learning outcomes. It employs modern pedagogical approaches like constructivist learning and ICT tools, integrating experiential learning via practical activities and guest lectures. Timely and contemporary topics are covered through the provision of value-added courses. During the Covid-19 pandemic, it swiftly adopted online teaching methods via Google Classroom. Continuous Internal Evaluation under OBE ensures personalized learning support. The institution promotes holistic education through a Mentor-Mentee system and a well-equipped Central Library, culminating in a supportive learning environment for all stakeholders, fostering comprehensive academic growth.

Value-Added Courses:

Over the past five years, our college has consistently offered seven value-added courses beginning in 2018. These courses encompass essential skills for the 21st century, such as computer literacy and English proficiency. Additionally, they include Value Education courses aimed at instilling core values, as well as Sanskrit and Bengali courses that promote the rich heritage of the Indian Knowledge System (IKS). These initiatives reflect our commitment to equipping students with diverse competencies and fostering a well-rounded educational experience.

Crosscutting Issues:

The college prioritizes integrating crosscutting issues like Professional Ethics, Gender Equality, Human Values, and Environmental Sustainability into its undergraduate programs. Professional ethics are imparted through case studies and practical initiatives, promoting integrity and accountability. Gender equality is promoted through dedicated courses and seminars. Human values of empathy and social justice are instilled through philosophical and historical modules, reinforced by community engagement. Environmental sustainability is emphasized through mandatory courses and practical assignments, complemented by campus-wide initiatives and solar energy practices. This approach foster holistic development of students as ethical, socially aware, and environmentally conscious individuals poised to contribute globally.

Feedback:

Feedback on curriculum, infrastructure, and facilities collected via standardized questionnaires, analyzed by committee, actions proposed by IQAC annually and finally actions are taken by the College.

The institution currently has the following feedback programs in place:

- Semester-wise Course End Survey
- Semester-wise Student Feedback on Teacher Performance
- Annual Students Satisfaction Survey
- Annual Teacher Feedback on Teaching-Learning
- Annual Parent Feedback
- Annual Alumni Feedback

Teaching-learning and Evaluation

GGDC Kalna-I has demonstrated a strong dedication to improving the processes of teaching, learning, and evaluation within its academic structure.

Admission (Enrollment)

- The College follows a free, fair, transparent online **Admission process** as per the **Admission circulars and Reservation policies of the State Government and University of Burdwan**. **First year Enrollment (Admission) Percentage (overall) and from the Reserved categories are 61% and 57% respectively over the last 5 years.**

Students-Teacher ratio

- The College has an extremely **healthy Students-Teacher ratio of 14:1 (last completed Academic year)**, ensuring a dedicated and devoted teaching-learning environment.

ICT infrastructure

- The College has a plethora of **ICT infrastructure** including LMS, Central Computer Lab, KOHA ILMS, INFLIBNET subscription, Smart Classroom, ICT enable classroom, High-speed internet connectivity and campus Wifi, updated-configuration computers and many others for providing quality education to students.

Experiential, Participative and Problem-solving Teaching-Learning methodologies

- The College effectively stresses upon promoting **experiential (Kolb's cycle), participative and problem-solving teaching-learning methodologies** by conducting practical classes, projects and dissertations, seminars, workshops, hands-on trainings, value added courses. Community engagement, extension activities, students' seminars, debates, competitions and other co-curricular activities assist in knowledge-gaining of students.

Faculty Profile and Strength

- The College has a vast **human-resource pool of Faculty members** representing both youth and experience. **77%** of **Full-time sanctioned posts of Faculty members are filled as per UGC guidelines**. **96% of Full-time Faculty members** are **qualified with NET/SLET/Ph.D. degrees**.

Internal and External Examinations

- The College conducts **Internal and External examinations** as per University regulations. It maintains a robust Internal Assessment mechanism monitored centrally by the Examination committees.
- Departments conduct Academic progress meetings to ascertain the students' progress, syllabus completion. The college has developed Google Classroom which was effectively used during the pandemic for Internal examinations.

Examination-oriented Grievances

- Students can register their **Examination-oriented grievances** through Departments (which are reflected in Departmental grievance reports), Grievance Redressal Committee, Principal's office, Examination committees which are resolved in a timely, just, humane manner. Students can apply for **Review of their published Results.**
- The College has a **well-designed mentoring system** and conducts sessions for supporting students.

POs, PSOs and COs enlistment, circulation and evaluation of their Attainment

- The **POs, PSOs and COs** of all the **broad-streams, programs and courses** have been designed meticulously by the IQAC and the Departments. They have been shared with the students through college website, notifications, classroom interactive sessions.
- Departments evaluate student attainment using standard CO-PO assessment layouts aligned with course-specific **CO-PO-PSO benchmarks**. They benchmark achievements in **CIE, IE, and UE**, preparing corrective strategies to improve overall student attainment levels.

Results

- The College has an **extremely healthy Examination Pass percentage** hovering **above the 84% mark over the last 5 years**.

Students' Satisfaction Surveys

Student Satisfaction Surveys are conducted annually amongst the enrolled students.

Research, Innovations and Extension

Resource Mobilization for Research:

GGDC Kalna-I has received 02 grants from Indian Council of Philosophical Research, Government of India for Research Colloquium amounting to Rs. 47000/- during the last five years.

Innovation Ecosystem:

GGDC Kalna-I has created an ecosystem for innovations through the activities:

A) Inculcating Indian Knowledge System (IKS)

Offers Sanskrit and Bengali courses across undergraduate programs

Provides vernacular AEC in Science and Arts streams

Value-added courses on Yoga Education under CCFUP

Value added course in Sanskrit speaking and Sanskrit translation

National-level webinars and seminars sponsored by ICPR on Indian Philosophical Thoughts and Yoga health benefits

Events like "Glimpses of Mathematics in Ancient India" and "Asharosho Prothom Dibose"

Initiatives like medicinal plant garden, Sanskrit Day, and Philosophy Day celebrations

Science Mela on birthdays of eminent Indian scientists

B) Incubation Centre facility

Establishment of Advanced Chemistry Laboratory

Establishment of Central Computer Laboratory with internet facility through LAN.

C) Awareness on Intellectual Property Rights (IPR)

Organizing Intellectual Property Rights Awareness Programmes

D) Other Academic Activities:

No objection for pursuing Doctoral degree or Research Projects Guidance

Seed money to attend RC/OP/FIP/FDP/STC/SEMINARS

On duty leave to attain NEP Orientation and Sensitization Programmes

Organizing Workshops/Seminars

Conducting Co-Curricular Activities

Organizing Science Mela with the school students

Seminars/Webinars/Workshops/Conferences:

33 workshops and seminars/webinars, etc. including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship were conducted for the enrichment of the students and teachers during the last five years.

Research Publications and Books Publications:

59 research papers have been published by the Faculty members which are under the UGC-care enlisted category.

15 books and book chapters with ISBN, paper in conference proceedings have been published during the last five years.

Extension and Social Outreach Activities

GGDC Kalna-I organizes several extension and social outreach programmes in the local community as well as in adopted village (Uttarpara) to promote social awareness among the students for their holistic development

Awards and Recognitions:

The Institute, through the active participation of its Students and Teachers in various activities has received several appreciations, recognitions, and awards from different Government organizations, as well as from non-government organizations/ institutions/ agencies.

NSS Activities:

33 extension and outreach programs have been conducted by the institution through organized by NSS Unit with involvement of community during the last five years.

Collaborative activities: 36 functional MoUs & linkages with different academic institutions research organization, professional bodies and local administration have been conducted for the execution of various capacity building, skill enhancement, knowledge sharing, community outreach activity, career counselling programmes during the last five years for the holistic development of the students and teachers.

Infrastructure and Learning Resources

GGDC Kalna-I is an fledging educational institution, situated in the rural heartland of Kalna-I block of Purba Bardhaman district with its academic campus spreading over 2.72 acre of land.

Campus consisting of:

3 Laboratory-based Departments & **6 Humanities Department**

20 Classroom, 6 state-of-the-art Laboratories

Smart Classroom and Four ICT enabled classrooms

Office of the Principal

Central Library

Central Computer Laboratory

Auditorium

IQAC Room

ICC Room and other Grievance Redressal Cell Rooms

Career Counselling & Placement Cell

Medicinal Garden

Alumni Association Room

NSS Room

Netaji Subhas Open University Study Centre

Canteen

Girls' Common Room with attached Pink Toilet

Gymnasium

Students' Council Room

First-aid and Rest Area

Parking Area

Security Room.

IT Facilities:

The institution has made significant investments in high-speed internet connectivity through optical fiber under BSNL Bharat Fiber Scheme. These networks provide around **100 Mbps** internet connectivity.

A total of 59 **computers** serve as beneficial tools for teaching-learning, contributing to a technologically enriched academic environment. The college maintains a favorable student computer ratio of 13:1, ensuring ample access to technology for all learners.

The college consistently updates its IT facilities and utilizes various software applications (**Google Workspace, College websites, SMS Gateway, Sate Government and University shared software like WBIFMS, Banglar Uchachashiksha, TCS-iON** etc.) for efficient e-administration and e-communication.

The premises are equipped with 20 CCTVs for comprehensive security surveillance.

Central Library: Well-endowed library boasting a collection of nearly **10,000 tomes**, complemented by **web-OPAC, RFID amenities, e-corner, competitive Exam Cell**, and 30 seated reading room with provision for differently abled. Separate Departmental Library for each department. Chip based digital library card facilitate book access to students and faculties.

Other Facilities:

Playground: One large playground for Football, Cricket, Annual sports, and Annual Cultural Fest, One small playground for Badminton and Volleyball.

The college ensures inclusivity through facilities like **ramps for disabled individuals, disabled friendly toilets, Wheel Chair.**

Purified drinking water kiosks are located in each floor with good number of washroom for female students and staff.

35 KVA Green Generators ascertain stable & uninterrupted power supply.

20 KWP on grid Solar Panels, Rainwater Reuse System, Medicinal Garden represent the institution's commitment to Green Campus and Sustainability resonating the pledge of the G 20 Summit.

During the last five years, 59% of funds were allocated for infrastructure augmentation, while 26% were dedicated to maintenance purposes.

Student Support and Progression

GGDC Kalna-I implements a range of services and strategies to support students academically, emotionally, and socially throughout their educational journey, ensuring seamless progression from one stage to the next.

Scholarship and freeships:

The college ensures that students benefit from **scholarships and freeship schemes** offered by various government and non-government agencies by promptly and effectively notifying, communicating, and verifying applications to facilitate smooth processing. In the **last five years, 72.3% of students** received different scholarships and freeships. During the Covid-19 pandemic, all enrolled students were eligible for a 50% waiver of their examination fees for university examinations.

Capacity Building and Skill Enhancement Programmes:

The college has designed numerous Capacity Building and Skill Enhancement Programs to enhance students' capabilities, knowledge, and competencies for competitive examinations as well as life skills for betterment. Over the past five years, more than 12 events have been organized for this purpose.

College has signed **MoU to collaborate with a number of professional bodies** to provide better career opportunities.

Faculty members of our college **constantly motivate and guide our students** for their academic as well as professional career.

Students Progression and Placement:

The results achieved by our students have been remarkable. Over the past five years, 77 of our students have secured admission for higher education, secured government jobs, and qualified in various competitive examinations such as NET, SET, GATE, JAM, etc.

Awards and achievements:

The college encourages active participation of students in various co-curricular and extra-curricular activities by providing necessary support. Over the past five years, our students have earned only 07 state-level awards and medals.

Organized Grievance Redressal Mechanism:

The college maintains functional and well-organized regulatory committees dedicated to raising awareness, preventing, and addressing grievances related **to ragging and sexual harassment of students**, embodying a commitment to ensuring a safe and respectful educational environment.

Alumni:

College has a **registered functional Alumni Association** which plays a pivotal role in this new college by providing mentorship, networking opportunities, and valuable insights to current students, fostering a strong sense of community and continuity.

Governance, Leadership and Management

- Government General Degree College, Kalna-I excels in governance and leadership in accordance to its vision and mission, aligning with NEP and fostering holistic student development through decentralized management and inclusive governance. It emphasizes infrastructure upgrades, curriculum innovation like CCFUP, ICT integration, community engagement, and e-governance for seamless operations and educational excellence.
- GGDC Kalna-I, a Government institution under West Bengal's Higher Education Department and affiliated with the University of Burdwan, strategically plans and executes initiatives focusing on teaching-learning processes, student enrichment, research development, outreach activities, social responsibility, and infrastructure enhancement using modern ICT. Faculty appointments follow UGC guidelines through the West Bengal Public Service Commission, with the Principal overseeing administration in consultation with IQAC and the Teachers' Council.
- GGDC, Kalna-I excels in strategic planning and execution, emphasizing quality education, research facilitation, community engagement, and modern governance. It fosters holistic student development through structured curriculum, ICT integration, research opportunities, and co-curricular activities, ensuring academic excellence and societal impact.
- College has successfully implemented E-governance in all areas of operation of the college including Administration, Finance & Accounts, Student Admission & Support and Examination.
- College implements comprehensive performance appraisal systems for both teaching and non-teaching staff through ACR and SCR, that is crucial for promotion and service confirmation. All staff, being government employees, access state welfare measures, supplemented by college-specific infrastructural, academic, and recreational benefits. Professional development programs are actively supported through financial assistance and memberships in professional bodies.
- College receives financial support primarily from the Higher Education Department of the Government of West Bengal, and occasional contributions from non-governmental organizations. Additionally, it collects funds from student admissions and hosting competitive examinations. These funds are carefully managed and audited regularly to ensure efficient utilization.
- The IQAC of the college is pivotal in designing and implementing strategies to ensure high educational standards. It gathers and evaluates feedback from all stakeholders and takes appropriate actions based on this input. Periodically, it reviews both teaching-learning processes and learning outcomes to ensure effectiveness.
- Regular IQAC meetings are conducted to foster academic and administrative improvements within the college. Every year, it coordinates Academic and Administrative Audits, as well as Green Audits, Gender Audit, Energy audit by external peers. The IQAC has facilitated the signing of 26 MoUs with various organizations. These collaborations have resulted in numerous activities aimed at the holistic development of students.
- GGDC Kalna-I participates NIRF every year.
- The College is certified with **ISO 9001:2015, ISO 14001:2015**

Institutional Values and Best Practices

Gender Audit and measures

Gender Audit: Organization of regular Internal & External Gender Audit

Facilities for Women in the Campus:

Dedicated Girls' Common room with Pink Toilet

Kanyashree Scholarships

CCTV surveillance for safety and security

Gender issues in Curriculum: The college offers a number of courses include gender issues.

Gender Sensitization: Organization of several sensitization programmes regularly

Women Empowerment in College Administration: Some Administrative and Academic Committees are convened by the lady teachers. TCS and IQAC Coordinator are also lady teachers.

Institution Green Campus Facilities and Initiatives

1. **On-grid Solar Panel of Capacity of 20 KVA** and **LED lights** in the campus.

2. **Management of the various types of degradable and non-degradable waste:** Chemical waste management system is in place. Daily Waste is managed through House-Keeping and Kankuria Panchyat.

3. **Water conservation- Rain Water Reuse System** has been installed.

4. **Green Campus initiatives**: Gardening and plastic-free campus declaration.

