SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT GENERAL DEGREE COLLEGE, NAKASHIPARA

VILL- MURAGACHHA, P.O.-MURAGACHHA, P.S.-NAKASHIPARA DISTRICT-NADIA

741154

www.muragachhagovtcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Situated in the district of Nadia, the opening of Government General Degree College Nakashipara in 2015 marked the realization of the long-held aspiration of the people in the village of Muragachha of Nakashipara block. Beginning with a modest 150 students, the college commenced its operations on April 2015 with just a two storeyed building. The college is affiliated to the University of Kalyani since its inception. Though a budding institution, the college aims to uphold a set of well defined social, cultural and institutional values and objectives that have been defining its existance for the last 8 years.

From the very beginning the college received approval for Honors programs in 4 Arts subjects, such as, Bengali, English, Education and History, from the affiliating university. Currently, the college offers undergraduate courses with majors and minors across 18 departments spanning both science and humanities disciplines. The most striking feature of this institution since its inception has been to impart education, across the barriers of religion, community, class and gender.

The College has always reviewed, redefined and modified its Mission to keep pace with the changing social and national imperatives. As an institution under the State Government, the College aims at achieving its Mission, through transmission of knowledge and skill and imparting a value-oriented education to its students. Since its inception the college has received several prestigious awards like the champion of the Youth parliament Competition at the district, division as well as state level competition.

The IQAC of the College keeps a vigilant eye to assure quality upgradation, and a newly formed Alumni Association also aims to offer its valuable support towards the enrichment of academic and extra-curricular activities.

The College, till date, has maintained its academic standard, as evident in the results and placement of students in public and private sectors.

Vision

The vision of Government General Degree College Muragachha is to be a pioneering centre of academic excellence, innovation, and social impact, recognized for nurturing future leaders and change-makers.

We envision:

A vibrant learning community that embraces diversity, fosters intellectual curiosity, and promotes lifelong learning.

The college is committed to propagate culture of collaboration, integrity, and ethical leadership that prepares students to thrive in a rapidly evolving global landscape.

Government General Degree College Muragachha is committed to addressing societal challenges through innovation, and community engagement, making a tangible difference in the lives of people locally if not

globally.

The college hopes to build a sustainable and inclusive campus environment which will foster creativity, wellness, and social responsibility.

Through our unwavering pursuit of this vision, we aim to empower individuals to become catalysts of positive change, driving innovation, progress, and social transformation.

Mission

At Government General degree College Nakshipara our mission is to cultivate and disseminate transformative learning environment that empowers to excel academically, professionally and personally.

We are committed to

Providing a rigorous and innovative curricula as designed by the University of Kalyani hat fosters critical thinking, creativity and problem solving skills.

Cultivating a culture of academic excellence, integrity, and lifelong learning.

Cultivating a diverse and inclusive community that prioritizes collaboration, respect, and empathy.

Equipping students with the knowledge, skills, and values needed to become responsible global citizens.

Conducting cutting-edge research and fostering interdisciplinary collaboration to tackle societal challenges.

Providing comprehensive student support services that foster holistic development and well-being.

Collaborating with industry leaders, institutions, and communities to create meaningful opportunities for experiential learning and professional growth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTH

- Geographical position - the College is situated at a remote and so far not very wellknown village. This otherwise disadvantageous factor can also be considered hugely advantageous. Firstly because, there are ample opportunities of development of the adjacent locality onto which the College can play an active role and secondly, the calm and peaceful environment- which is ideal for taking classes and examinations.
- Renowned for high-quality academic programs and rigorous curriculum.
- A dedicated team of experienced and highly qualified faculty members.
- Well-equipped laboratories, classrooms, and extensive library resources.
- A diverse student population, fostering cultural exchange and understanding.

- Active participation in community services and social initiatives.
- Pleasant relationship between the students – teachers.
- The college offers additional and certificate courses beyond the regular curricula to provide all students with enhanced opportunities.
- Collaborative activities facilitated by Memorandums of Understanding (MoUs) and partnerships with various expert institutions aim to offer multi-disciplinary practical knowledge upgrades. These also foster critical thinking and innovative learning approaches for all students.
- The academic achievements, including graduation rates, progression to higher education, and job placements, are commendable. Additionally, students receive awards and recognition for their achievements in both curricular and extracurricular activities.
- Institutional Facilities:

- Provision of clean and purified drinking water.

- High-speed internet and multiple ICT-enabled rooms.

- Barrier-free environment with wheelchair accessibility, ramps, and accessible washrooms.

- Computer lab facility

- E-Learning Management System complementing traditional classroom teaching.

- Indoor games facilities

- Seminar halls and auditorium for hosting various events like seminars, workshops, conferences, meetings, and cultural programs.

- Environmental initiatives include tree plantation, maintaining a plastic-free campus, and waste management in collaboration with a waste management company.

- Feedback from stakeholders analyzed for continuous improvement.

- A strong alumni network actively involved in social, academic and cultural activities.

Institutional Weakness

- Since this is a Government Institution, so by dint of the procedure of transfer as per the rule of the service if occurs in the middle of an academic session, becomes a problematic issue especially in regard to the completion of syllabus, particularly in the CBCS strategy of college education.
- As the institute lacks academic autonomy at UG levels, its contribution in curriculum designing and modification is negligible. However teachers as members of Board of Studies fill up this gap to some extent.
- The College is yet to have a spacious auditorium keeping in mind the numerous cultural activities being organized at different parts of the session.
- The College is yet to have its own playground. The college is dependent on the Muragachha High School play ground for various sports activities.
- Library automation is to be fully completed. This may become possible with increase in Library staff.

- Lab based science departments don't have any laboratory assistants.

Institutional Opportunity

- Formation of in-house, inter-disciplinary and external academic linkage through collaborative projects and research activities could be enhanced in course of time.
- Horizontal and vertical expansion of the facilities within the departments with increased support from the State Government will attract brilliant students for enrolment in the College.
- Extension activities under the umbrella of active NSS is already in progress. But the areas of activities can be expanded further.
- The College has still barriers in utilizing the fallow landed assets which can be utilized for more infrastructural development.
- Process for opening some new departments can be initiated with the support of the Government.

Institutional Challenge

The primary challenge the College faces today is to retain and reflect the unique legacy of the College in its curricular and co-curricular activities. At the same time, the Institution is gearing itself towards the future, with a vision to encompass emerging disciplines and areas in higher education thereby creating global academic ambience.

- Obtaining permissible funds for different development programmes.
- Teaching is incomplete without supplementing research. Research enhances the quality of teaching and involving students in research activity is a potential method of enabling them to understand the truth and reality of the subject. A significant number of teachers are actively involved in conducting research works and also publishing their original research articles in reputed journals and books. It is a challenge before the College to maintain this spirit.
- Academic planning for UG is entirely dependent on University of Kalyani although it welcomes propositions. Keeping up with the trend is a challenge.
- Upgradation of status and more independence will require for structural and statutory changes.
- The academic performance of the students is good, yet there remains further scope for improvement. The challenge is to retain and enhance the quality of performance.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- At the undergraduate level, the college offers eight Honours courses and two Program courses: B.A. and B.Sc.
- College adheres to the curricula set by the University of Kalyani. The college's faculty members serve on the university's Board of Studies, assisting with curriculum development and modification as needed.