5. **Disabled-Friendly, Barrier-Free Environment** through ramps, seating arrangements in Library reading room, washrooms and provisions for wheel-chairs facility for Divyangjan persons.

Quality audits on environment and energy regularly undertaken by the Institution through performing:

Green Audit / Environment Audit: Audit on environment management system and obtained ISO 14001:2015.

Energy Audit: Audit on energy management system done by external auditing agency.

Clean and green campus initiatives through Gardening, declaration of plastic-free campuses and daily Waste Management.

Beyond the campus environmental promotion and sustainability activities were conducted through:

Tree Plantation Programme

Swacchata Abhijan Programme

World no Tobacco Day campaign

Institutional efforts/initiatives in providing an inclusive environment:

Through various initiatives in providing an inclusive environment:

Events like Fresher's Welcome, Farewell Ceremony, Annual Sports, etc. for the students

Celebration of various Commemorative Days

The college regularly conducts programs focusing on constitutional obligations and offers a Value Added Course on "Value Education." This course emphasizes core values, rights, duties, and responsibilities.

Best Practices:

Best Practice-1: Promotion of scientific temper in the rural belt of Purba Bardhaman

Best Practice-2: Practicing Outcome Based Education to meet up the evolving needs of learners and society.

Distinctiveness:

Strategic empowerment of women involves deliberate and systematic efforts to enhance their cultural, social and economic status for better livelihood.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE , KALNA-I
Address	Government General Degree College, Kalna -I , Vill. Muragacha . P.O.- Medgachi . Dist.- Purba Bardhaman - 713405 . West Bengal
City	Kalna
State	West Bengal
Pin	713405
Website	www.ggdck.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Krishnendu Dutta	03454-291212	9477501460	-	govt.collegekalna1@gmail.com
IQAC / CIQA coordinator	Rakhi Bhattacharya	03454-291210	9830626639	-	edurakhi.2020@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 minroity institution	No

Establishment Details

State	University name	Document
West Bengal	University of Burdwan	[View Document](#)

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-11-2021	[View Document](#)
12B of UGC	01-11-2021	[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, Kalna -I , Vill. Muragacha . P.O.- Medgachi . Dist.- Purba Bardhaman - 713405 . West Bengal	Rural	2.72	3835.83

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, Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Bengali	Bengali	38	13
UG	BA,Bengali, Three Years Degree Programme	36	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Bengali	Bengali	60	36
UG	BA,English,Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination with English	English	38	11
UG	BA,English, Three Years Degree Programme	36	Passed Higher Secondary, ISC, CBSE or its equivalent examination with English	English	16	0
UG	BA,Sanskrit, Three Years Degree Programme	36	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Sanskrit	Bengali,English + Bengali ,Sanskrit	60	3

UG	BA,Sanskrit, Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Sanskrit	Bengali,English + Bengali ,Sanskrit	38	1
UG	BA,Philosophy,Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	Bengali,English + Bengali	38	2
UG	BA,Philosophy,Three Years Degree Programme	36	Passed Higher Secondary, ISC, CBSE or its equivalent examination	Bengali,English + Bengali	16	0
UG	BA,Education,Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	Bengali,English + Bengali	38	11
UG	BA,Education,Three Years Degree Programme	36	Passed Higher Secondary, ISC, CBSE or its equivalent examination	Bengali,English + Bengali	60	28
UG	BA,History,Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	Bengali,English + Bengali	38	11
UG	BA,History,T	36	Passed	Bengali,Engl	32	11

	hree Years Degree Programme		Higher Secondary, ISC, CBSE or its equivalent examination	ish + Bengali		
UG	BSc,Physics, Three Years Degree Programme	36	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Physics Chemistry and Mathematics	English,English + Bengali	6	0
UG	BSc,Physics, Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Physics Chemistry and Mathematics	English,English + Bengali	18	0
UG	BSc,Chemistry,Three Years Degree Programme	36	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Physics Chemistry and Mathematics	English,English + Bengali	6	0
UG	BSc,Chemistry,Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent	English,English + Bengali	18	3

			examination with Physics Chemistry and Mathematics			
UG	BSc,Mathematics,Four Years Honours Programme	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Physics Chemistry and Mathematics	English,English + Bengali	18	1
UG	BSc,Mathematics,Three Years Degree Programme	36	Passed Higher Secondary, ISC, CBSE or its equivalent examination with Physics Chemistry and Mathematics	English,English + Bengali	6	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				32			
Recruited	1	0	0	1	2	0	0	2	19	5	0	24
Yet to Recruit	0				0				8			
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				9
Recruited	1	3	0	4
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
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				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	12	3	0	18
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	4	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	32	0	0	0	32
	Female	99	0	0	0	99
	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	15	13	12	5
	Female	11	19	17	5
	Others	0	0	0	0
ST	Male	0	2	0	2
	Female	5	8	6	1
	Others	0	0	0	0
OBC	Male	18	11	15	6
	Female	22	28	19	12
	Others	0	0	0	0
General	Male	31	44	35	18
	Female	63	65	58	30
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		165	190	162	79

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College being affiliated to the University of Burdwan has adopted the course curriculum in CCFUP(Curriculum Credit Framework for Undergraduate Programme) under NEP 2020 from

the academic session 2023-24 which provides ample scope of multidisciplinary approach to different UG programmes. The College within the buckets of multidisciplinary courses, offered computer science to all 4 year B.A. (Hons.) students , Environmental Science to all 3 years B.A. students and English Communication to all 4 years B.Sc. (Hons.) and 3 years B.Sc. students. All the courses are of 3 credits, covering first three semesters of their UG programme totaling to 9 credits. Moreover, we have made a provision of offering compulsory minor courses to all UG students on vocational education and training within the ambit of University stipulation with a total course credit of 12 which primarily focuses on Human Resource Management, Medical Sales Management and Retail Sales Associate in their 3rd , 5th and 6th semester. The College has developed proper infrastructure for delivering such courses within its limited scope. Faculties have meticulously drafted the curriculum planning and delivery mechanisms in terms of lesson plan, bridge course, practical demonstration, problem solving session etc., and also carefully prepared model question banks for the students, so that they can easily adapt to these courses easily. Apart from these CCFUP programmes, the College has started value added/ add-on courses on Basic computing and Communicative & Functional English from the session 2021-22 to expose our students, primarily first generation learners who got admitted in Arts streams and completed their +2 level in vernacular medium, about market-driven skill development and thereby, accomplishing multidisciplinary/ interdisciplinary approach to conduct UG programmes in the College. Different departments in association with IQAC holds several seminars on multidisciplinary topics to expose the learners to out-of-box knowledge and skills in collaboration with different academic as well as professional organizations, with whom the college established MOU for creation of knowledge ecosystem.

2. Academic bank of credits (ABC):	As a part of implementing NEP 2020 and as per the stipulation of the University of Burdwan, every student has to create ABC ID in NAD DigiLocker frame work to sit for the end semester University examination from the academic session 2022-23 with a aim of facilitating credit system in education,

	offering flexibility, easy mobility and quality enhancement in overall education system, as well as to promote paperless governance and curtailing the verification process. For seamless processing of creation of ABC ID the College has created a NAD cell with Dr. Tanmay Das, Assistant Professor of Physics as Nodal officer and had organized an awareness programme for the students on 30.05.2023. In the academic session 2023-24, College had integrated ABC ID awareness programme with its week long Induction Programme for new entrants. The college also created a dedicated place in college portal where user manual and video demonstration were uploaded for the students. It has also created a helpdesk in the college office where IT personnel are helping students for registration in NAD DigiLocker portal and also preparing a database for NAD ID of every student. As most of the students are first generation learners coming from socially challenged background, so in addition to our effort within the premises, the College has made liaison with local post office for Aadhar-mobile link of the students in a seamless way, which is mandatory for creation of ABC ID. We can boast off, declaring that all registered students of our college have their valid ABC ID and thus the national level initiative of promotion of NAD DigiLocker has percolated among the learners.
3. Skill development:	The College believes in leveraging skill among its learners along with knowledge, and attitude to make them responsible global citizens, which is clearly reflected from our vision-mission statement. The college tries to inculcate skill in two-fold: One; technical skill, so that students will become employable and second; life skill for psychological and physical well-being and cognitive competency. College, within the curriculum offers two SEC under CBCS programe and three SEC under CCFUP programme, which enhance the skills of learners within the ambit of programme-oriented knowledge domain. Apart from that, the college chooses to offer value added course on Yoga Education in second semester among several options stipulated by the University, for each UG student under CCFUP programme to develop their life skills. The College also started value added courses on Computer, Functional English to enhance the technical skills

and, Value Education to boost the life skills of our learners. The College has also taken several skill enhancement initiatives by organizing various capacity building activities on soft skill, language and communication skill, life skill, ICT skill in terms of holding day long workshop by various resource persons and professional organization. The College also held a seminar on Entrepreneurship development on 24.11.2022 & 25.11.2022, and workshop on Startup Incubation in Agriculture and Horticulture on 19.01.2023 in association with RRS Hooghly to inculcate entrepreneurship skills among the students. The central library is fully digitized with 24x7 accesses to library resources through web-OPAC. Apart from that, students can access e-books and e-journals through NLIST which give better learning skills to students both in blended mode and thereby enhance the knowledge skills of the students in diverse arena. To promote interpersonal skills among students, the College always encourages them to participate in various outreach activities through NSS and to that end the College has signed a MOU with the local Panchayat for survey conduction on the livelihood of people residing in neighbouring villages by the students. To promote environment awareness and sustainability among the students, the college organizes different tree plantation programmes, poster and extempore competitions, waste management awareness and many more with a vision of developing social skills as well as teamwork. To uphold knowledge and research skills as well as scientific skills on contemporary topics, IQAC organized several seminars, workshops, symposiums, faculty-student exchange programmes round the year with the collaborating academic and professional organizations. The College publishes a magazine named "Chaitanya Yatra" in vernacular where students are encouraged to showcase their creativity and innovations. Departments also publish wall and e-magazine where departmental students critically craft pictures and write ups and thus this nurtures their inner talent and skills. The wide participation of students in different cultural events of the college and beyond, as well as sports competitions ensures the adaptability of culture and heritage of this region. On adopting several activities inside and beyond the classrooms, College has tried to inculcate 21st century skills to its students so as to make them

	technically and socially compatible to meet the challenges of real life.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College has offered CCFUP under NEP 2020 from the academic session 2023-24 under the aegis of the University of Burdwan which recognize India's rich and eternal knowledge history with evolution based on experience and experiments. We are offering Sanskrit and Bengali as major courses and minor courses in different UG programmes of Arts stream along with AEC in Bengali as vernacular across all UG programmes both in Science and Arts stream. The College has also adopted Yoga Education as value added course under CCFUP to all students of UG programme which encompass Yogic practices for Pancha Kosha and its integration with Ashtanga Yoga of Patanjali and thereby inculcating IKS among the young learners is accomplished. In addition, the College has a provision of offering Philosophy, History and Education as major and minor courses to students of Arts stream where there is an ample scope of integration of IKS within the curriculum framework. The Department of Sanskrit has offered two value added courses, Sanskrit speaking and Sanskrit translation to acclimatize learners with IKS. The department of Bengali has offered two value added courses, on Bengali Literature & Creative Writing and on Bengali Drama & Drama Production to familiarize students with traditional Bengali culture and heritage, which was greatly neglected due to colonization. The department of Philosophy has offered a value added course on Value Education which aims to provide a broader understanding of ethical values, moral principles and social responsibility in the perspective of ancient Indian philosophers and societal structure. The department of Mathematics had organized a webinar on "Glimpses of Mathematics in Ancient India" on 18.09.2021 in collaboration with Maulana Azad College which aimed to unfold the mysteries of modern mathematical tools, which were critically cultivated and prelude in ancient India. The department of Sanskrit has sensitized students on IKS through several webinars and seminars which include the theme on Asharosho Prothom Dibose: Tribute to Mahakabi Kalidas, Concept of Mukti in Indian Philosophy & Literature etc. The Department of Philosophy has organized two ICPR sponsored

	national level seminar for promotion of IKS namely one on Yoga – An Outfit of Healthy Life and another on Indian Philosophical Thoughts and its relevance in the session 2021-22 and 2022-23 respectively. The College also maintains a medicinal plant garden based on Indian traditional knowledge of medications. As a part of school-connect programmes, the College organizes science fair once in a year on birth anniversary of noted Indian scientists, with the students of neighbouring schools with whom the College has a formal collaboration, to propagate IKS through building of scientific temper among young learners of the society. The College also observes the commemorate days like Bengali Bhasha Divas and Sanskrit Day every year in a befitting manner where the exploration of traditional Indian Knowledge is not just encouraged but celebrated. Through this series of co-curricular and extra-curricular activities the College endeavours to expose the students into the glory and futuristic outlook of our rich ancestors in diverse field of comprehensive societal framework.
5. Focus on Outcome based education (OBE):	College from its very beginning always focused on the new educational approach and learning philosophy of OBE. Faculties emphasized on a clearly articulated idea of what students are expected to know and are able to do in terms of knowledge and skills, after completing their graduation programme. To ensure the learning outcomes to a certain degree, faculties have adopted several learner-centric teaching pedagogies to promote their students' acquisition of higher order thinking skills. To train faculties in this transformative educational landscape, the College had organized a workshop on OBE on 17.01.2022 in association with NITTR, Kolkata. The Departments have prepared PO and PSO in line to UGC LOCF and also prepared CO of every course under each programme and assigning appropriate action verbs to complement the Bloom's Taxonomy levels. The PSOs are identified as culmination of acquisition of knowledge and practicing the methodologies with a futuristic outlook of the subject. For each course an articulation matrix is also prepared by assigning the degree of association of each CO with the defined POs and PSOs. This CO-PO-PSO module for each programme is displayed on the College website and is explained to the students

	so that students are able to understand what knowledge and skills he/she is expected to acquire after completion of each course, as well as the completion of the entire programme. The College identifies that in addition to defining learning outcome, OBE emphasizes the importance of assessing student performance in a meaningful and transparent manner. In light of this, the College has devised a policy document for Continuous Internal Evaluation(CIE) by overcoming the traditional assessment protocol, where the use of formative assessment techniques are critically crafted, allowing students to demonstrate their understanding and application of knowledge in a meaningful way. Apart from that, the questions are prepared based on the COs for formal university stipulated internal examinations. Each department identifies their mode of CIE for each module of their course curriculum and discusses the outcome of the evaluations with the students for further improvements, which is one of the central tenets of OBE. The departments also evaluate the student attainment by using standard layout of CO-PO attainment, against the defined CO-PO-PSO for each course by bench-marking some standard achievements in CIE, IE and UE and prepare list of strategies as corrective measure to achieve higher attainment level of the entire group of students. Apart from this typical mechanism of devising CO-PO-PSO attainment within the length and breadth of course curricula, the College gives emphasis to engage students in beyond-the-classroom scholarly activities in terms of participation in skill development progarmmes, value added courses, seminars on contemporary issues including IPR, Entrepreneurship, exposure in online resources; to foster connections and synthesis across disciplines and to help them develop a more comprehensive understanding of complex issues and also prepares them to tackle real-world challenges. By embracing this way of implementing OBE, the College ensures that their educational approaches remain relevant, effective and responsive to the evolving needs of learners and society.
6. Distance education/online education:	The College is a purely Government College teaching up to Bachelor's degree and is affiliated to the University of Burdwan as affiliated/ constituent college so it has no provision for conduction of

Distance Education or Online Education leading to degree. However, in post pandemic era the college is continuing with blended mode of learning with creation of Google Classroom for each course where students are participants of each classroom through their dedicated institutional mail id and those classrooms have emerged as a good academic repository of lecture notes, study materials, previous year questions and solutions, syllabus and more. Moreover, the College is home to distance learning study center of Netaji Subhas Open University, where students are getting opportunity to pursue education remotely in a flexible manner. This highlights the institution's dedication to embrace a multitude of learning methods, tailored to suit the diverse needs and preferences of its student community.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) is a pioneering initiative that aims to inspire and empower young citizens to actively engage in the democratic process, cultivating a culture of electoral literacy and responsible citizenship. Through interactive sessions, workshops, and events, ELC provides a comprehensive understanding of the electoral process, voting rights, and informed decision-making, promoting critical thinking and issue-based voting. Established in September 15, 2019, vide Notice No. GGDCK/ELC/72/2019, the ELC at Government General Degree College, Kalna-I operates in collaboration with the college's NSS Unit, ensuring a mutual approach to promoting electoral literacy. Officer-in-Charge, Dr. Bidyut Kumar Das serves as Chairman, providing strategic guidance, while the faculty coordinators, including Smt. Shila Rani Basak (Convener), Sri Tanmoy Mitra (Jt. Convener), and three student representatives, ensure a balanced leadership team. The committee was reconstituted in March 22, 2022, under Notice No. GGDCK/ELC/51/2022. Dr. Subrata Das, the NSS Program Officer, was appointed as the Convener, while Sri Tanmoy Mitra was appointed as the Joint Convener. Additionally, three students from diverse disciplines who were existing students of the session

2021-22 were chosen as student representatives to ensure the continuation of ELC activities in an effective manner. With nearly 100 student members currently, the ELC is dedicated to: • Educating individuals about the electoral process, voting rights, and democratic responsibilities, empowering them to make informed decisions. • Fostering critical thinking and informed decision-making among citizens, enabling them to evaluate issues critically. • Encouraging active participation in the democratic process, particularly among the youth, ensuring their voices are heard. • Promoting responsible citizenship and civic engagement, instilling a sense of duty and accountability. • Strengthening the foundations of Indian democracy through electoral literacy, contributing to a more informed and engaged citizenry. By joining ELC, members become part of a vibrant community that values democratic participation, critical thinking, and civic engagement, shaping the future of Indian democracy and creating a positive impact on society. Through ELC's endeavors, young citizens are empowered to become active participants in the democratic process, fostering a culture of electoral literacy and responsible citizenship that will have a lasting impact on India's democratic landscape.

2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the Electoral Literacy Club (ELC) at Government General Degree College, Kalna-I is a thriving and inclusive body that embodies the spirit of democratic participation and civic engagement. Operating under the guidance of the Election Commission of India (ECI), the club brings together a diverse group of teachers and students, fostering a culture of collaborative learning and growth. Presently, led by a dynamic leadership team comprising Principal Prof. (Dr.) Krishnendu Dutta (Chairman, ELC, GGDC, Kalna-I), Dr. Subrata Das (Convener, ELC, GGDC, Kalna-I), and Sri Tanmoy Mitra (Jt. Convener, ELC, GGDC, Kalna-I), the ELC promotes electoral literacy and civic engagement through various activities, events, and workshops. The club's inclusive membership policy ensures that all students are summarily enrolled as members, providing equal opportunities for participation regardless of academic background or interests. Three student representatives, Jeeva Khatun (B.A., Education (Hons.), Sem-IV), Arpita Majhi (B.A.

Bengali (Hons.), Sem-II), and Sougata Chatterjee (B.Sc. Mathematics (Hons.), Sem-IV), are elected from different classes and sections to focus on broader socio-political issues and orient the democratic vision of student life. Under the guidance of faculty members, these representatives collaborate to foster electoral literacy, critical thinking, and civic engagement among their fellow students. Through various initiatives, the ELC aims to educate students about the electoral process, voting rights, and democratic responsibilities. By fostering a culture of critical thinking and informed decision-making, the ELC prepares students to become active and responsible citizens, equipped to participate meaningfully in the democratic process. In collaboration with the local administration, the ELC has facilitated Electoral Voter Card registration for eligible college students. In the past three academic sessions, the ELC has prepared a data base of eligible voter among the admitted students which comprised of 43 (Male-13, Female-30), 46 (Male-18, Female-18), and 49 (Male-6, Female-43) students for the Academic Session 2021-22, 2022-23 and 2023-24 respectively. The Club is proactive to guide those eligible students in terms of online registration process, ensuring a seamless and informed experience. By empowering students to take ownership of their democratic rights and responsibilities, the ELC ensures that the club is truly run by the students, for the students. Through its initiatives, the ELC has created a vibrant and inclusive community that values democratic participation and civic engagement, shaping the future of Indian democracy.

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.	The Electoral Literacy Clubs (ELCs) have pioneered a range of innovative programs and initiatives to cultivate electoral literacy and active engagement in the democratic process. These endeavors include voluntary contributions by students of ELC in electoral processes, such as participating in voter registration drives among the eligible students of our college who have not yet registered. In a demonstration of its commitment, ELC observed Constitution Day on November 26, 2020, in an online format amidst the COVID-19 pandemic. The objective was to encourage young voters to participate in the upcoming State General Assembly

	Election of West Bengal and to instill constitutional obligations, values, and rights among students, aiming to nurture responsible citizenship. In a notable collaboration, the ELC at Government General Degree College, Kalna-I, in association with the NSS unit, organized a voter awareness program on March 14, 2022, promoting ethical voting practices and encouraging informed decision-making among voters. Additionally, they conducted a special voter awareness campaign in the vicinity of the college to enhance participation from underprivileged sections of society, including the disabled persons and senior citizens. These concerted efforts have yielded remarkable results, leading to increased voter registration, improved voter turnout, and the empowerment of marginalized groups to exercise their democratic rights. Building on this success, a joint collaboration between the ELC and NSS unit of Government General Degree College, Kalna-I, produced a highly successful Voter Awareness Programme on March 12, 2024, at the college's smart classroom. By promoting inclusive and informed electoral participation, ELCs have emerged as a vital force in strengthening democracy and shaping the future of India. Through their tireless efforts, ELCs continue to inspire and educate students, ensuring that they become active and responsible citizens, equipped to participate meaningfully in the democratic process. By fostering a culture of electoral literacy and civic engagement, ELCs are playing a pivotal role in shaping the future of India's democracy.
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.	The Electoral Literacy Club (ELC) at Government General Degree College, Kalna-I, in collaboration with the National Service Scheme (NSS) unit, has undertaken a range of socially relevant projects and initiatives to promote electoral literacy and democratic values. Here are some initiatives taken by the Electoral Literacy Club (ELC) at Government General Degree College, Kalna-I to promote electoral literacy and democratic values: • One of the significant initiatives is the annual celebration of Constitution Day, which is observed with great fervor and enthusiasm. On November 26, 2020, despite the pandemic, the college organized a solemn event on Google Meet Platform to commemorate the adoption of the Indian Constitution. Dr. Rakhi Bhattacharya,

Assistant Professor, Department of Education, delivered a profound discourse, elucidating the fundamental principles and values enshrined within our Constitution. Interactive sessions facilitated an exchange of ideas, fostering a deeper appreciation for the rights and responsibilities of citizenship. This platform is also used to encourage young and first time voters to actively participate in the ensuing State General Assembly Election of West Bengal. • In another notable collaboration, the ELC and NSS unit organized a voter awareness program on March 14, 2022, promoting ethical voting practices and encouraging informed decision-making among voters. The theme was to aware the students about the EVM machine, significance of NOTA and Indian Legislative structure. The program was extended to the surrounding areas, focusing on underprivileged sections of society, including disabled persons, and senior citizens. These efforts led to increased voter registration, improved voter turnout, and the empowerment of marginalized groups to exercise their democratic rights. • Building on this success, the ELC and NSS unit collaborated once again to produce a highly successful Voter Awareness Programme on March 12, 2024, at the college's smart classroom. This programme not only informed students about the voting process but encourage them to participate actively in the ensuing Parliamentary General Election of India. By promoting inclusive and informed electoral participation, ELCs have emerged as a vital force in strengthening democracy and shaping the future of India. • Additionally, the ELC motivates its Youth Parliament team to participate in various competitions organized by the Department of Parliamentary Affairs, Government of West Bengal. On September 14, 2022, a seven-member team from the ELC participated in the Youth Parliament competition at Vivekananda College, Burdwan, which aims to familiarize participants with the mock Parliamentary process and the role of people's representatives in the highest legislative body of India. These initiatives demonstrate the college's commitment to fostering electoral literacy, democratic values, and active citizenship among its students. By engaging in such projects, the college aims to empower the younger generation to become informed, responsible, and active participants in the democratic process.

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.	Although the Electoral Literacy Club (ELC) and Government General Degree College, Kalna-I, have made significant efforts, a considerable number of students aged over 18 remain unregistered in the electoral roll. In response, the ELC has taken the initiative to identify and assist these unregistered students through the voter registration process, utilizing the college's IT infrastructure to fill out online Form-6. The ELC uses its student database to identify individuals who will turn 18 in a given year and supports them in registering as eligible voters of the country. Furthermore, the ELC is committed to verifying the electoral details of all newly registered voters from our college before any General Elections.

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
419	391	288	239	273

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

2 Teachers

2.1

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

Response: 33

File Description	Document
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
29	28	29	28	20

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
38.0978322	58.5838116	33.179652	36.2330639	53.86912

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 institution prioritizes effective curriculum delivery by planning and documenting a procedure based on students' needs, learning outcomes, pedagogical approaches. The IQAC also meticulously prepares Academic Calendar which serves as a foundational framework, delineating the structure and sequencing of courses and activities throughout the academic year. Recognizing the academic timetable to be the most crucial aspect, the institution prepares the same with inputs from all the departments. Timetables, Academic Calendar, and syllabus-links are accessible via the Notice Board and college website for students' convenience.

At the commencement of each academic year, faculty members prepare detailed Teaching Plans and instructional strategies, aligning with the learning objectives of each course. They rely on modern teaching pedagogy by adopting constructivist, collaborative, integrative, reflective and enquiry-based learning, ICT-enabled tools, and active learning techniques like flipped teaching and project-based learning. The faculty members use multimedial resources through LCD projectors and other audio-visual aids to enhance the teaching effectiveness, and facilitate interactive learning experiences. Experiential learning is incorporated through hands-on activities like lab-experiments and visit to social laboratories, allowing students to apply theoretical knowledge in practical contexts, facilitating deeper understanding and retention of the subject-matter. The institution optimally utilizes its well-equipped laboratories for science-practical classes. Students maintain experiment-journals, documenting their work and results, essentially verified by faculty members. Guest lectures, expert talks, and collaborative knowledge sharing enriches the learning experience as well.

During and after the Covid-19 pandemic, the institution adopted and has sustained various online teaching-learning methods. It utilizes a Learning Management System via Google Workspace for Education to conduct online classes, tutorials, remedial sessions, and hosts study materials and video lectures on Google Classrooms. In order to extend the opportunities of availing of online value-added courses and mentorship programmes, the institution has also registered for the SWAYAM Local Chapter.

The institution has formulated a policy document for Continuous Internal Evaluation (CIE) under Outcome-Based Education (OBE). This approach shifts away from traditional assessment methods, centered on grading and memorization. Instead, it emphasizes formative assessment techniques that allow students to demonstrate their understanding and practical application of knowledge effectively.

Departments utilize Continuous Internal Evaluation (CIE) to conduct regular assessments, exchange feedback, and address learning gaps promptly. This approach identifies slow and advanced learners, providing remedial coaching and personalized support to slow learners through tailored corrective

measures and teaching strategies. Advanced learners are encouraged to participate in inter-collegiate competitions, career-oriented workshops, and academic conferences to enhance their skills and knowledge beyond the standard curriculum.

Timely and contemporary topics are covered through the provision of value-added courses regularly offered to students. Furthermore, the institution has implemented a Mentor-Mentee counseling system, ensuring that students benefit from personalized guidance in each academic session.

The Central Library supports the curriculum with access to 10,000 books via web-OPAC and RFID services, offering prompt lending. It features a 30-seat reading area, reprographic services, and a digital alcove for accessing e-resources. A section for competitive examinations and access to NLIST and OER resources enhance research capabilities. Discipline-specific open-access departmental libraries serve both students and teachers.

The Institutional Quality Assurance Cell (IQAC) gathers Course End Survey to gain valuable insights into the effectiveness of course delivery, curriculum relevance, and teaching methodologies.

The institution thus commits to effective curriculum delivery through a holistic approach, ensuring an inclusive and supportive learning environment for all its primary stakeholders.

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: 07

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 28.39

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
125	111	74	73	74

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The integration of crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability within and beyond the syllabi of undergraduate programmes is crucial for shaping well-aware individuals who would be equipped to navigate the complexities of today's global society. These themes transcend disciplinary boundaries, necessitating their inclusion across academic programmes to foster the holistic development of students.

Since Professional ethics form a foundational component of ethical decision-making and responsible conduct, it is integrated into various disciplines. By using case-studies through literary narratives, real-world scenarios of historical occurrences, and ethical debates concerning philosophical inquiries, the departments ensure that students inculcate integrity, honesty, and accountability in their professional as well as personal lives, and contribute to a trustworthy and ethical workforce. Practical initiatives, such as webinars on IPR, demonstrate real-world applications, enhancing students' ethical awareness and competence.

Gender issues are addressed comprehensively to promote equality, equity, and sensitivity. Through diverse readings and dedicated courses in gender studies, students engage with theories and societal applications of gender, fostering an inclusive learning environment. Seminars and lectures on issues such as "Women of 21st Century" and "International Women's Day", have further allowed students to address and challenge the stereotypes, advocate for inclusivity, and contribute towards creating environments that promote gender equality and equity in every aspects of life.

Human values like empathy, compassion, respect for diversity, and social justice are instilled through several modules in philosophy, literature, and history. Shedding light on moral principles across cultures, eras, and circumstances, these disciplines have fostered ethical reasoning along with empathy towards others, regardless of cultural, social, or economic differences. Introduction of Add-on Course on Value Education and community engagement initiatives by NSS reinforce these values, exemplified by camps and awareness-programmes on issues like child marriage and human rights, which further underscore the institution's commitment to holistic development.

Environmental sustainability, an immediate concern, is integrated into the curriculum through mandatory courses like AECC (Environmental Studies) across all UG programmes both in CBCS and CCFUP. In addition, various modules from the disciplines such as English, Sanskrit, Chemistry, and Physics incorporate environmental themes to promote awareness regarding the eco-system and its proper functioning so that students understand the interconnections between human activities and environmental health. Practical assignments, centered on sustainability, encourage students to develop their insights into environmental challenges. The institution has also maintained 'Plastic Free Campus' and 'No Smoke Zone' and implemented 'Rain water Reuse' facility, providing an example of environmental responsibility from its own end. Besides, the institution has installed a 20KWp on-grid solar panel system, demonstrating its commitment to sustainable energy practices. It has also signed a MoU with the local Gram Panchayat in Kankuria to collaborate on waste management initiatives, highlighting its proactive community engagement efforts.