- The parent university's academic calendar is closely followed, and the college creates its own academic calendar in accordance with it.
- Teachers of the various departments take part in the workshops and seminars that are arranged by research organizations and universities. In order to better themselves, teachers also take part in career-oriented courses provided by UGC.
- Based on suggestions from IQAC, the academic departments of the institution have launched a number of value-added courses from the academic session of 2018-19. The add-on courses are an immediate success and the institution plans to incorporate more such courses in the academic structure.
- The curriculum covers a variety of cross-cutting problems, such as Professional Ethics, Gender Sensitization, Human Values and Environmental awareness, with a focus on the curriculum of History, Education, English, Political Science and Bengali and the works of NSS Projects are included in the curricula of several departments, such as Chemistry, Mathematics, English, and Bengali etc., to develop the critical bent of mind of the students.
- The college has also introduced an LMS portal where all the academic related documents such as teaching plan, co-po, e-study materials etc are shared with the students. A feedback mechanism is in place that is tailored for each stakeholder and is regularly evaluated in order to identify the areas for improvement.

Teaching-learning and Evaluation

- Efforts are consistently made to uphold high standards in this crucial aspect of the college education system, despite facing evident challenges.
- Complete transparency is maintained in all matters concerning the admission process, which is conducted online through a dedicated portal.
- Prior to the commencement of actual teaching, department-wise Induction programs are organized to warmly welcome all first-semester students.
- Any grievances related to the admission process are handled with meticulous attention by the designated admission committee.
- The admission guidelines from the parent university (University of Kalyani) are strictly adhered to, as are the government directives regarding reservations for various societal sections (SC, ST, OBC, minority, etc.).
- More than half of the seats designated for students from reserved categories are filled.
- The needs of differently abled students are carefully addressed.
- The institution endeavours to personalize the Teaching - Learning process, placing a strong emphasis on student-entered approaches that are further refined through feedback mechanism.
- The college boasts a highly skilled teaching faculty, with all of them having NET/SLET qualification, and approximately 65% of instructors have Ph.D qualifications.
- In addition to adhering to the university's evaluation procedures (University Semester Examinations), the college has established its own evaluation system through continuous Internal Examinations from the session 2018-19.
- To facilitate this process, the main college website is going to have a dedicated page, as does the Learning Management System (LMS) utilized by the college.
- These platforms will be equipped with functionalities to store questions from both University examinations and internal assessments.
- In the past five years, the performance of our students in University examinations has consistently remained strong, averaging at a healthy percentage.

Research, Innovations and Extension

- While the primary objective of the College remains the delivery of quality education, the institution also holds a broader vision to cultivate a robust research culture among both faculty and students.
- A dedicated research committee actively encourages and supports teachers and students alike to participate in research processes.
- To bolster research endeavours, the college library is undergoing revitalization to better cater to the needs of researchers.
- Additionally, departments host Seminars, providing a platform to engage with distinguished scholars from other institutions, fostering a culture of intellectual exchange and collaboration.
- The Research Committee encourages faculty participation in a variety of academic events such as Seminars, Symposiums, Refresher and Orientation programs, aiming to broaden their horizons and stay abreast of latest developments in their fields.
- The college holds a strong commitment to social responsibility, regularly organizing programmes to raise social awareness. Noteworthy initiatives such as Blood-donation drives and Dengue Awareness campaigns with the support of NSS have garnered significant appreciation from the local community.
- Over the past three years, the college has successfully initiated several Memorandums of Understanding (MOUs) with various organizations, aimed at enhancing opportunities and benefits for the student community. These collaborative efforts signify the college's dedication to holistic development and the advancement of its students.

Infrastructure and Learning Resources

- The college campus spans 5 acres and includes 22 functional classrooms. All the departments have their individual classrooms.
- The department of Chemistry has 3 different laboratories for the three branches of the subjects namely – Organic, Inorganic and Physical. On the other hand, the Physics department has three laboratories for Mechanics & Heat, Optics and Electronics related experiments. For all the Science departments a designated Computer laboratory, fully air-conditioned is also established.
- The college features a modern air-conditioned seminar hall equipped with contemporary amenities.
- For hydration needs, the college can claim to have installed several water purifiers across the campus. The college has recently upgraded its WiFi facilities. Furthermore, there are individual parking areas catering to both staff and students.
- The college has WiFi-enabled projectors and an LMS portal where the teachers can upload study materials and video lectures for the students to access them fully.
- To ensure security, the college premises are under constant CCTV surveillance, further enhancing safety and monitoring capabilities. Even some of the classrooms are CCTV enabled.
- The college operates a central library, diligently catering to the needs of the students. . The library is in the process of automation and as of 2022, the college has adopted Koha, an open-source software solution, to further streamline library operations.
- In addition to a fully functional canteen for both the boys and girls, the college provides separate common rooms for both genders. Furthermore, the college has taken steps to enhance hygiene and convenience by applying to the Higher Education Department for the installation of sanitary napkin vending and disposal machines.
- To promote cleanliness, numerous waste bins are strategically placed throughout the premises to collect all types of trash left by students and staff. The college places a strong emphasis on maintaining its infrastructure, ensuring that all equipment is diligently cared for.

Student Support and Progression

- The institution's leadership focuses on motivating and inspiring students to avail themselves of various State Government Scholarships such as Kanyashree, Aikyashree, Swami Vivekananda, etc., benefiting a wide range of students regardless of gender, caste, or other categories.
- The Career Counseling and Guidance Centre plays an active role in placing students and providing soft skills development training, facilitated by Right Brain Technologies which has led to employment opportunities for many students. Additionally, different departments offer Add-on Courses to equip students with special skills in their individual field of studies.
- The Students' Grievance Redressal cell remains vigilant in assisting students with any issues they may encounter while studying at the college. The Anti-ragging Cell and Bishakha are proactive in preventing incidents of ragging and sexual harassment, with no such incidents reported to date.
- Post-graduation pursuits are common among graduates, with many securing admissions into prestigious programs and others qualifying in exams such as NET, and GATE. In Youth Parliament Competition students demonstrate notable performances at district and state levels.
- The cultural wing of the institution organizes a variety of cultural programs, observes national holidays like Independence and Republic Days, and commemorates the birthdays of eminent personalities. As mentioned earlier, Students excel in cultural competitions like Mock Parliament, showcasing their talents.
- The alumni association, despite its relatively short existence, has made significant contributions to the institution. The alumni are actively involved in several programs of the college.