The successful integration of these crosscutting issues requires a collaborative and interdisciplinary approach. Faculty members from diverse disciplines collaborate to establish a unified approach in addressing and implementing cross-cutting issues across all academic programmes. They also work towards creating forums and platforms for students to engage in discussions, share their perspectives, and

collaborate on projects related to these crosscutting issues. By embedding these themes into the core values and culture of the institution, it nurtures responsible, ethical, and environmentally conscious citizens who can positively impact society and contribute to sustainable development goals on a global scale.

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: 32.7

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

Response: 137

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 61.34

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
165	190	162	79	91

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

2022-23	2021-22	2020-21	2019-20	2018-19
260	260	260	170	170

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

2.1.2

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

Response: 56.87

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
71	81	69	31	42

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
119	119	119	80	80

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.45

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:

At GGDC, Kalna-I, the educational approach revolves around innovative teaching methodologies centered on the learner. Across all departments, a wide range of modalities, methodologies, and tools blend together to foster a dynamic and engaging learning environment.

At the heart of this pedagogical approach lies the experiential learning method, which emphasizes learning through direct experience and reflection.

In Chemistry labs, interactive demonstrations and experiments reinforce theoretical knowledge, spark curiosity, and promote discovery. These hands-on sessions empower students to engage directly with scientific principles.

The Mathematics department focuses on developing computational skills and refining problem solving techniques through practical applications and challenging problem sets.

The Physics department integrates mathematical expressions into everyday activities, illustrating how theoretical concepts apply to real-world scenarios, from natural phenomena to technological advancements.

Arts students engage in authentic scenarios aimed at higher-order learning, such as values-based skills and competency in competitive environments. During recent pandemic years, students collaborated with the NSS unit in real-life situations, applying theoretical concepts on pollution, social change, ethics, and human values in practical social laboratories. The college actively encourages such initiatives for students to gain real-life experience. Additionally, continuous internal evaluation methods like mini projects, group discussions, role plays, and departmental wall magazine activities promote experiential learning.

Overall, these departments integrate experiential learning and application-based teaching methodologies to nurture a comprehensive understanding of their respective disciplines.

At GGDC Kalna-I, participative learning methods enhance the academic environment by bridging theory and practice. Students actively engage in dynamic classroom experiences, fostering deeper understanding and critical thinking. Interactive lectures encourage discussion and collaboration among peers to explore diverse perspectives. Flipped learning further develops students' ability to synthesize and communicate ideas effectively. Integrating documentaries and films in Humanities courses illustrates practical applications of theoretical concepts, preparing students with essential skills for future academic and professional endeavours.

At GGDC Kalna-I, problem-solving methodologies integrate theoretical knowledge with real-world applications. Arts students engage in lively debates to address contemporary societal issues, enhancing both theoretical understanding and practical problem-solving skills. In Mathematics, the focus is on cultivating strong computational-skills and analytical-techniques through rigorous coursework and practical exercises, ensuring students can effectively analyze problems and derive precise solutions.

The College has expanded its learning environment beyond traditional classrooms by implementing skill-based and value-based add-on courses. It fosters cultural exchange and celebrates diversity through various socio-cultural programs. Additionally, the college cultivates critical thinking and communication

skills through seminars and workshops. These initiatives enrich students' overall educational experience and prepare them for a dynamic and interconnected world.

The transition from traditional chalkboards to digital platforms has been a significant transformation for our college. Embracing online education and blended learning through ICT classrooms and adoption of Learning Management Systems like Google Classroom and Google Meet within Google Workspace for Education, turning our classrooms into digital hubs of learning. This virtual environment has become a vital repository of resources and a dynamic space for scholarly interaction, essential for seamless virtual pedagogy.

The college's e-corner in the central library provides unrestricted access to a wide range of e-books and e-journals,through NLIST enriching the learning experience in the digital era. Students also benefit from participating in modern online courses through Swayam local chapter.

Detailed reports are attached.

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: 76.57

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
35	35	35	35	35

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

2.4.2

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

Response: 96.27

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
28	27	28	27	19

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

College believes the crucial role of assessment of its graduates in teaching-learning process which measures the learning outcomes, identifies learning gaps, motivation for active participation in learning process, identification of students' strength and weakness, improvisation of instructional strategies, promoting to set goals for improvement.

The College affiliated to Burdwan University strictly adheres to the assessment protocol of the university which comprises of internal assessment of 15 marks (written exam-10 and attendance-5) and 60 marks final university conducted exam.

In addition to ensure importance of assessing student performance in a meaningful and transparent manner, College has developed a policy document for Continuous Internal Evaluation (CIE) that moves beyond traditional assessment practices focused on grades and rote memorization. Instead, this policy emphasizes the use of formative assessment techniques that enable students to demonstrate their understanding and application of knowledge in meaningful ways.

Internal Assessment

The College has conducted two internal exams centrally which are summative in nature in line of university stipulation where questions are framed based on the defined COs. First is conducted in mid-semester covering 50% to 60% of the course while the second is conducted just before the university exam covering the entire course. The assessment sheets are discussed with the students allowing them to record their grievances on marking as well as to identify their limitations for further improvement.

The CIE is conducted for Honours students only which is primarily formative in nature and focusses on module wise assessment with an objective of portfolio-mode-of-evaluation. The department declares the mode of assessment at the beginning of the course which comprises of scholastic test (MCQ, assignments, quiz, seminar presentation etc.) as well as co-scholastic test (mini-project, group discussion, extempore, practical assessment etc.). The departments prepare student portfolio, recording feedbacks on several cognitive domain (irregularity, lack of confidence, short attention span, communication problem, exam related stress affecting mental well-being etc.) and communicate it to the teacher mentor for addressing the issues in mentor-mentee meeting.

Marks for attendance are considered for students facing medical issues and special internal exams are conducted for those by the departments.

The final internal marks for each student are carefully prepared by considering all the above mode of assessment and marks are uploaded in university portal in careful manner resulting to minimal grievances from students.

External Assessment

The College prioritizes adherence to University guidelines for Semester End Exams. It ensures timely enrollment, notifies students about Admit card issuance via the College website, and maintains the University's exam schedule through a dedicated subcommittee. Post-exams, grade cards and certificates issued by the University are promptly uploaded and distributed both digitally and in hard copy by the College.

Evaluation of answer scripts is conducted by university-appointed teachers, and any grievances related to

evaluation are promptly reported to the University for review. The College serves as a liaison between the University and students for Post Publication Review and Scrutiny, making concerted efforts to resolve grievances related to external exams promptly. This proactive approach aims to ensure fairness and transparency, easing tension among students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (POs) set expectations for students' knowledge, skills, and attitudes upon programme completion, facilitating essential competencies and programme enhancement. Programme Specific Outcomes (PSOs) are discipline-specific, ensuring acquisition of specialized knowledge and skills. Course Outcomes (COs) specify learning objectives for individual courses, guiding what students should achieve by course completion. The College meticulously crafted PO-PSO-CO across all programmes which serves as an essential tool in assessing the learners and ensuring that students acquire the necessary knowledge, skills, and competencies to succeed in their chosen fields upon graduation. Implementation of these frameworks is underpinned by a commitment of the institution to ensure continuous improvement and educational excellence. The preparation level is multifold.

Firstly, the departments have meticulously aligned their educational frameworks with the guidelines set forth by the UGC, specifically adhering to the Learning Outcomes Curriculum Framework (LOCF). This initiative encompasses the development of POs, PSOs, and COs for each academic programme offered. Each component is strategically designed to enhance educational effectiveness and ensure that students achieve comprehensive learning objectives.

Beginning with the PO, departments have identified and prioritized eight to nine out of the 15 Graduate Attributes stipulated by the UGC. This selection is based on the specific focus and underlying philosophy of each programme. POs serve as overarching goals that define the expected knowledge, skills, and attitudes students should possess, upon completing their respective programmes. Furthermore, **PSO are delineated to signify the culmination of students' knowledge acquisition and methodological proficiency within their disciplines with a futuristic outlook of the subject.** By integrating PSOs into the curriculum, departments ensure that graduates are not only equipped with fundamental knowledge but also possess the adaptive skills necessary to navigate evolving professional landscapes.

At the course level, departments have meticulously developed CO that correspond to each module within every course. These outcomes are meticulously mapped to Bloom's Taxonomy, employing action verbs that reflect the cognitive processes students are expected to demonstrate. This structured approach facilitates a progressive learning experience wherein students advance from basic comprehension to higher-order thinking skills such as analysis, evaluation, and synthesis.

To strengthen the alignment between COs, POs, and PSOs, departments have devised an **articulation matrix** for each course. This matrix systematically evaluates the degree of association between individual COs and the defined POs and PSOs. By assessing this relationship, educators ensure that course content and assessments are purposefully designed to reinforce programme-level outcomes, thereby promoting coherence and relevance throughout the curriculum.

In conclusion, aligning POs, PSOs, COs, and articulation matrices within departmental frameworks demonstrates a proactive approach to ensuring and improving educational quality. Incorporating this framework into daily practice aims to nurture holistic student development, preparing them as competent professionals and engaged global citizens in a dynamic international environment.

This CO-PO-PSO framework for each programme is prominently featured on the College website and is thoroughly explained to students during the introductory session of each course. This ensures that students comprehend the specific knowledge and skills they are expected to gain upon completing individual courses and the entire programme.

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 evaluation of PO-PSO-CO attainment across programmes ensures students acquire necessary knowledge, skills, and demonstrate competence for future careers or further academic pursuits. The College, particularly each department, assesses students' achievement of specific course learning outcomes (COs), POs and PSOs. **Evaluation methods are categorized as Direct Attainment (90%) and Indirect Attainment (10%).**

In Direct CO Attainment of each course, departments assess student achievement using a standardized framework of CO-PO attainment which comprises of **Continuous Internal Evaluation (CIE), Internal Examinations (IE), and End Semester University Examinations (UE).** A benchmark is set for each category of evaluation namely 60% for CIE and IE and mere qualify for UE. **Attainment levels are set**

from level 1 to level 3 based on the percentage of students who achieve the threshold values separately in CIE, IE and UE. As CIE and IE are assessed in the College itself, we take the average attainment level of these two against each CO. We also evaluate the attainment level of UE against each CO. **Finally we calculate direct attainment level against each CO as the weighted average of attainment in {CIE + IE} and attainment in UE with weights being 20 : 80.**

Indirect CO Attainment is evaluated based on students' feedback on each CO of a course where students' agreement to achieve the COs are leveled from 1 to 3 depending on level of agreement as low, moderate or high. The weighted average of each response against a particular CO gives the indirect CO attainment level of that particular CO. The formula is as follows.

Attainment of CO = ((Level 1 X No. of students attempted) + (Level 2 X No. of students attempted) + (Level 3 X No. of students attempted))/ Total No. of Students.

The final CO attainment of a particular CO against each course is evaluated by the formula: (0.9 X Direct Attainment) + (0.1 X Indirect Attainment).

Departments use these evaluations to develop strategies for improving attainment levels, such as adjusting courses, enhancing teaching methods, providing extra academic support, and offering remedial classes as needed.

To evaluate PO and PSO attainment, we have tabulated PO and PSO weighted average value from the articulation matrix of each course. The CO average attainment is calculated from CO attainment table. The formula for PO and PSO attainments are

PO Attainment: (Weighted Avg. Value of PO X CO Attainment Avg.) /3.

PSO Attainment: (Weighted Avg. value of PSO X CO Attainment Avg.) /3.

Departments use attainment measurements to pinpoint strengths and weaknesses, devising strategies to address deficiencies. This enables faculty to make targeted improvements in teaching, curriculum planning, and student support services, aiming to boost student performance and align with educational objectives effectively.

This systematic approach to attainment evaluation and enhancement supports continuous improvement within the department for setting higher benchmark based on report analysis in IQAC, fostering an environment conducive to academic excellence and the holistic development of students as they prepare to excel in their chosen fields.

The detailed attainment evaluation protocols for each programmes are attached with this metric.

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

2.6.3

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

Response: 83.67

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
79	61	63	77	48

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
100	61	63	97	71

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.3	0.17	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Indian Knowledge System (IKS)

GGDC, Kalna-I, a rural college, is dedicated to promoting and preserving the Indian Knowledge System (IKS) through a variety of initiatives. Sanskrit and Bengali courses are offered across undergraduate programs, alongside vernacular AEC in both Science and Arts streams. The college also provides value-added courses on Yoga Education under CCFUP, enriching students' understanding of traditional practices.

Specialized modules of add-on course in Sanskrit speaking and translation further deepen students' engagement with ancient texts. National-level webinars and seminars, sponsored by ICPR, delve into topics such as Indian Philosophical Thoughts and the health benefits of Yoga, fostering scholarly discussions. Events like "Glimpses-of-Mathematics-in-Ancient-India" and tributes like "Asharosho

Prothom Dibose" honor cultural icons, promoting awareness of India's rich intellectual contributions.

Initiatives like the medicinal plant garden, celebrations of Sanskrit Day, and Philosophy Day create a vibrant learning environment. The college also hosts the Science Mela on the birthdays of eminent Indian scientists, inspiring students to explore and innovate within India's scientific heritage. These efforts collectively nurture a profound appreciation for India's rich heritage among students and faculty alike.

GGDC, Kalna-I enriches the Indian Knowledge System with a well-equipped Central Library housing over 10,000 books and journals. Integrated with INFLIBNET, it offers digital resources and e-journals, supporting academic and research endeavours for continuous learning and growth.

GGDC, Kalna-I fosters research and innovation with financial, technological, and infrastructural support, promoting knowledge creation and transfer through various events and programs.

Incubation Centre:

- Central Library, reading room, Web-OPAC , NLIST, Wifi.
- Advanced Chemistry Laboratory is created that has high-end instruments and provides in house analytical facility to students and faculties.
- Central Computer Laboratory with LAN connection.
- Spacious Classrooms, laboratories, ICT facilities available for creation and transfer of knowledge.

Intellectual Property Rights (IPR)

- Training of students and staff in IPR organized by the Office of the Controller General of Patents, Designs & Trade Marks, Ministry of Commerce & Industry, , Government of India.

Auxiliary Activities:

- College has granted seed money to attend RC/OP/FIP/FDP/STC/SEMINARS.
- College has encouraged faculties to attain NEP Orientation and Sensitization Programmes.
- Faculties are encouraged to enrol for Ph.D. programme.
- Faculties are encouraged to increase the numbers of publications in UGC-CARE listed journals.
- Departmental-level events like subject-oriented competitions, quizzes, poster presentations, exhibitions, and workshops promote innovative approaches and scientific temperament among students.
    - Workshop on "Entrepreneurship Development on Agriculture and Horticulture for Rural Youth" was held on November 24th and 25th, 2022, in collaboration with the Rice Research Station, Chinsurah, Hooghly, and the Block Agricultural Department, Kalna-I Block, Purba Bardhaman.
    - On World Environment Day every year, the college organizes events to promote environmental consciousness and sustainability.
    - Science Mela & Talent Hunt Programmes are organized to promote scientific temperament amongst students of nearby schools.
    - Staff Selection Awareness Campaign
- Eminent scientists, research scholars, social entrepreneurs visit the campus and share their innovative ideas by organizing various seminars, workshops and Conferences.
- Students are encouraged to participate in Seminar/Conferences and write research articles in

research journals.

Outcome: The institution has successfully established an ecosystem for innovation and IKS. The institution has developed a robust ecosystem for innovations, fostering a culture of creativity and entrepreneurship. This ecosystem includes raising awareness about IPR, an incubation center, and various other initiatives aimed at fostering the creation and transfer of knowledge and technology. The tangible outcomes of these efforts are clearly evident.

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

3.2.2

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

Response: 33

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
15	15	3	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.79

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
26	14	7	5	7

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: 0.45

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
10	0	1	1	3

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

3.4 Extension Activities

3.4.1

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

Response:

Over the last five years, the NSS Unit of GGDC, Kalna-I has undertaken a range of extension activities that have significantly impacted the neighborhood community while empowering students to community service for societal transformation and growth, fostering their holistic development. The Swacchata Abhijan Programme has played a pivotal role in promoting cleanliness and hygiene, instilling a sense of environmental responsibility among students and community members alike. Complementing this, the Tree Plantation Programme has heightened awareness about ecological balance and the importance of a green environment, encouraging active participation in environmental conservation.

Health awareness has been another cornerstone of the NSS initiatives. Observing World Health Day and World No Tobacco Day has facilitated crucial health education, emphasizing the significance of maintaining a healthy lifestyle. The NSS Unit has conducted awareness programs on HIV, diabetes, and hypertension, in association with Kalna Sub-division and Super Speciality Hospital, equipping the community with vital information on prevention and management, thereby empowering individuals to take charge of their health. Campaigns focusing on the prevention of Dengue and the Coronavirus have been especially critical, educating the community on preventive measures and helping to curb the spread of these diseases during challenging times.

During the COVID-19 pandemic, the NSS Unit's Food Distribution Programme and Vaccination Camps with the active participation of Kalna Sub-division and Super Speciality Hospital were lifesaving. These initiatives not only provided essential support and resources to those in need but also ensured the well-being of the community through vaccination drives. Blood Donation Camps organized by the NSS Unit have been instrumental in addressing blood shortages, highlighting the importance of voluntary blood donation and saving countless lives.

The unit has also been active in spreading awareness about HIV-AIDS, reducing stigma, and promoting

knowledge through dedicated awareness programs. The Har Ghar Tiranga Utsav, in celebration of the 75th Independence Day, and the National Youth Day Celebration have fostered a sense of patriotism and community spirit. These events have not only celebrated national pride but have also motivated youth engagement and participation in community development.

Additionally, the NSS Unit has shown a strong commitment to supporting underprivileged students in neighbouring schools by distributing sports kits. This initiative has encouraged physical activity and inclusivity, promoting the overall development of these students. Special camps organized in 2020 and 2022 in the adopted village of Uttarpara in collaboration with Kakuria Gram Panchyat and Kalna Sub-division and Super Speciality Hospital that have bolstered community interaction, enabling students to engage directly with villagers and address various social issues. These camps have been instrumental in promoting solidarity, collective problem-solving. Thus NSS Special Camps of GGDC Kalna-I are transformative experiences that not only empower communities through tangible initiatives but also enrich students with a deepened sense of civic duty, preparing them to tackle complex challenges and make meaningful contributions to society throughout their lives.

Through these diverse activities, the NSS Unit of GGDC, Kalna-I has made a significant contribution to the welfare of the neighbourhood community. More importantly, it has played a crucial role in shaping students into socially responsible, aware, and compassionate individuals. By actively participating in these programs, students have gained a deeper understanding of societal challenges and the importance of community service. This exposure has been invaluable in their journey toward becoming well-rounded, socially conscious citizens, ready to contribute positively to society.

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

3.4.2

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

Response:

The Institute, through the active participation of its Students and Teachers in various extension and social outreach activities relating to community service, has received several appreciations, recognitions, and awards from different Government organizations, as well as from non-government organizations/ institutions/ agencies.

- Ankita Goswami, a student of this College secured **first place in Rabindra Sangeet** in 2018 in the cultural competition organized by the Department of Youth Services and Sports, Government of West Bengal.

- Ankita Goswami, a student of this College secured **first place in Nazrul Geeti** in 2018 in the

- cultural competition organized by the Department of Youth Services and Sports, Government of West Bengal.

- Ankita Goswami, a student of this College secured **first place in Nazrul Geeti** in 2019 in the cultural competition organized by the Department of Youth Services and Sports, Government of West Bengal.

- Deblina Chakraborty, a student of this College, won the **First prize in the Vocals** competition in 2019 at Inter College Cultural Competition organized by Chandidas Mahavidyalaya, Birbhum.

- Sanghati Ghosh, a student of this College, won the **Second prize in Dance** competition in 2019 at Inter College Cultural Competition organized by Chandidas Mahavidyalaya, Birbhum.

- Pallabi Karmakar, a student of this College, won the **Third prize in Dance** competition in 2019 at Inter College Cultural Competition organized by Chandidas Mahavidyalaya, Birbhum.

- Subodh Ghosh , a student of this College, won the **First prize in Debate** competition in 2019 at Annual Cultural Function and Reunion organized by Government Training College, Hooghly

- At the International Conference on Chemistry for Human Development (ICCHD-2018), Saikat Khamarui, Assistant Professor of Chemistry of our College, was awarded **Best Poster Presentation Award** in Poster Presentation category in 2020.

- At the International Conference on Chemistry for Human Development (ICCHD-2020), Saikat Khamarui, Assistant Professor of Chemistry of our College, was awarded **Best Oral Presentation Award** in Oral Presentation category in 2020.

- Ankan Das, a student of B.A. Sanskrit (Hons.), secured the **First rank in the B.A.(Hons.)** final semester examination of the University of Burdwan for the academic session 2021-2022

- Sayan Mondal, a student of B.Sc. Physics (Hons.), attained the **Second rank in the B.Sc(Hons.)** final semester examination of the University of Burdwan for the academic session 2022-2023.

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: 30

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
12	07	01	05	05

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: 43

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Established in 2015, the institution has experienced substantial growth. It has continuously enhanced its infrastructure since inception, achieving significant milestones with financial support from the Department of Higher Education, Government of West Bengal.

Teaching–Learning and ICT–enable facilities

- Students across UG courses are served by 20 classrooms in the college. Four classrooms are equipped with wall mounting projectors for ICT-enabled teaching and learning. One smart classroom is in place for promoting blended learning.
- Dedicated online-platform in Google Workspace for Education, is available for teaching-learning and other academic activities.
- **Physics** department has **one general laboratory**, **one optical laboratory**, and **one computer laboratory with internet connectivity through LAN**.
- **Chemistry** department has o**ne general chemistry laboratory** and **one advanced chemistry laboratory**. Dedicated **LPG gas bank** is in place.
- **Mathematics** department has **a computer laboratory with internet connectivity through LAN and various open access software**.
- The college learning center includes Central Library on the ground floor of the main building, covering 3000 sq. ft., complemented by nine Departmental Libraries dedicated to Honours Departments. It houses 10,000 books with web OPAC and RFID technology. The library features a 30-seat reading room, accessible to all including differently-abled individuals, reprographic services, a digital area for e-resources, and a dedicated job-oriented section.
- **Netaji Subhas Open University (NSOU)** distance learning center.
- **Central Computer Laboratory with internet facility through LAN and ICT facility** that serves the needs of students and teachers.
- Cycle stand available in the college campus.
- Washroom for differently-abled person, Pink toilet for girl students are available in the college campus.
- Construction of new boundary wall of college campus was carried out during 2020-21.
- During 2018-2021 all buildings in the main campus were renovated and plumbing facilities were upgraded.
- Separate **Girls' Common Room** with indoor game facilities is available in the Main Building of

the Institute.

- A diesel generator and a dedicated transformer are available for uninterrupted power supply to ensure seamless teaching and learning procedures at the college.
- **20 KWA on grid solar panels on the roof** of the Main Building.
- The infrastructure improvements implemented from 2018 to 2023 have greatly enhanced the college's academic environment and increased its appeal for students to engage in various co-curricular and extracurricular activities.

Facilities for Cultural and sports activities, yoga center, games (indoor and outdoor), Gymnasium, auditorium, Rest Area etc.

i) A portion of the Annex building includes **Gymnasium with training equipments and Canteen**. A **Students' Council Room** is available on the college campus.

ii) The college hosts various cultural events such as Rabindra Jayanti, Nazrul Jayanti, and International Mother Language Day regularly. It has a fully air-conditioned auditorium equipped with ICT facilities for seminars and conferences. During the COVID-19 pandemic, the college organized online programs to promote cultural activities among students.

iii) The Students' Council organizes events like Freshers' Welcome and the Annual Cultural Festival, typically held in the college auditorium or on the college grounds to accommodate all students throughout the semester.

iv) The college campus features two playgrounds: a larger one next to the Main Building for football and cricket, and a smaller one in front of the Annex Building for badminton and volleyball. Annual sports events for students and faculty are regularly held at these grounds. The college organized online sports events to keep students active during COVID-19.

v) Dedicated primary medical facility including seek bed, wheel chair and first-aid box.

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: 58.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.68658	31.28539	21.11649	21.08081	40.82403

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college learning center includes a 3000 sq. ft. Central Library on the ground floor of the main building, housing 10,000 books with web-OPAC and RFID capabilities complemented by nine Departmental Libraries dedicated to Honours Departments. It features a 30-seat reading room for students and faculty, equipped for divyang accessibility, reprographic services, a digital alcove for e-resource access, and a dedicated job-oriented section.

The Central Library sees an average of 70 visitors weekly. Students also utilize a seminar library for reading and borrowing. In the fiscal year 2022-23, Rs. 4,93,478/- was allocated for books, focused on the CCFUP syllabus under the NEP starting 2023-24. Over five years, the institution spent Rs. 10,36,297/- on book procurement. Rs. 6,32,266/- was invested in library automation, with an additional Rs. 23,600 earmarked for e-resources.

CCTV surveillance covers entry/exit points, reading rooms, and stack rooms for security. RFID smart cards are issued to students and faculty for borrowing and usage records. Library operations are fully automated with the ILMS KOHA system integrated with RFID technology.

KOHA

- **Cloud based version 22.11.10.000**

- Cataloguing of books
- Access of catalogue in online through WEB OPAC
- Registration of new library users through patron module
- Transaction of library resources through circulation module
- Generation of day to day reports through reports module
- Barcode and spine creation and patron barcode day to day mark back up for tools module

RFID

- **RFID Gate** is used to prevent loss of books.
- **RFID Handheld Reader** is used for inventory management
- **RFID Staff Station** is used for fast circulation as it can read multiple resources at a time.
- **RFID Tags** (for book) are used for easy and particular identification of each library books.
- **RFID Chip-enabled Smart Cards** are used for each library user for their attendance and easy circulation system.

E-resource for students and faculties:

- **NLIST** subscription for access to 9700 e-books and 6000 e-journals
- **SWAYAM** local chapter for e-learning module
- **Shodhganga**
- **National Digital Library**
- **5 desktop PC with LAN and Wi-Fi enabled reading room to access digital content**
- **Repository of OER**
- **Web-OPAC** using the following link: **http://www.ggdck.ac.in/library/** round the hours.
- Library link provides seamless access to various learning resources and repositories including digital catalogue, open access e-books/ e-Journals/ Theses & dissertations, etc.
- Library link also provides digitized **previous year end semester question papers, model question bank, syllabus and other study materials.**

Services:

- **Library orientation programme for new entrants during Student Induction Programme.**
- **Wi-fi enabled Reading room facility for students and faculties and passed out students.**
- **Lending service / circulation with more books for higher semester students and two books each for passed out students against caution deposit.**
- **E-corner with 3 PC connected to internet through LAN to access e-sources.**
- **Reprographic facility on necessity basis.**
- **Reading and lending service in job-oriented section for students as well as passed out students.**
- **Book reservation service.**
- **Open access departmental Seminar Library for Honours students.**
- **Provisions for Non-visual Desktop Access (NVDA) Software for the differently-abled students in the library.**

In essence, the college's library stands as a bibliophile's sanctuary, equipped with state-of-the-art facilities and fostering an environment where scholarly inquiry is not only encouraged but celebrated.

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:

ICT plays a crucial role in the governance of institutions, enabling efficient e-governance, teaching-learning processes, and financial transactions. Thus, the up-gradation of IT facilities is crucial, and GGDC, Kalna-I consistently improves its IT infrastructure to ensure it remains cutting-edge. The following major tasks were undertaken in the last few years to upgrade IT infrastructure.

1. The College has upgraded internet connectivity from local Wi-Fi to an **optical fiber network (FTTH) under BSNL Bharat Fibre scheme with average bandwidth of 100 Mbps** which marks a significant advancement in our technological infrastructure.
2. The college has made continuous upgrades to its computer infrastructure to support uninterrupted academic and administrative functions. This effort has led to substantial growth in desktops and laptops over the past five years. These devices are interconnected **via a high-speed (approximately 100 Mbps), campus-wide Wi-Fi network**.
3. All devices, accessories, and networks receive regular maintenance and are promptly repaired as necessary throughout the year. Additionally, most devices operate on the latest Operating Systems and are equipped with up-to-date anti-virus software, ensuring robust data protection and reducing downtime to a minimum.
4. The library utilizes advanced IT infrastructure to digitize books and establish a comprehensive catalogue using KOHA-LMS. The College's digital library catalogue is accessible through web-OPAC. Additionally, the library employs cutting-edge RFID technology to streamline book issuance, returns, and inventory management, enhancing operational efficiency and creating a more student-centric library experience.
5. The library consistently renews its **NLIST membership** to ensure continuous access to e-resources through the **NLIST** platform, ensuring uninterrupted access to digital content for its users.
6. The institution utilizes a Learning Management System integrated with Google Classroom for the online distribution of curriculum plans, study materials, question ppers, and reference books, ensuring seamless access and engagement for students and faculty. Throughout the COVID-19 pandemic, the Google Classroom platform played a crucial role in facilitating online classes and conducting examinations.
7. The institution regularly maintains and upgrades its **ICT classrooms** and **Smart Classroom**,

ensuring that these technology-enabled learning spaces remain state-of-the-art and continue to support innovative teaching and learning practices.

8. The institution regularly maintains and upgrades its state-of-the-art **ICT-enabled Auditorium** for knowledge sharing and cultural exchange.

9. The college has adopted a digital communication system, posting notices solely on its website to reduce reliance on physical prints. Notifications are efficiently distributed to students and faculty through the SMS Gateway application, providing direct links via SMS to students and bulk emails to faculty.

10. The institution has a dedicated **online admission portal** that provides a secure, centralized, and user-friendly environment for prospective students to manage their applications, track their progress, and access important information throughout the admission process.

11. The College has successfully **integrate IT to on-grid solar panel with net meter** so as to enable efficient management, monitoring, and integration of solar power into the electricity grid and thereby promoting the adoption of renewable energy and contributing to sustainable energy practices.

12. The campus is outfitted with a comprehensive surveillance system, featuring **20 strategically placed CCTV cameras**, providing real-time monitoring and swift response capabilities to ensure the safety and well-being of students and staff. The Principal's Chamber serves as the central monitoring hub, enabling proactive identification and prompt addressing of any security issues.

In conclusion, the institution's consistent updates to its IT facilities and provision of sufficient internet bandwidth reflect its dedication to maintaining a contemporary learning environment.