Governance, Leadership and Management

- The institution's vision and mission are forward-looking, aimed at meeting the educational needs of learners within a changing socio-economic landscape by providing quality education.
- In addition to the core curriculum, various co-curricular and extra-curricular activities are designed to enhance students' personalities and develop skills that ensure employability.
- Regular value-based lectures are integrated into the class routine to instill moral values among students.
- Environmental awareness is actively promoted through initiatives such as Green Audits, Plantation programs, and other environment related activities designed by the NSS unit of the college.
- As a government institution, the administration adheres to regulations set by the Department of Higher Education, Govt. of West Bengal, and the statutes of the affiliating university, University of Kalyani.
- The Officer-in-Charge serving executive head of the institution oversees all the administrative as well as academic operations. The Teachers' Council and the Internal Quality Assurance Cell (IQAC) are also overseen by the Officer-in-Charge.
- Budget allocations from the State Government are disbursed by the Principal to different departments and committees for expenses such as books, equipment, and other necessities. Financial management is supported by the Cashier appointed by the Higher Education Department and the whole process is subjected tor egular financial audits.
- The institution maintains a feedback mechanism involving students, employees, and guardians, informing policy decisions for future years. The IQAC plays a pivotal role in institutional development, scheduling regular meetings with departments to review progress. Additionally, an Academic Audit has been introduced to strengthen the teaching-learning process, essential for academic excellence.

Institutional Values and Best Practices

In pursuit of creating an inclusive environment, our institution is dedicated to promoting harmony, equality, and tolerance through the recognition and celebration of diverse cultural, regional, linguistic, religious, communal, and socio-economic achievements.

Blood Donation Camp:

The NSS unit of the college organizes annual blood donation camp, aiming to instill a sense of morality and responsibility among the students towards their society.

International Mother Language Day

In honour of the martyrs of Bangladesh's 1952 Bhasa revolution, Muragachha Government College annually observes International Mother Language Day on February 21st every year, aiming to cultivate linguistic awareness and unity among students from diverse socio-cultural backgrounds. The bravery of figures like Jabbar, Salam, Rafique, Barkat, and others, who upheld the honor of their mother tongue during the critical juncture when Urdu was designated as the sole national language of East Pakistan, remains unquestionable.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Government General Degree College, Nakashipara
Address	Vill- Muragachha, P.O.-Muragachha, P.S.-Nakashipara District-Nadia
City	Nadia
State	West Bengal
Pin	741154
Website	www.muragachhagovtcollege.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Tapas Chandra Saha	03474-268008	9609489395	-	mgcnadia2015@gmail.com
IQAC / CIQA coordinator	Biswajit Saha	-	7908483300	-	sahabiswajitku@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 Kalyani	View Document

Details of UGC recognition

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

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill- Muragachha, P.O.-Muragachha, P.S.-Nakashipara District-Nadia	Rural	5	2857.2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Honours	36	Higher Secondary	Bengali	30	26
UG	BA,English, Honours	36	Higher Secondary	English	30	24
UG	BA,History, Honours	36	Higher Secondary	Bengali	30	27
UG	BA,Education,Honours	36	Higher Secondary	Bengali	30	25
UG	BA,Political Science,Honours	36	Higher Secondary	Bengali	30	28
UG	BSc,Physics, Honours	36	Higher Secondary	English	25	7
UG	BSc,Chemistry,Honours	36	Higher Secondary	English	25	8
UG	BSc,Mathematics,Honours	36	Higher Secondary	English	20	10
UG	BA,B A General,Programme	36	Higher Secondary	Bengali	50	39
UG	BSc,B Sc General,Programme	36	Higher Secondary	Bengali	25	17

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				27			
Recruited	0	0	0	0	0	0	0	0	19	4	0	23
Yet to Recruit	0				0				4			
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				8
Recruited	2	1	0	3
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	11	2	0	13
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	7	1	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	293	0	0	0	293
	Female	285	0	0	0	285
	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	72	76	67	83
	Female	73	71	68	57
	Others	0	0	0	0
ST	Male	6	6	5	3
	Female	3	2	3	2
	Others	0	0	0	0
OBC	Male	53	54	49	58
	Female	53	54	57	58
	Others	0	0	0	0
General	Male	161	181	185	157
	Female	157	165	151	129
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		578	609	585	547

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Government General Degree College Nakashipara is committed to integrating multidisciplinary and interdisciplinary aspects into its curriculum, in line with the directives of Kalyani University and the

	National Education Policy (NEP). The college emphasizes a diverse, flexible, and innovative teaching-learning environment aimed at developing well-rounded student capabilities. A key initiative at Government General Degree College Nakashipara is interdisciplinary teaching, where faculties from different departments collaborate to offer courses. This approach enables students from any discipline to gain specialized knowledge, enhance skills, and cultivate attitudes such as logical thinking and creativity. Furthermore, the college has introduced job oriented training courses, which span multiple disciplines which might be beneficial for their future. The entire course structure plays a vital role in preparing students for future job markets. Similarly, the NSS unit actively engages students in activities that foster social responsibility and citizenship beyond disciplinary boundaries. In essence, Government General degree College Nakashipara's efforts underscore its commitment to holistic education, ensuring that students are well-equipped not only academically but also professionally and socially to meet the challenges of the future.
2. Academic bank of credits (ABC):	Government General Degree College Nakashipara, affiliated with the University of Kalyani, adheres closely to the directives issued by the university. Recently, in response to the university's notification (Ref.No. CoE/ABC-ID/2/U.G/2023), which informed all stakeholders about the university's registration on the ABC platform, Government General Degree College Nakashipara was directed to follow suit. In compliance with this advisory, the college promptly notified its students to register on the portal. As a result, a significant majority of students have already completed their registration process on the ABC platform.
3. Skill development:	Our institution recognizes the importance of skill development for students to thrive in their future endeavors. Government General Degree College Nakashipara has implemented several initiatives aimed at enhancing employability and fostering skill development among its students. Central to the college's vision of promoting Value-Based Quality Education is the cultivation of positivity and practical skills tailored to students' career aspirations. Students engage in practical skill-building through certificates, Add-on or value-added courses, and fieldwork, which

are directly relevant to their chosen professions. The college empowers students with workshops, practice interviews, and other resources aimed at enhancing their employability and preparing them for the job market. The institution provides mentorship to guide students in exploring various career pathways post-graduation and maximizing their educational experience. Government General Degree College Nakashipara has forged Memorandums of Understanding (MoUs) with other colleges and organizations. These partnerships create additional opportunities for students to gain valuable experiences and exposure in their respective fields. Overall, through these initiatives, Government General Degree College Nakashipara aims to equip its students with not only academic knowledge but also practical skills and professional attitudes essential for their future success.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In our institution, it is a standard practice for faculty members to adeptly teach in English and Bengali, emphasizing a bilingual approach. Government General Degree College Nakashipara provides a platform for students to pursue degrees in vernacular languages such as Bengali, alongside courses in Communicative English. This approach aligns with the institution's commitment to cater to diverse linguistic backgrounds among students. Furthermore, Government General Degree College Nakashipara recognizes and embraces the vision outlined in the National Education Policy (NEP). The NEP emphasizes the integration of accurate and scientific approaches across curricula, particularly in incorporating Indian Knowledge Systems. This encompasses diverse domains such as mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, governance, polity, and conservation. The institution is dedicated to progressing towards realizing these objectives through a holistic approach that considers the country's diverse cultural and educational landscape. By integrating indigenous and traditional forms of learning, Government General Degree College Nakashipara aims to enrich students' educational experiences and promote a comprehensive understanding of India's rich heritage and knowledge systems. Government General Degree College Nakashipara places significant emphasis on