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

4.3.2

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

Response: 12.7

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

Response: 33

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 25.69

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
18.00844	17.0066736	6.94264	8.35197	6.20950

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 72.3

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
352	324	194	148	146

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

5.1.2

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

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

Response: 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 11.93

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
192	0	0	0	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 21.95

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
21	11	15	21	4

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
79	61	63	77	48

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

5.2.2

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

Response: 1.95

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
0	0	0	4	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	4	2

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

5.3.2

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

Response: 31.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	30	31	32

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

5.4 Alumni Engagement

5.4.1

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

Response:

Government General Degree College, Kalna-I, established in 2015 under the University of Burdwan, saw its inaugural batch graduate in 2018. Since then, its alumni have excelled in diverse fields such as science, academia, research, government services, and societal leadership, bringing immense pride to their alma mater. These alumni maintain strong ties with the college, regularly visiting and engaging with the current educational system. The college and its alumni frequently collaborate, organizing discussion sessions to strategize the institution's future development. Alumni offer valuable suggestions and feedback, greatly aiding the college's growth trajectory. To facilitate these interactions, an alumni room has been designated within the institution, providing a dedicated space for personal discussions and meetings.

Given the institute's rural location in Purba Bardhaman District and the majority of students hailing from financially challenged backgrounds, the college is committed to supporting its alumni. Alumni enjoy borrowing privileges at the central library for postgraduate studies and competitive exams, along with access to dedicated study spaces and high-speed Wi-Fi for academic pursuits. Faculty members are readily available to offer guidance and support to alumni in their studies.

The first online Alumni Meet of GGDC Kalna-I, held on June 20, 2021, marked a vibrant amalgamation of nostalgia and progress. Graduates from various classes reunited virtually, spanning geographical distances to reminisce about their college experiences and share insights gained since graduation.

In a significant development during the Alumni Meet held on June 24, 2023, a seminar was conducted on botanical medicine, featuring Dr. Sandip Das from NSOU as the resource person. The occasion also saw the inauguration of a medicinal plant garden, serving as both a living laboratory and an educational resource.

During this event, alumni expressed their desire for official recognition of their association and requested support from the college authorities. Subsequently, an executive body was formed with the consent of former students. This step aimed to empower alumni to contribute more effectively towards the college's sustainable development goals.

The alumni's contributions to the college are diverse and impactful, significantly enhancing the institution's overall development in following arena:

1. They provide ideas to enhance the teaching-learning process, contributing to academic excellence.
2. Alumni feedback offers valuable insights into current developments.
3. Alumni play a vital role during the admission of new entrants by promoting the institution at nearby schools and motivating prospective students to enroll.
4. Active participation in organizing annual programs strengthens the college's community bonds.
5. Interactions with current students serve as a source of motivation and guidance.
6. Donations, such as a wheelchair for Divyangs, enhance infrastructure and facilities, reflecting a commitment to student welfare.
7. Providing support for various community outreach programmes under the banner of NSS Unit, GGDC, Kalna-I.

The alumni of this institution have consistently worked informally for its betterment. In July 2024, they formalized their association by registering it under the Registration of Societies, in accordance with the West Bengal Act XXVI of 1961 *vide* certificate number S0050184 of 2024-2025. This step solidifies the alumni's collective efforts to support their alma mater.

These initiatives feature the college's commitment to nurturing lifelong connections among its alumni, and fostering sustainable community engagement. Such endeavors not only strengthen the bond between the institution and its graduates but also pave the way for continued growth and development in various spheres of academia and beyond.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Activities at Government General Degree College, Kalna-I are meticulously orchestrated in accordance with its vision and mission, reflecting the institution's robust governance and effective leadership. Policies governing both academic and administrative pursuits are meticulously crafted to nurture holistic development of students. The institution has strategically aligned itself with the National Education Policy (NEP) and University directives, exemplifying proactive leadership in higher education. The efforts of the College administration towards sustained institutional growth, decentralization, and participation in institutional governance are commendable and pivotal to its ongoing development. The institution has actively pursued decentralization by empowering various departments and faculties to autonomously manage academic and administrative affairs, fostering a responsive and efficient decision-making process.

Furthermore, the college has prioritized participation in institutional governance through inclusive practices that involve faculty, staff, and student representatives in key decision-making bodies. This approach ensures diverse perspectives are considered, enhancing transparency and accountability across all levels of operation.

These initiatives collectively contribute to the college's dynamic growth trajectory, reinforcing its commitment to excellence in education and administrative efficiency.

Academic and Administrative Excellence: The college's governance framework emphasizes sustained institutional growth through robust policies and infrastructure enhancements. It has diligently upgraded its facilities, including new constructions, solar panels, advanced laboratory equipment, and a modernized library with digital resources. E-governance initiatives, such as online admissions, digital learning platforms, and transparent procurement processes, have enhanced operational efficiency and stakeholder engagement.

Curriculum-Innovation: Aligned with NEP 2020, the college is set to introduce the Curriculum Credit Framework for Undergraduate Programme (CCFUP) from the academic session 2023-24. This pioneering initiative integrates skill enhancement, interdisciplinary learning, and value-added courses, fostering a dynamic educational environment. The institution promotes ICT-enabled learning, vocational training, and the integration of Indian Knowledge Systems (IKS) like Yoga Education, ensuring comprehensive student development.

Inclusive Governance and Participation: The college promotes participative management through decentralized decision-making processes involving faculty, staff, and student representatives. Various

committees and councils ensure inclusive practices, enhancing transparency and accountability in academic and administrative affairs. This approach supports diverse perspectives and fosters a collaborative environment for effective policy implementation.

Social Responsibility and Community-Engagement: Emphasizing institutional social responsibility, the college actively engages in community service through its NSS unit. Initiatives include blood donation camps, environmental sustainability projects, and educational outreach programs to neighboring schools. These efforts underscore the institution's commitment to holistic development beyond academic realms.

Infrastructure and Technological Advancements: The college has embraced advanced ICT infrastructure, facilitating a seamless transition to online education and blended learning during the pandemic. From smart classrooms to a digitized library and high-speed internet connectivity, the institution prioritizes technological integration to enhance educational delivery and student accessibility.

e-Governance: The college has strengthened e-governance with streamlined online admissions, LMS via Google Workspace, WBIFMS, PFMS, and dynamic website development. It supports seamless student services and online scholarship applications, emphasizing technology for governance and educational improvement.

Future Perspectives and Best-Practices: With a forward-looking approach, the college aims to introduce hostel facilities, expand vocational courses, and strengthen industry-academic linkages for enhanced student placement. Long-term plans include establishing research incubation-centers, promoting multidisciplinary-research, and fostering entrepreneurship development.

Overall, GGDC, Kalna-I, stands as a beacon of educational excellence, combining academic rigor with innovative practices and inclusive governance. Its commitment to nurturing students' intellectual, social, and professional growth underscores its pivotal role in shaping the future of higher education in West Bengal.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Government General Degree College, Kalna-I diligently formulates and executes institutional strategies to realize its Vision and Mission. The institution engages in collaborative sessions involving the Principal, IQAC, and Teachers' Council to devise and implement strategic initiatives aimed at enhancing various facets of institutional operations.

Strategic plans for enhancing Teaching-Learning processes and infrastructure development are pivotal at GGDC, Kalna-I. The college ensures quality education through a structured curriculum and academic calendar, integrating extensive ICT and modern teaching-methodologies. The Central Library has transitioned to digital cataloguing using KOHA-LMS and with RFID, providing online access via Web-OPAC and e-resources through INFLIBNET (NLIST) and other portals. Outcomes-Based Education (OBE) is meticulously implemented with detailed COs, POs, and PSOs aligned with UGC-LOCF standards and Bloom's Taxonomy, fostering transparent student assessment in terms of Continuous Internal Evaluation (CIE).

GGDC, Kalna-I enhances teaching-learning through Google Workspace for Education and state-of-the-art laboratories. Amid COVID-19, Google Classrooms ensured uninterrupted learning and served as an academic repository. A mentoring program supports students with a mentor-mentee ratio of less than 1:20. Mandatory Value added courses broaden horizons and promote 21st Century Skills and inculcate values. The college prepares for NEP 2020 with multidisciplinary courses and a NAD Cell for creation of ABC IDs. Workshops on CCFUP and ABC integrate NEP 2020 guidelines. GGDC, Kalna-I emphasizes skill development, value inculcation and promotion of Indian Knowledge Systems in extracurricular activities, fostering holistic student progress.

Student enrichment initiatives include fostering co-curricular engagement through quiz competitions, seminars, and ethical education. Collaborative partnerships with other institutions enrich students' skills, while platforms for talent showcasing nurture their talents in cultural and literary fields.

To foster research activity, GGDC, Kalna-I organizes seminars and webinars, encourages faculty to submit project proposals, supports faculty development, and promotes research publications. Enhanced research facilities like the UV-Vis Spectrophotometer in the Chemistry Department further facilitate research opportunities.

The college engages in Students' Outreach activities and Institutional Social Responsibility through NSS initiatives, community engagement, and philanthropic efforts such as food distribution during the COVID-19 pandemic. Science education promotion is achieved through science fairs and talent hunt programs, and visits to science laboratories, aimed at inspiring rural school students towards science education.

Both physical and academic infrastructure development is systematically undertaken through student satisfaction surveys, IQAC recommendations, and budgetary approvals from Higher Education Department, enhancing facilities like classrooms, libraries, laboratories, solar pannel and IT facilities across consecutive financial years.

E-Governance and Campus Management initiatives streamline administrative processes at GGDC, Kalna-I. Online admission processes, SMS notifications, and a comprehensive college website ensure effective communication. Installation of CCTV improves campus security.The adoption of e-tendering processes and procurement through GeM demonstrating a commitment to modern governance practices.

Operating under the Department of Higher Education, Government of West Bengal, the college adheres to structured administrative procedures, appointment policies, and service rules. Faculty members are part of WBES, while the Principal belongs to WBSES, following UGC norms for recruitment, transfers, and Career Advancement Scheme benefits.

In conclusion, GGDC, Kalna-I exemplifies effective institutional planning and execution through collaborative strategic initiatives. By prioritizing quality education, student enrichment, research facilitation, community engagement, infrastructure development, and modern governance practices, the college maintains its commitment to academic excellence and holistic student development. These efforts underscore its mission to provide a conducive environment for learning and growth, aligned with the educational standards and aspirations of the region.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Government General Degree College, Kalna-I, under the Department of Higher Education, Government of West Bengal, prioritizes professional development and well-being for its faculty and staff. The college has implemented a rigorous Self-Appraisal Report system through the WBIFMS portal to document faculty achievements and activities consistently. This initiative promotes transparency and accountability in performance evaluation, fostering a culture of innovation and continuous improvement within the institution.

Faculty members at the college undergo rigorous appraisal through various systems, meticulously designed to enhance professional growth and effectiveness. These include:

1.   **Self-Appraisal Report :** All teaching staff under the West Bengal Education Service and librarian categories submit SARs detailing their involvement in curricular, co-curricular, and extracurricular activities. The SARs play a crucial role in promotions and career advancement, reflecting contributions and innovations made by faculty members.

2.   **Daily Performance Register:** Teaching staff document daily attendance, classes conducted, academic/administrative duties, and leaves in their self-appraisal reports, ensuring accountability and transparency.

3.   **Annual Confidential Report:** The Head of the Institution submits detailed ACRs to the Director of Public Instruction (DPI), reflecting performance across 12 key aspects annually. These reports are vital for confirming and advancing the careers of faculty members.

4.   **Special Confidential Report:** Used for confirming the services of WBES teachers, SCR submissions by the HoI play a critical role in assessing and advancing faculty members' careers.

5.   **Performance-Based Appraisal System :** Submitted for consideration in the Career Advancement Scheme, PBAS evaluates teaching and librarian staff's performance against UGC guidelines, supporting their professional development and progression.

Non-teaching staff (Group B and C) also benefit from structured appraisal systems aligned with West Bengal Service Rules, ensuring fairness and clarity in their career advancement.

Welfare Measures for Staff Members: The college prioritizes staff welfare with a range of supportive measures:

1.   **Service Enrichment Rewards:** Includes General Provident Fund , medical insurance , Group Insurance cum Savings Scheme , Gratuity and Pension scheme, recruitment on compassionate ground,

Bonus, festival advance, LTC and comprehensive leave provisions (Child Care, Maternity, Medical, Earned, Casual, Half-Pay).

2.   **Recreational Facilities:** Indoor and outdoor games facilities, promoting staff well-being and a balanced work-life environment.

3.   **Academic Support:** Access to e-learning resources, annual college magazine publication, and support for attending conferences, workshops, and seminars, enhancing professional development.

4.   **Other Facilities:** Includes guest house accommodation, disability-friendly amenities, paperless governance initiatives, air-conditioned staff room, RO water purifiers, campus security, and parking facilities, Free Wi-Fi, Gymnasium, canteen ensuring a conducive work environment.

Avenue for Career Development/Progression: The college is committed to nurturing career growth:

1.   **Career Advancement Scheme :** Follows UGC guidelines for advancing WBES teachers and librarians, ensuring equitable opportunities for promotion based on performance and achievements.

2.   **Research Support:** Provides research facilities and central computer laboratory access, supporting faculty members in research projects and publications.

3.   **Professional Development:** Supports faculty in pursuing research projects and providing necessary clearances for academic pursuits, fostering continuous learning and career advancement.

In conclusion, Government General Degree College, Kalna-I, stands out in higher education with its strong performance appraisal systems, comprehensive staff welfare measures, and dedicated career development opportunities. These initiatives prioritize both the professional growth and well-being of faculty and staff, enriching the academic environment and enhancing student experiences. By fostering a supportive and innovative culture, the college remains committed to academic excellence and community engagement, preparing its members to excel and contribute effectively to society.

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

6.3.2

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

Response: 39.55

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
13	16	14	10	0

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

6.3.3

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

Response: 38.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	16	10	8

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
2	2	2	2	2

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution follows a structured process for the mobilization and optimal utilization of resources and funds, which is crucial for its operational efficiency and sustainable growth. The college operates as a fully government-funded institution where all financial responsibilities are covered by the Higher Education Department of the Government of West Bengal. The institution initiates the process by formulating comprehensive budget proposals. These proposals include detailed plans for various components such as Plan-Head , Non-Plan Head, and Infrastructure Development (for capital investments). Plan-Head covers development grants for books, equipment, computers, IT peripherals, furniture, and project-specific grants (e.g., library automation, solar panel installation). Non-Plan Head includes salaries, wages, West Bengal Health Scheme allotment, bonuses, travel and electricity bills, telephone expenses, office contingencies, maintenance, security charges, and other recurring academic and administrative expenses.

These proposals are placed to secure funds from Higher Education Department, Government of West Bengal after meticulous preparation in consonance to the institution's strategic objectives and educational priorities and in consultation with various academic and administrative subcommittees and IQAC. Upon receiving these grants, the institution implements strategic planning protocols established during the budget preparation phase. This includes setting clear objectives, timelines, and performance indicators for resource utilization.

The college administration actively encourages all its members, including teaching staff and non-teaching staff to efficiently utilize these allocated funds within the stipulated time frame to support academic programs, student services, infrastructure upgrades, and other institutional priorities. It

emphasizes optimal utilization of resources to achieve maximum impact. The institution mobilizes resources by distributing responsibilities and tasks among various departments and administrative committees which involves coordinating efforts to procure necessary materials, services, and expertise required to execute planned activities effectively. All fund utilization is carried out in accordance with rules and regulations and is subject to government audit.

The funds received from external agencies other than Higher Education Department, Government of West Bengal, are project based and the utilization is submitted to the respective agencies on completion of the projects.

Additionally, the college gathers Non-Government Funds through student admissions and submits a portion to the Treasury, Government of West Bengal using the TR-7 Form. The remaining portion of these funds is carefully utilized to maximize benefits for students and various stakeholders. The college also sets aside funds for conducting public examinations such as TET and other University Examinations.

In conclusion, the institution's approach to mobilizing and utilizing resources and funds is characterized by strategic planning, meticulous execution, and transparency. This structured process ensures effective financial management, supports institutional growth, and enhances overall educational quality and infrastructure development.

The college has implemented an internal audit mechanism overseen by the Internal Audit Committee, composed of senior faculty members as per the recommendation of IQAC. This committee monitors financial transactions to ensure accurate record-keeping and proper maintenance of accounts. Concurrently, audits of government and non-government funds are conducted by a reputed Chartered Accountant firm.

External financial audits are carried out by A&E, Government of West Bengal under CAG, following prior notification from the Department of Higher Education. These audits comprehensively review all financial transactions involving both government and non-government funds, offering observations on the institution's financial operations. As the college is newly formed, the authorities have not yet intimated regarding the financial audit to date. The college eagerly anticipates the forthcoming Government Audit in near future.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &

methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC has taken significant steps including implementing continuous improvement, establishing quality benchmarks, and fostering a culture of excellence to ensure and enhance the quality of education at the institution.

Quality management

- Monitors and reviews teaching-learning processes, infrastructure, and student performance to ensure continuous improvement and uninterrupted teaching.
- Implementing Continuous Internal Evaluation (CIE) with a module-wise assessment approach, focusing on portfolio-mode evaluation to enhance incremental student performance.
- Preparedness for NEP-2020 and as per guidelines of The University of Burdwan, the college has started offering CCFUP programmes under NEP-2020 from the academic session 2023-24.
- Encourages departments to prepare PO, PSO and CO across all programmes and evaluate the PO-PSO-CO attainment and thereby practicing OBE.
- Formation of an Awareness Cell for competitive Examination for both passed out and existing students.

- Implementation of Mentoring-Mentee group successfully by incorporating the support of faculty members as "Mentors" to render support in all respect to students of the college i.e. "Mentee".

- Review, analysis and action taken against the stakeholder's feedback (students, parents, faculty, alumni).

- Digitization of library with KOHA, Web-OPAC and RFID amenities.
- Initiative for ISO 9001:2015 and ISO 14001:2015 Certification, as well as to conduct Academic Audit by the affiliating University and Administrative Audit by external experts.
- Establishment of Swayam-NPTEL local chapter and provide wide access to OER through college portal.
- Conduction of financial audit by the Registered CA Firm.

Student Support System

- Arrangement of week-long Students' Induction Programme for the new entrants.

- Creation of SMS gateway and dedicated e-mail ids for information dissemination.

- Organization of student centric workshop for Skill Developments as well as knowledge acquisition.

- Creation of departmental library for all the Departments.

- Creating the facilities for e-books and e-journals through NLIST.

- Ensuring financial assistance in form of scholarship and student free ship for all students coming from financially and socially challenged section of society.

- Strengthening of NSS activities through village adaptation with an objective to give new ideas of development to the villagers to enhance the quality of livelihood and thereby exposing students to work in social laboratory as part of experiential learning.

Academic Enrichment

- Encouraging departments to exercise ICT-enable teaching learning and modern teaching learning pedagogy.
- Initiation of Add-on/value added courses on Values Education, Basic computing, Communicating English, Sanskrit and Bengali etc. to enhance skills and values.

- Organization of seminar/symposium on contemporary issues including gender equality, women empowerment, educational landscape, IPR, environmental sustainability, entrepreneurship development.

- Setting up of collaboration with other institute of higher learning for resource sharing and professional bodies for developing skill sets.

- Implementation of LMS through GoogleWork space for Education.

Research and Faculty Empowerment

- Encouraging junior faculty to enroll for Ph.D. programme and senior members to supervise scholars.

- Creation of facility for faculty recharging through OP/RC/FDP/FIP/STC.
- On-duty leave for attending seminar/conference/workshops.

Infrastructure Augmentation

- ICT enabled classrooms.
- Girls' Common Room with pink toilet.
- Gymnasium and outdoor sports facility.

- Central computing lab comprising 30 PCs with LAN and internet facility.

- Internet through Bharat Air Fiber with campus Wi-Fi.
- LPG Gas Bank for chemistry laboratory.
- Installation of sophisticated instrument for the Dept. of Chemistry and Physics.

Creating Ecosystem

- Green Audit/Energy Audit/Environment Audit/Gender Audit of the campus.

- Rain water reusing.
- Chemical waste management.
- 20 kWp ongrid solar panel.
- 35 KVA Green-Gen-Set.
- Medicinal Plant Garden.

Thus IQAC drives academic excellence and institutional advancement, enhancing education quality.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Recognizing the transformative impact of education in a rural atmosphere, the institution has remained deeply committed towards instilling values of gender sensitization and women's empowerment among all its stakeholders, with a greater aim of addressing and mitigating the prevalent social issues. Among the various measures adopted by the college administration, conducting an Internal Audit has been one of the primary steps to understanding the gender dynamics operating within the institution. The audit provides a comprehensive overview of gender-based representation among the various groups of stakeholders – the teachers, students, and staff. In the last five academic years, female student enrollment constituted 61.43% of the total student count, while female faculty members accounted for 23% of the total faculty, with 25% of the office staff also being female.

To identify any areas of concern and potential improvement, an annual Gender Audit by a certified external agency has also been carried out. External review enhances impartial evaluation of gender dynamics, refining policies effectively.

Accordingly, a wide range of dedicated policies and facilities have been put in force, aimed at ensuring the security and convenience of female stakeholders. These initiatives include: establishment of a well-equipped girls' common room with an attached pink toilet, round-the-clock presence of security staff, and comprehensive CCTV surveillance throughout the campus. Besides, the institution provides essential amenities such as sanitary napkin vending machines and designated ladies' toilets on each floor for female students, as well as necessary provisions for female professors and office staff. To support physical fitness and well-being, the college accommodates dedicated time-slots for female students in the gymnasium.

All the female students benefit from the Kanyashree Scholarship, underscoring institution's commitment to extend financial support, utilizing government-funded schemes for the welfare of students.

We maintain zero-tolerance policy towards ragging and sexual harassment. An active Internal Complaints Committee (ICC) and an Anti-Ragging Committee ensure swift and effective responses to any reported incidents.

Mentoring sessions provide female students with the opportunities to discuss any campus-related concerns with our female faculty members. Gender and feminism have been integral parts in the General Elective(s) and Honours syllabi, actively promoting awareness among students regarding the historical and contemporary issues in gender, feminism, and equality. This approach encourages students to

critically evaluate societal norms, address the prevalent challenges, and bring in positive changes to foster an inclusive and equitable environment.

Women in empowered roles within college administration not only promote gender equity but also enhance the processes of decision-making, incorporating diverse perspectives. We uphold this principle through several key initiatives: the female Teachers' Council Secretary actively represents faculty interests to the administration; a dedicated female staff-member oversees the college office; and our library is expertly managed by a female librarian. The total accreditation process and IQAC is headed by a senior female faculty as well. These instances exemplify our commitment towards empowering women in administrative capacities, establishing standards for institutional good practices.

To place particular emphasis on women's empowerment and highlight its importance in academic and social spheres, the institution has organized seminars like "Women in the 21st Century: Issues and Challenges" and "Women Empowerment: Equality or Equity," featuring esteemed external speakers like Dr Sampa Sen, Dr Ayantika Ghosh, and Dr Saswati Ghosh. The enthusiastic participation of students, irrespective of their gender, highlights the supportive and encouraging environment at the core of our institution.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Government General Degree College, Kalna-1 rigorously adheres to admission reservation guidelines mandated by both Central and State Governments, as well as its affiliating university. The **Committee for SC/ST, OBC Cell and Minority Cell,** in association with **Equal Opportunity Cell,** actively promotes awareness to foster an inclusive environment throughout the institution.

NSS Unit-1 of the institution actively supports socially and economically underprivileged individuals in nearby villages. NSS volunteers often visit **adopted village named Uttarpara** accompanied by their teachers, donate educational materials, engage in health check-up camps and regular sensitization programs for better livelihood and thus ensuring the commitment of Institutional Social Responsibility. The students are involved in social activities through the **National Service Scheme (NSS)** befitting their social responsibilities. **During COVID-19, they distributed fodd items to distraced people of neighbouring villages**, exemplifying community welfare and social equity. Through these efforts, NSS continues to make a profound impact on improving the quality of life for local people across diverse communities.

Department of Bengali celebrates **International Mother Language Day (21st February)** every year, to highlight cultural and linguistic diversity and to encourage tolerance and respect towards different cultures among students. Many departments in the college offer lectures in the vernacular medium with English.

It is worth mentioning that through the curriculum in UG courses in subjects like Bengali, History, English, Education, Philosophy and Sanskrit students are sensitized towards diversity. Through the curriculum in UG courses of these subjects, students are taught about constitutional obligations. Regular observance of Independence Day and Republic Day along with lectures delivered on these days remind students and staff of their constitutional obligations. The college fosters awareness of constitutional obligations, values, rights, and responsibilities through programs on Constitution Day, featuring expert speakers. It cultivates civic engagement through lectures, **Mock-Parliaments**, and visits to **local Panchayat**. The **Electoral-Literacy-Club**, established on March 15, 2022, promotes voting rights awareness. Additionally, students are encouraged to participate and excel in sports, with the college organizing an Annual Sports event annually.

The institution teaches students to be competent, disciplined, and productively innovative while inculcating the fundamental ethics and values of a good human being. The Code of Conduct policy document for students and staff has been hosted on the college website to this effect.

The college offers a **30-hour Certificate Course in Value Education**. It commemorates Teachers' Day, National Unity Day, Human Rights Day, and other significant occasions annually. Seminars on luminaries of the Bengal Renaissance are regular features, promoting values and ethics among students. The college organizes **Induction program and Students' Week** for newly admitted students, fostering interaction and cultural understanding. An **Annual Cultural Meet** further enriches the cultural heritage of the institution.

Basanta Utsab is also celebrated annually to provide a platform in the field of tolerance and harmony

towards the cultural diversity among the students. Saraswati Puja is hosted in the College Campus by the student cultural forum to inculcate regional cultural heritage.

Psychological Counselling is offered to students to cater to their emotional needs through students mentoring process.

Thus, the institution adopts various initiatives to provide an inclusive environment through the celebration of National and International days, Commemorative days, National Festivals, NSS activities, etc., involving students and teachers from diverse backgrounds on a single platform. These activities help in developing tolerance and harmony towards diverse cultures, regions, and linguistics, comunity and socioecomonical aspects.

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-I

Title: Promotion of scientific temper in the rural belt of Purba Bardhaman

Objectives: The primary objective of the practice is to empower the upcoming generation with essential skills and mindsets necessary to navigate an increasingly complex and technology-driven world, thereby contributing to their personal growth and societal development. The practice focuses on:

1. Fostering a curiosity-driven approach to understanding scientific principles and phenomena.
2. Developing analytical skills, decision-making abilities, and the capacity to distinguish between facts and opinions.
3. Cultivating a culture of experimentation to provide hands-on learning experiences.
4. Encouraging skepticism and open-mindedness to embrace new ideas and adjust beliefs based on evidence.
5. Enabling students to comprehend scientific concepts and engage meaningfully with scientific advancements and societal challenges.
6. Promoting the enhancement of science education at the +2 level and undergraduate programs in

the rural heartland of Kalna subdivision, Purba Bardhaman district.

Context: GGDC, Kalna-I, situated in Purba Bardhaman's rural belt, faces numerous challenges in promoting scientific temper. Many rural schools lack qualified science educators and essential infrastructure, hindering effective teaching. Additionally, students primarily study in vernacular mediums, limiting their access to online scientific resources. Lack of awareness among parents and the community about the importance of scientific literacy, compounded by deeply ingrained traditional beliefs that sometimes conflict with scientific principles. Moreover, economic constraints among rural families further limit access to supplementary resources, exacerbating disparities in science education outcomes.

Practice: GGDC, Kalna-I has implemented several initiatives:

1. **Organization of Science Mela and Talent Hunt:** Annual events like "Science-Mela and Talent-Hunt" commemorate scientific figures and showcase models from neighboring schools, promoting technological advancements, biological simulations, and environmental sustainability.
2. **Science Laboratory Visits:** Interactive visits expose schoolchildren to physics and chemistry experiments, enhancing practical learning experiences.
3. **Observance of Commemorative Days:** Significant scientific events like Science Day and Earth Day are observed, highlighting the relevance of scientific progress in daily life.
4. **Seminars on Scientific Days:** Regular seminars and webinars address contemporary scientific issues, fostering scientific inquiry and discovery among students.
5. **Promotion in Adopted Village:** NSS activities engage the community with health awareness camps and social initiatives, promoting scientific awareness and community cohesion.

Evidence of Success: The impact of these initiatives is evidenced by:

- **Quantitative Measures:** Increased enrollment in the science stream at neighboring schools and the introduction of science programs at the +2 level.
- **Qualitative Measures:** Enhanced critical thinking skills among students, demonstrated by improved performance in science competitions and increased scientific curiosity both at school and in the community. Villagers embrace natural understanding, enhance hygiene, and reduce morbidity and mortality.

Problems Encountered and Resources Required: Challenges include limited access to scientific equipment, materials, and qualified teachers, as well as economic constraints and community attitudes towards scientific education. Addressing these challenges requires:

- **Infrastructural Development:** Upgrading laboratories, providing educational kits, and improving teaching aids.
- **Human Resource Development:** Training programs for teachers to enhance their scientific teaching skills.
- **Digital and Technological Access:** Provision of computers, internet connectivity, and digital learning platforms.
- **Community Engagement:** Increasing awareness and appreciation for scientific literacy through education and empowerment initiatives.

Note: Government General Degree College, Kalna-I enhances rural science education, fostering critical

thinking and holistic youth development.

Best Practice-II

Title of the Practice: Practicing Outcome Based Education to meet up the evolving needs of learners and society.

Objectives: The primary objective of this practice is to align educational approaches and learning philosophies with clear and measurable outcomes, emphasizing the mastery of knowledge, skills, and competencies among learners. The practice focuses on:

1. Define clear learning objectives for knowledge, understanding, and skills.
2. Enhance teaching strategies and assessment methods for active learning and critical thinking.
3. Promote student-centered approaches for personalized learning.
4. Establish frameworks to monitor progress and improve educational quality.
5. Develop interdisciplinary courses and skills for employability and societal impact.

Context: Implementing OBE at GGDC Kalna-I faces challenges despite qualified teachers and adequate infrastructure. Constraints include curriculum rigidity under University of Burdwan control, essential faculty training, securing funds, and rural resource limitations. Additional hurdles involve low retention, student attrition, and community engagement barriers due to communication issues. First-generation learners encounter obstacles like limited digital access and cultural resistance, impacting OBE integration in this socio-economically diverse context.