	promoting the learning of both national and regional languages, with a particular focus on Bangla (Bengali). The college ensures that students have the opportunity to learn and express themselves proficiently in multiple languages. This approach supports inclusivity and enables students to communicate effectively across different linguistic contexts. As part of its curriculum, Government General Degree College Nakashipara ensures that students are equipped to articulate their knowledge and ideas in their own languages, thereby facilitating comprehensive learning and expression. Furthermore, the college actively preserves and promotes art and diverse cultures through various activities such as competitions, exhibitions, and cultural programs held during special observation and festive days. These initiatives not only celebrate cultural diversity but also foster a deeper appreciation for different artistic expressions and traditions among students. Moreover, Government General Degree College Nakashipara promotes intermixing and interdependency among students, which helps integrate cultural diversity into both the institution and society at large. By encouraging interaction and understanding among students from diverse backgrounds, the college cultivates a supportive and inclusive environment that values cultural richness and mutual respect. In summary, Government General Degree College Nakashipara's initiatives in language learning, cultural preservation, and fostering cultural diversity contribute to creating a vibrant educational environment that prepares students to be culturally aware and respectful global citizens.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) has become increasingly significant in modern education, shifting the focus from traditional, teacher-centered methods to learner-centered approaches. It emphasizes defining specific learning outcomes and aligning teaching, learning, and assessment processes to achieve these outcomes effectively. At Government General Degree College Nakashipara, OBE is central to the educational framework. The institution has adopted a Choice Based Credit System (CBCS) and adheres closely to the guidelines of the National Education Policy 2020 (NEP). These frameworks prioritize the interests, abilities and skill development of students, promoting a more participative and

	innovative learning environment. The college has established well-defined course outcomes and program outcomes, ensuring clarity on what students are expected to achieve. These outcomes are aligned with cognitive abilities such as remembering, understanding, applying, analyzing, evaluating, and creating. Teaching and learning activities are structured around these outcomes, ensuring that educational experiences are purposeful and directed towards achieving specific learning goals. Evaluation is conducted through both Summative and Formative assessments, as per University of Kalyani guidelines. This approach ensures that student performance is measured comprehensively against the defined outcomes. Beyond domain-specific skills, the learning outcomes encompass social responsiveness and ethics. This holistic approach aims to prepare students to contribute actively to the economic, environmental, and social well-being of the nation. The outcomes of courses at Government General Degree College Nakashipara are designed to ignite intellectual curiosity, nurture scientific temper, encourage philosophical thinking, and equip students to excel in competitive examinations. In essence, Government General Degree College Nakashipara's commitment to Outcome-Based Education reflects its dedication to enhancing the quality and relevance of education, preparing students not only for professional success but also for responsible citizenship and meaningful societal contributions.
6. Distance education/online education:	During the pandemic, Government General Degree College Nakashipara swiftly adapted to the challenges by implementing online education and classes in accordance with guidelines from Kalyani University. This proactive approach ensured continuity and accessibility of education under varying circumstances. Here's how the college facilitated online education: A dedicated unit was established to support online education, focusing on enhancing technological capabilities and ensuring readiness for online teaching and learning. Platforms such as Google Meet and Zoom were utilized for conducting classes. Course materials were distributed via WhatsApp and email. Government General Degree College Nakashipara continues to integrate online and offline resources through a blended learning approach. This hybrid model optimizes

educational delivery by leveraging the strengths of both mediums. The college subscribed to LMS serving as a repository for knowledge resources that benefit students in accessing academic materials efficiently. Anticipating the evolving landscape of education, including under the New Education Policy, the institution prepares for a future where online resources and hybrid learning models play pivotal roles. Additionally, Government General Degree College Nakashipara offers distance learning courses for postgraduate students through the Netaji Subhas Open University Study Centre (Code L-03), expanding educational opportunities beyond traditional boundaries. In summary, Government General Degree College Nakashipara's proactive measures and adoption of technology during the pandemic underscore its commitment to ensuring continuous and effective education delivery while preparing for future educational trends and demands. DISTANCE EDUCATION/ONLINE EDUCATION The faculty at this institution acquired proficiency in online teaching for the first time during the COVID pandemic. Since then, they have become accustomed to and adept at teaching both on-campus and online simultaneously. Consequently, there is significant potential to introduce vocational courses through online mode. The institution is well-equipped with ICT facilities, including Wi-Fi and computer access for students. Faculty members have demonstrated excellence in conducting online examinations, gathering students' feedback online in some departments, uploading study materials for students, and communicating through the institutional website and departmental WhatsApp groups. These practices align with the goals outlined in the National Education Policy concerning distance education and online learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Government General Degree College Nakashipara is devoid of any formal Electoral Literacy Club but there are certain elements that the college exhibit which actually helps in the dissemination of Electoral literacy. Firstly, the undergraduate syllabus of

	Political science as prescribed by the University of Kalyani for UG CBCS curriculum incorporates certain elements that enhance the literacy of the budding electoral. This includes elements like Parliamentary procedures – election of MPs MLAs, Presidents and entire the role of the Election Commission regarding Parliamentary elections, Assembly elections and President elections.
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?	Presently the Electoral Club is not formed but the college has plans to initiate the process of forming the Electoral Literacy Club from the next academic session. But a seminar was arranged on 02/01/2024 before the Parliamentary Election 2024 to spread awareness about the role and function of an electoral in a democratic set up.
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 college may not have a formal Electoral literacy Club but the faculty members as well as the non-teaching staff of the college regularly participate in administrative activities related to the Election process. The Election Commission of India appoints the teachers of the college s Presiding Officers to conduct the election duties in almost all the elections like Lok-Sabha, Bidhan-Sabha and Panchayat elections as well. Apart from this the teachers also have to carry out the additional duty of counting of votes after the elections.
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.	Since the Electoral Club is not currently active at our college, we are unable to engage in socially relevant projects. Although, during elections, the college houses the CRPF personnel, as directed by the district election commissioner.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Ministry of Parliamentary Affairs conducts the Mock Parliament/Youth parliament competition annually. The programme includes all the parliamentary procedures like Government business and non-Government business of Parliament. The students of our college actively participate in the aforesaid programme while learning parliamentary affairs and its functioning in the process.

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
578	609	585	544	480

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: 26

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
23	23	23	22	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
21.8441	21.8582	38.3577	46.8180	82.4194

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 institute adheres to the curriculum laid down by the affiliating University of Kalyani. The college innovates within the given academic structures to provide holistic development for its students. The Academic Council executes the task of preparing a well planned academic calendar, holiday list at the beginning of each academic session and duly uploads the same to the college website. All the departments maintain their individual CO-PO for all the existing semesters.   Internal assessment is carried out in a well planned and documented process. Apart from engaging themselves in continuous internal examination, the teachers of the college are also actively involved as evaluators for University examinations. The departments also prepare lesson plans of their own before the commencement of every academic session. The routine committee ensures effective implementation of curriculum by preparing a well-structured routine for each semester. The college has a LMS portal where all the E-materials are shared and the students can access them with their individual log in ids. The college also has effective library facilities that are helpful for both teachers and students. All the academic departments strive to raise consciousness of students about ethics and morality through a well structured Value Education curriculum. Academically Core Courses, Generic Electives and Skill Enhancement Courses are offered across various departments of Arts and Science stream to help students critically examine issues related to gender, environment, and ethics. Seminars highlighting the prevalent discrimination on adolescent health on the basis of gender in India and the gap between legal assurances of gender equality and its violation in actuality are conducted where students can converse with lawyers. Other activities like preparation of wall magazines, tutorial classes help the students to engage in self development in a creative manner. Observance of World Environment Day, organization of Blood Donation Camp, cleanliness drive and several other programs by planned by the NSS unit of the college has been regularized in the institute. The departments religiously organise parent teacher meet in each semester to ensure coordination between teachers and parents in the best interests of the student. The institute has successfully completed 27 Add-on courses, by all the departments of the college for the last five academic sessions like C Programming, Basics of Rhetoric and Prosody, History and Archeology, Application of Statistics n Education etc. Some of which aim to impart life skills by offering them hands on experience on for example job interviews and emotional stability. The curriculum is also designed to lay out job training to students through various job oriented courses. The institute strives to enhance effective functioning of the curriculum by seeking continuous feedback from students, teachers, parents and alumni which are duly hosted in the college website. CO-PO mapping and Student Profile Mapping are executed to keep an eye on the student's progression.

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: 21

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: 54.79

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
484	540	0	354	154

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:

Our college follows the curriculum designed by the undergraduate board of studies of the University of Kalyani, hence it does not have the mandate to design its own curriculum. However, within its permitted range it integrates cross cutting issues into the teaching of its curriculum. The intellectual environment of the college, it's academic, administrative, and social and culture practices also contribute in this regard.

1. **Professional Ethics:** Professional Ethics is included and addressed in UG syllabi of various disciplines. Humanities studies of UG course like Bengali, Political Science, and English cover ethical issues. The IQAC has organized a state level webinar 'Ideology of Swami Vivekananda and the youth of present era' related to Value Education.
2. **Gender Issues:** All the UG courses in humanities have the components related to gender studies, gender sensitization. It brings into focus the challenges faced by women. Syllabi of different subjects like Bengali, English, Education, Political Science, and History are incorporated in such a way that gender issues become part of the curriculum. Students can acquire knowledge about women's empowerment, their basic rights violence against women, protective laws, protests and movements through the syllabi of History and Political Science.

   Seminars are organized to sensitize students on this area. In this institute there is an ICC cell, under Gender sensitization and sexual harassment committee which organizes lectures related to such topics. There is also a grievance redressal cell, to address such issues.

1. **Human Value:** Academically, core courses and other courses offered under subjects like Political Science, History, Education, and Bengali critically examine issues on human values. The value oriented curriculum provides opportunities for self-development, sincerity, honesty and hard work.

   The NSS week is observed every year by the NSS unit of this college. In this programme students are involved with social works, helping backward people. The NSS unit also conducts value

education programme annually.

The departments of literature of our college like Bengali, English teach texts which have brought forth deeper appreciation of human values among the students.

History and Political Science departments deal with concepts related to human rights, social structure, constitution of India and provision for protection of human rights.

1. **Environment and Sustainability:** The curriculum of Bengali has within it a paper on Eco-Criticism and its reflection on Bengali literature. This part of the syllabi focuses on different dimensions of Environment ranging from eco texts to pollution control and many other such facets.

Mandatory environmental studies course is included in Ability Enhancement Compulsory Course under the CBCS curriculum.

Political science and History provide topics on history of Indian environments. It focuses on the theories of environment and ecological development in India. This syllabus serves as indigenous knowledge systems like social formation and collective management of rivers, forests, hills in pre-colonial India.

The NSS unit is active on the forefront for promoting environmental welfare and celebrated events like world environment day, cleaning activities and plantation programs every year.

Project on Environmental Studies helped the students to gain practical knowledge on environmental issues.

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: 50.87

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

Response: 294

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: 77.2

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
211	239	199	220	208

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

2022-23	2021-22	2020-21	2019-20	2018-19
295	295	295	255	255

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: 72.18

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
93	108	90	83	93

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
135	135	135	121	121

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: 25.13

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:

2.3 Teaching-Learning Process

Government General Degree College, Nakashipara had taken several **Lerner-Centric initiatives** to make teaching-learning process more effective. Some learning methods based on psychological foundation like **experiential learning, participative learning, peer tutoring, project based learning, problem solving method** and others were implemented successfully.

Experiential Learning:

1. **Two days field trip** to a place of **historical importance** was organised by the **Department of History and Education** to build proper **insight and real experience** with the **Exploratory thinking** among the learners.
2. Students conducted **institutional survey** to collect data from nearby educational institutions.
3. College also conducts career counselling programme regularly.
4. **Community Engagement and Extension** activities have been carried out by the NSS.
5. Department of Bengali has shown **Film and documentaries** on different syllabus-related topics to the students.
6. Department of Bengali has conducted **project-based activities** and inaugurated **wall magazine**.

Participative learning:

1. In participatory class learners make **group discussions** under the **facilitation** of the concerned teacher.
2. College has practice of **Student Profile Mapping** to determine the **abilities of students** in an **objective and quantifiable manner** and identify the **slow and advanced learners** so that appropriate support can be provided by the institution.
3. Learners are encouraged **to present papers in students' seminars.**
4. **Wall Magazines** are maintained by the students of many Departments.
5. Awareness programmes on **Blood Donation, Environment cleanliness, Tree plantation** are notable amongst a long list of activities conducted.
6. Competitions like **drawing contests, quiz, extempore are organized**.

Special Workshop was held regarding the implementation of Academic Bank of Credits (ABC) based on DigiLocker Framework (for NEP implementation).

Problem Solving Methodologies:

1. Several Departments conduct **regular Practical classes**.
2. Several Departments provide **Project/Dissertation Courses** to their students.
3. Faculty members provide **Assignments** to the students and evaluate them.
4. Students are prepared for **competitive examination**. So they are offered with time **to time guidance by teachers** and they are **offered 48000 questionnaires** involving **Mathematics and Reasoning** for their **self-evaluated** process.

The following ICT-based Teaching-Learning methods are employed at the college –

Use of ICT- enabled tools:

1. Class room of Mathematics is **ICT-enabled** and Seminar Hall is **with LCD projectors** and screens.
2. The College has a **fully Wi-Fi enabled campus** with free students' access to help better dissemination of information. ICT tools and platforms (**WhatsApp, Google Meet, Google Classroom, Zoom,** etc.) were widely used for successfully running the classes during the pandemic period.
3. **Online Public Access Catalogue (OPAC)** is maintained and can be accessed.
4. Students are encouraged to use **NPTEL, Shodhganga, e- ShodhSindhu**.
5. **LMS Software** is used to upload the Internal & End-Semester Examination Question Papers, Learning Resources, Model Question Papers and Curriculum plans for the academic benefit of the students.
6. In reading room of library there is **computer with internet facilities** through which learners can find needed **E-books, journals, online materials** and get photocopy of rare books from their through copier.
7. Mathematics, Physics and Chemistry use separate **software like Turbo C** and others in time of teaching.

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: 84.09

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
27	27	27	27	24

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

2.4.2

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

Response: 100

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

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

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:

Government General Degree College, Nakashipara **has designed its Internal Assessment** evaluation process in accordance with University circulars. From the **Academic year 2018-19, CBCS was implemented** by the University, before this there was annual system of examination. For the year 2018-19 and 2019-20, internal evaluation has been conducted for both year wise system and semester system.

- Before final examination an **internal test** was conducted by each department of the college for the students admitted in 2016-17 and 2017-18 **to make learners aware about their preparation.**
- Internal assessment was taken for the students admitted from the academic year 2018-19 and onwards, i.e. under CBCS system. Here, **20% of the total marks** were allotted **for internal examination** and the remaining **80% of the marks** were allotted for the **semester end examination**.
- One-third of the **20% of marks given for internal evaluation** for specific disciplines are **allocated for attendance**, with the remaining scores going toward internal examinations or projects.
- Total Marks for **internal assessment is 15** for the **Core Courses (CC), Generic Electives (GE) and Discipline Specific Electives (DSE)** and **10 for the Skill Enhancement Courses (SEC).**
- **Internal Examinations' related Notifications** are circulated by the Internal Examination committees and they conduct **all Internal Assessments in a centralized way.**
- **Notifications relating to End Semester Examinations, Admit Cards, Schedules, Centre allocation** lists, published by the University, are notified in the College website.
- Practical Examinations are held by the Departments themselves.
- The **Internal, Practical Marks** is preserved by the Departments and **uploaded in the University portal** as per the notification issued by University time to time.
- Any complaints from students regarding the **university-level end-semester exam** are communicated by the college to the university administration.
- If a student is unhappy with their grades, they can request to **the University for review (presently in online mode)**, through proper channel.
- **The students have the options for registering their grievances related to Internal Assessments and End-Semester Examinations through both the Offline and Online modes. The students can collect the Offline form from the Grievance Redressal Committee (GRC) and lodge their individual grievances.** On the other hand in case of online mode the student can lodge a by filling up the Google form available in the college website in a specified format. The GRC convenes meetings based on it, involving the student(s) along with the connected parties to immediately solve it.

Detailed Report on Examination related Grievances' Redressal mechanism is attached.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (POs) and Course Outcomes (COs) are formulated and displayed to give students a prior idea about what to expect from a particular course or programme. These also help students to select optional papers. The curriculum of all the programmes is framed by the University of Kalyani and GOVERNMENT GENERAL DEGREE COLLEGE, NAKASHIPARA, strictly adheres to the curricula.

The institution has framed programme outcomes for two courses

1. **UG B.A (Honours and General) Programme** and **b. UG B.Sc(Honours and General) Programme.**

- The POs and the COs are uploaded on the college website for the benefit of both students and faculty members so that planning and curriculum delivery becomes easier.
- The outline of POs is mentioned in the Orientation Programme for newly admitted students on the day of the commencement of an academic session.
- The details of the outcomes of each course are explained on the very first day of the beginning of formal class as per routine.
- During the classes, teachers always attempt to communicate with students effectively about POs and COs.

Strategies adopted to ensure the attainment of POs, and COs are evaluated through several direct andindirect assessment tools. The result of the attainment of COs is used to evaluate the attainment of programspecific outcomes (PSOs) and programme outcomes (POs).

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:

Attainment of Programme outcomes and Course outcomes are evaluated by the institution. Attainment of

course outcomes is obtained by Direct Method (80% of CGPA) and Indirect Methods (Teacher's Assessment).

1. **Direct methods:**

i) Continuous Internal Assessment: In strict adherence to the guidelines of the University of Kalyani, apart from the end-semester examinations, GOVERNMENT GENERAL DEGREE COLLEGE, NAKASHIPARA conducts internal examination of 15 marks consisting of attendance of 5 marks and Internal Assessment (IA) of 10 marks. Departments ask students to prepare project files on specific topics, and ask to presentpapers on topics related to their disciplines, which are preserved in the departments.

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

2. Indirect Methods:

i) Feedback mechanism: The college practices robust feedback mechanism for the maintenance ofthe existing standard as well as upgradation of the overall teaching learning ambience. Feedback from students, alumni and employer is taken in every academic year for this purpose. The IQAC evaluates student's feedback on teacher's performance regarding concept delivery, timely completion of curriculum assigned, evaluation etc. This is analyzed and discussed with the College authority and the Head of the Department. The students' feedback is taken separately on syllabi and the overall institutional provisions assigned. A report on these feedbacks is even featured on the college website.

ii) Holistic development of students: Teacher's aim is to instill in their students a curiosity about the world around them and the ability to adjust to changes in both **their academic field and environment. Additionally, they play a crucial role in helping students develop their leadership abilities as well as their professional and personal skills.**

iii) Student's progression: An important parameter of measurement of outcome of the programme is the progression of the students to higher levels of education in various institutions of the state and the country (about 75 students in last 5 years). Students passing out from the college after completion of the UG programmes (90.65% in last 5 years) pursue their Postgraduate degrees in various premier institutes of the nation. After postgraduation, students of our college join prestigious institutes for Ph.D programme. Moreover, some of the students qualify for JAM, GATE, NET, WBSET, and other competitive examinations as conducted by the Central or State Agencies.

iv) Placement and employability: Employability and placement are two vital indicators of POs and COs. Our students are benefitted by Career counseling arranged by the Career counselling Committee. For, success in competitive examinations and entering the job market requires considerable knowledge of the subject as well as power of critical thinking and logical analysis. Our students get placement in the Government Sector, Private Sector, Defence, West Bengal Police Sub Inspector and in fields of research.

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: 90.65

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
114	191	178	119	106

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
154	194	181	129	123

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: 3.93

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
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:

Government General Degree College, Nakashipara has created an ecosystem for innovations through collaborative activities of different academic departments and committees with the IQAC through its various activities.

The relevant academic curriculum covered under the UG CBCS program of our affiliating university provides a scope to the students to inculcate the Indian knowledge system. The prescribed syllabus of History, Education and Political Science departments have multiple sections covering the salient aspects of the Indian knowledge system. We have made the students constantly aware of the importance of creative works and innovation, and our duty as responsible citizens and academicians to be aware of the values they inculcate.

In the newly prescribed UG CBCS program (w.e.f. 2018-19 academic session), many departments have

incorporated mandatory or optional short research project as a part of the curriculum. Our faculties have regularly made the students aware of the importance of maintaining academic sanctity and citing proper references while writing research projects. The IQAC, in collaboration with other stakeholders of the college has also taken initiative to organize seminars on the importance of IPR.

The projects on the mandatory Environmental Studies has given the students ample opportunities to explore the neighboring areas of ecological importance like the Bethuadahari Reserved Forest or the river Ganges and its various branches. Project activities are also given to the learners to build problem solving ability among them. This college initiates research activities to build up exploratory minds among the learners.

Despite the institute currently lacking 2F and 12B approval from UGC, it is difficult for our faculties to receive any funding for any minor research project. Nevertheless, the institute always encourages the faculties to pursue Ph.D. research works and/or collaboration activities with other institutes as much as possible.

To build proper understanding on research activities and also to develop skills among the learners Dept. of Education initiates application of psychological tools like standardized Test Anxiety Scales by the learners.

 To generate awareness among the learners on education system Institutional Survey is also carried out by the learners under the guidance of faculties of Dept. of Education.

Students are also motivated to make term paper through document or content analysis collected from secondary sources.

The college regularly organizes faculty exchange programs with nearby institutions for better transfer of academic knowledge amongst the student for their betterment. For a recently established college, our central library as well as the departmental library with more than five thousand books allows the students to enrich their knowledge in the broader areas of academics. The central computer lab with high speed internet allows the faculties and the students to access e-resources for effective learning.

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: 21

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
8	6	2	5	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: 0.62

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
3	5	5	1	02

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: 0.96

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
3	4	13	1	4

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

3.4 Extension Activities

3.4.1

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

Response:

Government General Degree College, Nakashipara organizes various extension and social outreach programmes in the local community to promote social awareness among the common people.

1. Sabdhane Chalao Jivan Banchao:

The N. S. S. Unit of our college organised programmes on Sabdhane chalao Jivan Banchao, (Save Drive and Save Life). The main objective of the programme is to provide consciousness among the people about the value of life. Many young people drive bikes or cars roughly. As a result they meet with accidents and meet dire consequences. So our volunteers took an attempt to develop consciousness among common people about the safe driving.

2. Campaign against Dengue:

The volunteers of the N. S. S. Unit organised Campaigns against Dengue at Muragachha to spread consciousness among people about the harmfulness of Dengue and the ways to prevent it. Usefulness of mosquito nets and the negative effect of water logging in their home and locality were also briefed.

3. An Awareness Programme on 'Swachchha Bharat Parichchhanna Bharat':

The students of our college organised awareness programmes on 'Swachchha Bharat Parichchhanna Bharat'. The volunteers made an attempt to spread awareness among the common people of Muragachha to keep their locality clean.

4. 'Samajik Bandhan' Programme:

The N.S.S. Unit of our college has organised programmes on 'Samajik Bandhan' in its adopted village Daspara. The programme focuses on the activities to improve the cordial relation in every community of the village. The volunteers encouraged the local people to practice a healthy life.

5. Awareness Programme on 'Hat Dhoya':

The N. S. S. volunteers took an attempt to spread consciousness through the programme on 'Hat Dhoya'. They went to the local people and made them conscious about the washings hands before and after meal and also after the use of toilet.

6. Campaign against illiteracy:

The volunteers observed that in Muragachha the literacy level is quite low. So they attempted to spread awareness about the value of education and tried to give elementary education to some of them.

7. Tree Plantation Programme:

'Tree Plantation Programme' is organised every year to spread the message of the usefulness of trees. The harmfulness of Global Warming was also detailed. The slogan of the programme was "Plant more trees and save them".

8. Free Health Check up Camp:

A free health check up is organized annually by the NSS unit at Muragachha. 24 volunteers participated in the health awareness camp. Many people measured their weight and blood pressure.

9. Free Eye Check up Camp:

The N. S. S. Unit organised a free Eye Check up Camp at Sadhanpara. Doctors tested the eyes of

the common people and imparted valuable suggestions on maintaining a healthy vision.

10. Anti-Plastic Campaign:

Campaign and awareness programme against the use plastic was conducted at Sadhanpara.

Outcome of the Extension Activities:

The extension activities inculcate sense of social responsibility, personality development and promote realization on social issues. Active participation in different issues outside the college helps to recognize their contribution towards building up an improved 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.

- Youth Parliament Competition team of Government General Degree College Muragachha, captivated the judges and audience with their eloquent speech, confident demeanor, and insightful arguments. Their performance in the competition reflected not only their individual excellence but also their commitment to democratic values and civic engagement. Therefore we have secured First position in District Level Youth Parliament Compitition, 2019-2020.
- Throughout the competition, the speaker and the opposition leader of our team displayed exceptional leadership qualities and confidence. They engaged with other participants constructively, promoting a spirit of healthy debate and mutual respect.
- The Youth Parliament Quiz Competition Team of our college triumphed at the Quiz Competition Championship-2019-2020, demonstrating exceptional knowledge, quick thinking, and outstanding teamwork and our team emerged as the undisputed champion.
- In the previous level our team known for their passion for public speaking and civic engagement. After the previous level our team has performed in the State Level Youth Parliament Competition, 2019-2020 and on the basis of their understanding of parliamentary procedures, current affairs, and a commitment to democratic principles secured Second position.
- The Youth parliament team of Government General Degree College Nakashipara has demonstrated exceptional talent and leadership and secured First position in District level Youth Parliament Competition 2022-2023.
- The Youth parliament team of our College has demonstrated exceptional talent, insight, and

- leadership in division level also and secured Second position in Division Level Youth Parliament Competition 2022-2023.
- Exceptional performances of our Speaker and Leader of the house in the Division Level Youth Parliament Competition 2022-2023, helped them to earn the prestigious titles of, in this level also, especially, showcasing their talents, leadership, and dedication to democratic values.
- The NSS unit of Government General Degree College, Nakashipara has also received several appreciations and recognitions for their dedicated extension and social outreach activities while working with the people of under-privileged communities from various renowned collaborating social organizations. N.S.S. unit has been awarded for their accomplishment on 'Swachchha Bharat Mission' on March, 2023 by Muragachha Gram Panchayat, Muragachha, Nakashipara, Nadia.
- In addition, the students of our college, above and beyond their excellent academic performances also engage themselves in various extension programmes at various levels and have received several honours and prizes.
- Debika Dey, N.S.S. volunteer, participated successfully in the East Zone Pre-Republic Day Parade Camp 2021 in Central Institute of Technology, Kokrajhar, Assam from 25.10.2021 to 03.11.2021 and awarded a certificate from there.
- Debika Dey and Riya Sultana, N.S.S. volunteers participated in the International Youth Leadership Camp organized by National Youth Project at Mahabodhi College, Nalanda, Bihar from 19.09.2022 to 24.09.2022. They successfully completed the camp and were awarded from the camp.

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: 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	2	8	15

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: 11

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:

Government General Degree College, Nakashipara makes sure to provide better infrastructure and positive learning environment to the students which would ultimately help bring out their potential.

College Building and Land Area:- Our college is situated on 5 Acres of land area. College has a total of two buildings (One is main building for academic and administrative work, and the other is Students' Activity Centre).

Classroom:- College has a total of 14 theoretical classrooms and 7 science Laboratory

Course offered:- College offered total **8 honours** and **2 programme** courses.

Laboratory:-

- **Chemistry department** has a total of **3 laboratories** (**Physical Chemistry, Inorganic Chemistry and Organic Chemistry and one Chemical store room**).
- **Physics department** also has **3 laboratories** (**Optics, Electronics** and **General Lab).**
- **Mathematics department** has a **computer lab** with **15 computers**.

1. Free WiFi facility is available inside the college campus.
2. Separate departmental classroom with seminar library facilities for each department is available.
3. College has one fully furnished ICT enable auditorium hall for organizing cultural programs. It is also used for various academic purposes.
4. Our college has Learning Management System named as 'ESHIKSHAK'.
5. NSOU Study Centre caters to the need of distant learners.
6. College has tactical path for Divyangan (Specially-abled persons) on the ground floor.
7. College has two modern photocopy machines. One is situated in office for administrative work and another is situated in library for student use.
8. Our college has Semi-automated Library equipped with cloud based koha-ILMS. More over the college provides additional services like OPAC web.
9. All the departments have their own departmental libraries.
10. College library is WiFi enabled. College has a separate reading room for students and teachers in the library with AC facility. College has a total of more than 5500 books.

11. Our college library serves institutional repository along with OER repositories like, e-Sodhganga, SodhSindhu, epgpathshala, IGNOU e-GyanKosh, Swayam, UGC-MOOCS, INTERNET ARCHIVE etc.
12. The college is under CCTV surveillance. There are a total of 28 CCTV installed in various important places for security purposes.
13. College has fire exhaust system in building.
14. Water purifiers with water cooling facility are there in the college for students.
15. College has two rooms equipped with ICT classroom facility.
16. College has a total of 27 computers, out of 24 computers are dedicated for students use .
17. The college has a Canteen which is a source of refreshment.
18. College has separate garages for student and staff use. Total 3 shades of cycle garage are present for students' use.

Sports Facilities:- College has no playground but college annual sports is conducted every year on the nearby school playground. There are in-campus facilities for different indoor games like chess, carom etc.

Cultural Activities:- College has no outdoor permanent open-air-stage but various cultural activities are conducted on temporary open –air-stage in the college campus. The annual cultural festival is also held there. Auditorium hall is also extensively used for conducting various cultural programs.

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: 45.65

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
49.53	19.35	27.57070	00	00

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for 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 library is partially automated with '**KOHA'** open source of **Integrated Library Management Software (ILMS)** with the current version: 23.05.10.000 since 2020. The Web **OPAC** searching facilities is also available through internet. It is in the process of being fully automated to become one the modern academic libraries in a rural area. Library facilities are frequently accessed by the students and the faculty members as well. A well equipped reading room provides an atmosphere for healthy reading habits among the student community.

Average numbers of teachers & students using the library facilities per-day over the last one year is almost 21 (both off-line and on-line access).

The library contain books, journals, magazine, newspaper, maps, pen-drive (for recorded lectures) etc. as on 31.03.2024

- **Books -5502**
- **Journals- 03**
- **Magazine- 08**
- **Newspaper- 05**
- **Maps- 05**
- **Pen-drive- 03**

Service provided by the college library:

- **Membership**: The membership is open for all the bona fide students, faculty members and staff of the college.
- **Lending Section:** Borrowing of book is only available for the bona fide students, faculty members, and all the others staff of the college.
- **Online Public Access Catalog (OPAC)** : The catalog of the library documents is available on the web (online) http://34.70.201.32:92/
- **Reference & Referral services**: The college library also provides reference books and referral services to the users and all the library professionals provide their valuable guidance to one and all.
- **News paper clipping/ current awareness service:** The library keep records of the newspaper clippings of related to current affairs in the reading room in both the regional language as well as in English and also display new arrivals in the showcase.
- **Career guidance services:** Documents related to different competitive examinations like WBCS, PSC, SSC, Rail and career oriented programs and other documents related to the subjects are available for consultation in the library reading room.
- **Photocopy Services:** The library provides photocopy services to the registered members at a minimum cost of 50 paisa /copy.
- **Wi-Fi facility**: The reading area of the library has Wi-Fi facilities to provide easy internet access.
- **Library wall magazine:** A Wall Magazine is published every year by the library under the title "MANAN".
- **Best library user award:** Best library user award is given annually (since 2022-2023) to inspire students to use the library resources more efficiently.

Beside this, library also arranges library "User Education Program" for new comers. Under the new curriculum of the NEP, Library Science is taught as a part of the Multi Disciplinary Course in our college being guided by the parent university.

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:

Government General Degree College, Nakashipara always tries to improve the IT facilities in the campus for the benefit of the students. The following measures have been undertaken for the said purpose:

1. To maintain a sustained IT facility in the campus, the institution installed internet facility purchased from Alliance Broadband to provide LAN facilities along with adequate Wi-Fi facilities with 70-100 MBPS network speed.
2. Online processing of all student-related activities such as university registration, form fill-up for examinations, generation of admit cards and mark sheets, uploading of marks on the university web portal, etc.
3. There has been a significant increase in the number of desktops and laptops during the last five years. At present, there are 27 computers, among them 24 Desktops are dedicated for students' use, 3 desktop for office use. All computers are connected with high speed internet.
4. Two modern photocopy machines are there for the purpose of the Office work and the other one for the students.
5. The College has a well-maintained website where notices, affairs including admission and university examinations, NAAC-related information etc., are available.
6. Auditorium room is equipped for conducting virtual classes.
7. Departments uses free software for teaching learning like Origin, Python, GNU Plot, octave c, C++ compiler, UNIX (UBUNTU), Turbo C compiler, MS; Avogadro, Mercury, Pimole.
8. Among different online portals those that are regularly used for the administrative purposes are:

1. AISHE - https://aishe.gov.in/aishe/home
2. Banglar Uchcha Shiksha - https://banglaruchchashiksha.wb.gov.in/
3. WBIFMS/HRMS - https://www.wbifms.gov.in/
4. WBHS - https://wbhealthscheme.gov.in/

1. Complete online admission has been introduced from 2019.
2. Online feedback is obtained from stakeholders and is revised time-to-time.
3. The college website is maintained and upgraded regularly.
4. Everyday office work is conducted with the help of softwares. Following are

a) Online admission portal: https://mgcadm.in

b) Online fees collection: https://onlinemgc.in/campusXpert/Gateway/studentlogpage

c) Online feedback system attached in website: https://muragachhagovtcollege.com/feedback_system/

g) Online grievance portal: https://muragachhagovtcollege.in/grievances/

h. Internal Complain Committee portal:- https://muragachhagovtcollege.in/icc/

The college is under CCTV surveillance. There are a total of 28 CCTV installed in various important places for security purposes.

1. Our college has Semi-automated Library equipped with cloud based koha-ILMS. More over the college provides additional services like OPAC web.
2. We also have a well-equipped departmental computer laboratory for their computer-based classes as prescribed by our affiliating university.
3. During the Covid-induced pandemic situation, online classes were conducted through Google meet and ZOOM platform.
4. Submission of bills and disbursal of pay and allowances of the employees are carried out in the WBIFMS portal of the Government of West Bengal with e-governance
5. College has two ICT-enabled smart classrooms.
6. During pandemic situation Google meet and Zoom platform were used for conducting Webinars, Special Lectures during the pandemic period.
7. College has separate Learning Management System (LMS) named as '**ESHIKSHAK'.** Where faculty members upload various e-material, question papers and PPTs related to syllabus content.
8. College organizes various online webinar programme.

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: 24.08

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

Response: 24

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: 17.62

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
6.60	7.93	4.58	9.49	8.63

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: 78.36

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
550	470	461	375	335

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

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 53.9

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
565	599	343	0	0

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 10.73

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
8	21	24	12	11

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
114	191	178	119	106

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: 1.58

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	4	1	0	5

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: 1

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

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

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: 7.8

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
9	7	5	9	9

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:

Alumni Association of the Government General Degree College Nakashipara

The alumni