Practice:

1. **Learning Outcome Alignment:** The College defines Cos, POs and PSOs and Articulation matrix. It accessible on the college website and detailed in introductory classes, ensuring students understands expected knowledge and skills acquisition.
2. **Assessment Protocol:** The College has implemented a CIE policy document to complement traditional assessments. It enhances transparency with formative assessments and portfolio-based evaluations for learning improvement.
3. **Performance Evaluation:** Departments use CO-PO-PSO matrices to evaluate attainment across assessments, guiding strategies for improvement.
4. **Modern Approach:** Faculties integrate learner-centered teaching with ICT for interactive, personalized, and collaborative learning. This approach ensures students achieve academic goals and develop lifelong skills for professional success.
5. **Other Initiatives:** The College offers value-added courses and skill development initiatives, shaping graduates for successful careers and meaningful societal contributions.

Evidence of Success: Success in implementing OBE is evidenced by:

- **Curriculum Alignment:** Lesson plans, instructional strategies, and teaching pedagogies are aligned with defined CO-PO-PSOs, ensuring educational objectives are directly tied to teaching

and assessment.

- **Assessment Practices:** Rigorous CIE alongside traditional assessments has improved student engagement and performance, evidenced by increased participation in competitions and higher graduation exam scores.
- **Student Progression:** Ankan Das, B.A. Sanskrit (Hons.), topped the University of Burdwan's 2021-2022 exam. Sayan Mondal, B.Sc. Physics (Hons.), secured second place in the 2022-2023 exam.
- **Stakeholder Satisfaction:** Positive feedback from students, faculty, and alumni indicates the relevance and effectiveness of OBE in preparing graduates for future challenges.
- **Continuous Improvement:** Ongoing feedback mechanisms and data analysis drive curriculum updates and instructional improvements, ensuring educational relevance and responsiveness to changing needs.

Problems Encountered:

1. **Faculty Readiness.**
2. **Curriculum Design.**
3. **Assessment Validity.**
4. **Student Engagement:**

Required Resources:

1. **Faculty Development:** Conduct workshops and training sessions, incentivize participation, and provide ongoing support for adopting OBE.
2. **Curriculum Alignment:** Collaborate with industry experts, utilize mapping tools, and consult educators to align curriculum with current industry demands.
3. **Assessment Improvement:** Develop standardized rubrics, implement peer-review mechanisms, and train faculty on effective assessment practices.
4. **Student Support:** Offer mentorship programs, peer tutoring, and career guidance to enhance student engagement and success.

Note: Implementing Outcome-Based Education at Government General Degree College, Kalna-I in a rural setting involves overcoming challenges for enhanced educational outcomes and societal impact. The college aims to empower students with critical skills, preparing them for successful futures and contributing to societal development.

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:

<div align="center">

Strategic Women Empowerment

</div>

Government General Degree College, Kalna-I has distinguished itself in the realm of women empowerment through a comprehensive and multifaceted approach that spans various aspects of academic, personal, and social development. The institution has implemented numerous initiatives aimed at fostering an inclusive and supportive environment for women. This description details 'strategic women empowerment' as the institution's distinctive area of priority and thrust.

1. Academic Empowerment:

- **Scholarship and Student Support Programmes:** The institution offers several scholarships and support programs tailored for female students. One prominent initiative is the Kanyashree Scholarship, a government-funded scheme aimed at easing financial barriers that often hinder female students' access to higher education. By providing this support, the institution empowers women from diverse socio-economic backgrounds, enabling them to pursue academic excellence in their chosen fields of study.
- **Student Mentoring Programme:** The institution has established a strong student mentoring program to support academic success. Female students are paired with experienced faculty mentors who provide academic advice, career guidance, and personalized support. This mentorship helps students navigate challenges, fostering their growth into confident, capable, and empowered individuals.

2. Leadership Development:

- **Student Club:** The **Kanyashree Club** at GGDC Kaln-I is a female-only club dedicated solely to the empowerment and development of young women. This club plays a crucial role in the institution's efforts to promote leadership, education, and social engagement among female students. Through activities, workshops, and community service projects, it boosts confidence, enhances skills, and encourages responsibility and independence. The **Electoral Literacy Club** at GGDC Kaln-I, predominantly led by female student coordinators, plays a pivotal role in cultivating a vibrant community that places high value on democratic participation, critical thinking, and civic engagement.
- **Social Outreach activities:** Girl students in NSS unit of GGDC Kalna-I not only contribute actively to community service but also play a significant role in fostering a sense of responsibility, leadership, and citizenship among their peers and the broader community.

3. Personal and Professional Development:

- **Skill and Employability Enhancement Programmes:** The institution prioritizes bridging the gap between academic knowledge and professional skills for female students. It offers various skill and employability enhancement programs focusing on resume writing, interview techniques, and professional etiquette including 21st century skills, ensuring success in the job market.

- **Value-Added/Add-on Courses:** To this end, the institution also offers value-added courses, beyond the standard curriculum, that seek to provide women with additional skills and knowledge. Add-on courses like Communicative & Functional English, and Basic Computing provide them with a competitive edge, fostering both personal growth and professional readiness.

4. Infrastructure for Health and Wellness and Safety

- **Girls' Common Room and Gymnasium:** T The institution provides dedicated spaces for women, including a girls' common room and a gymnasium. Specific time-slots are allocated for female students in the gymnasium to promote physical fitness and well-being. These facilities offer a comfortable environment for relaxation, socialization, and engagement in various activities.
- **Pink Toilet and Psychological Wellness Cell:** The provision of pink toilets and a Psychological Wellness Cell underscores the institution's commitment to the health and well-being of its female students. The Wellness Cell offers counselling and guidance, addressing mental health issues and promoting overall wellness among women.
- **24x7 Security and CCTV Surveillance:** Ensuring the safety and security of female students is a top priority. The institution has implemented 24x7 security personnel and CCTV surveillance across the campus. These measures provide a secure environment where women can focus on their studies and activities without any fear or concern.

5. Collaboration and Cultural Engagement:

- **Academic and Professional Collaboration:** The College has partnered with multiple institutions of higher learning to empower female students by enhancing their knowledge and skills in fields of interest. Collaborations with professional bodies also provide practical knowledge and skill development, boosting employability. These academic and professional partnerships significantly contribute to empowering female students, equipping them with tools, opportunities, and support to excel in their fields and make impactful contributions to society.
- **Cultural Integration:** Cultural engagement is central to the institution's approach to women's empowerment. The Cultural Committee organizes multiple cultural programs, featuring active participation from female students. These events enhance their self-confidence and provide opportunities for creative and assertive expression in public. The Annual Cultural Programme specifically offers a platform for female students to showcase talents, engage in cultural exchange, and cultivate a strong sense of community and belonging.

6. Advocacy and Awareness:

- **Gender Awareness Programme(s):** The institution conducts regular gender awareness programmes to educate students about gender equality and women's rights. The Women Empowerment Cell plays a crucial role in advocating for women's issues, organizing workshops, seminars, and campaigns to raise awareness and promote gender sensitivity.
- **Parent-Teacher Meet and Parent Feedback:** Involving parents in the empowerment process is a strategic initiative of the institution. Regular parent-teacher meetings and feedback sessions ensure that parents are informed about the institution's efforts in fostering women's empowerment. This involvement allows parents to provide valuable input and support throughout the process.

7. Strategy Deployment:

- **Gender Audit:** The college administration has implemented an Internal Gender Audit as a significant measure to understand gender dynamics within the institution. This audit comprehensively assesses gender-based representation among teachers, students, and staff. Over the past five academic years, female student enrollment has constituted 61.43% of the total student body, with female faculty members comprising 23% of the teaching staff and 25% of the office staff being female. Additionally, an annual Gender Audit conducted by an external agency provides impartial evaluations to identify areas for improvement and ensure progress towards gender equality and women's empowerment within the institution.

8. Institutional Proactive Measure:

- **Statutory Committees:** The institution maintains a zero-tolerance policy towards ragging and sexual harassment. It has established an Anti-Ragging Committee, Internal Complaints Committee (ICC), and Grievance Redressal Cell to promptly address safety concerns and harassment issues involving women stakeholders. These bodies proactively prevent ragging, handle grievances, and foster a safe and supportive campus environment. Complaint boxes are now available across campus for anonymous issue reporting. An online complaint protocol further streamlines the process for swift resolution.

Conclusion:

The institution is deeply committed to empowering women through diverse initiatives that foster academic, personal, and social development. It provides scholarships, mentoring, leadership programs, and career orientation, alongside cultural empowerment and a safe environment. Emphasizing health, wellness, social engagement, advocacy, and awareness, the institution nurtures empathy, equality, and empowerment. It aspires to be an alma mater, a "nurturing mother" in every sense.

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

5. CONCLUSION

Additional Information :

Core agenda:

1. Build intellectual maturation and holistic development.

2. Build a community of learning and discovery with collegial students and student-teachers who respect each other, keep an open mind, embrace diversity, tolerate different views, uphold academic freedom and freedom of expression, and accept responsibility for their words and deeds.

3. Build collegial community.

4. Inculcate values to care for others, to be responsible for their own actions, to serve the local community and beyond, and to make a positive impact for the betterment of humanity.

5. Build passion, loyalty, perseverance, openness to different ideas and cultures, and a readiness to serve.

6. Promote multicultural and multilingual competencies.

Academics:

- Faculties have adopted modern teaching pedagogies like flipped teaching, project-based learning, problem-based learning, activity-based learning, micro-teaching, and VAK learning. These innovative teaching methods enhance the students' abilities and skills of thinking, observation, and inference, thus fostering creativity in their academic pursuits.
- The College has devised a policy document for Continuous Internal Evaluation(CIE) by overcoming the traditional assessment protocol of assigning grades or evaluating rote memorization, where the use of formative assessment techniques are critically crafted, allowing students to demonstrate their understanding and application of knowledge in a meaningful way.
- In alignment with the NEP 2020, the college has introduced a comprehensive Computer Science course as part of a multidisciplinary approach to education.
- It offers seven add-on courses in Basic Computing, Communicative & Functional English, Bengali Drama & Drama Productions, Bengali Literature & Creative Writings, Spoken Sanskrit, Sanskrit Translation and Value Education. These courses are designed to augment the employability and holistic development of students, while also promoting the Indian value system.
- In the quest for seamless virtual pedagogy, we embraced the 'Learning Management System' with open arms, transforming our classrooms into digital sanctuaries of learning. Google Classrooms and Google Meet became our new academic flora, where teachers and students alike congregated in the pursuit of knowledge.
- A 30-seat reading room inside Central Library stands as a testament to the college's commitment to intellectual exploration beyond the temporal confines of the classroom.
- The library's job-oriented section stands as a bastion for those preparing to navigate the competitive landscapes of various examinations.
- The e-corner, a digital alcove within the central library, offers unfettered access to a plethora of e-books and e-journals, catapulting the learning experience into the digital age.

- Each department's seminar library serves as a crucible for academic discourse, offering a repository of reference materials for the inquisitive mind.
- College magazine **Chaitanya Yatra** serves as a multifaceted platform for students to showcase their creativity, intellect and perspectives, fostering a vibrant campus culture of expression and engagement.

Physical Facility:

- Uninterrupted power backup facility.
- Girls Common Room with Pink Toilet.
- Entire campus is under CCTV surveillance.
- Gymnasium, indoor sports facilities, and a cycle stand.
- Each floor is equipped with a water purifier with cooling.
- On-grid solar panel as a source of renewable energy.
- Waste management practices are in place to maintain a clean and green campus.
- The college is a plastic-free zone, houses a medicinal plant garden and rain water reuse mechanism, contributing to the biodiversity of the campus.
- In recognition of such activities, the college has also become an ISO 9001:2015 and ISO 14001:2015 Certified Institution.

Concluding Remarks :

In conclusion, Government General Degree College, Kalna-I stands as a beacon of educational excellence in the rural belt, embodying a commitment to holistic development and modern educational practices. With state-of-the-art infrastructure and a digitized library bolstered by a Learning Management System (LMS), the college ensures students have access to cutting-edge resources and technology-driven learning experiences.

The college's well-qualified faculty and adoption of Outcome-Based Education (OBE) ensure that students receive quality education aligned with industry standards and contemporary academic practices. Moreover, the inclusion of skill and value-based add-on courses enriches the educational journey, equipping students with practical skills essential for their professional and personal growth.

By embracing modern teaching pedagogies and implementing Continuous Internal Evaluation (CIE), the college fosters a dynamic learning environment that encourages critical thinking and innovation among students. The institution's proactive outreach activities, coupled with initiatives promoting scientific temper and environmental sustainability, reflect its dedication to community engagement and societal progress.

Regular gender, energy, green, and environment audits, alongside financial audits, underscore the college's commitment to transparency, accountability, and sustainable development. Furthermore, strategic initiatives for women empowerment within the college contribute to fostering an inclusive and equitable academic ecosystem.

In essence, Government General Degree College, Kalna-I not only fulfills its role as an educational institution but also serves as a catalyst for social change and progress in the rural community it serves. Through its comprehensive approach to education and its steadfast commitment to excellence, the college empowers students to excel academically, professionally, and ethically, thereby preparing them to become responsible global citizens of tomorrow.

Projected Reach:

- **Introduction of more skill-oriented vocational courses beyond the regular curriculum** to equip students with practical skills aligned with industry demands, enhancing their employability and entrepreneurial capabilities.
- **Access to learning resources beyond college hours to** support students in their academic pursuits and self-study.
- **Implementation of industry-academic linkage** to facilitate internships, guest lectures, and job placements, ensuring that graduates are well-prepared for the workforce.
- **Expansion of Science Promotion Centre in collaboration with neighbouring schools for strengthening science education in this region**.
- **Introduction of hostel facility to** provide accommodation for students from distant areas, fostering a conducive learning environment and promoting inclusivity.
- **Introduction of bio-science UG programmes.**
- **Promotion of multidisciplinary research to** drive innovation and address complex societal challenges through research.
- **Infrastructure augmentation: Research incubation centre, language lab, and central instrument labto** facilitate advanced research, language proficiency development, and hands-on training in scientific instrumentation.
- **Implementation of Entrepreneurship Development Cell for promotion of start-ups, especially in agriculture and horticulture to** nurture entrepreneurial spirit among students and community members, fostering innovation and economic growth in rural sectors.
- **Sustenance and generation of more renewable energy to** contribute environmental sustainability and reduce the college's carbon footprint.
- **Introduction of the Postgraduate section in Arts departments like Bengali, English, and Education to** cater academic aspirations of students and meet regional educational needs.
- **Partnership with industries and establish skill development centers to** provide specialized training aligned with industry requirements, enhancing employability.

These future plans reflect College' commitment to academic excellence, holistic development, and community engagement, aiming to transform itself into a hub of learning and innovation in the rural landscape it serves.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 139 Answer after DVV Verification: 137 Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed duplicate names.
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
---	---	---	---	---
12	09	01	06	06 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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12	07	01	05	05	 Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed duplicate activities.
3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :43 Remark : DVV has made necessary changes.
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
35	36	33	33	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	30	31	32

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed activities which on closer dates.

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** 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** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>16</td><td>21</td><td>19</td><td>10</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>13</td><td>16</td><td>14</td><td>10</td><td>0</td></tr></table> Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed duplicate names.
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: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>11</td><td>11</td><td>16</td><td>10</td><td>8</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>

| 11 | 11 | 16 | 10 | 8 |

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
3	3	3	3	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations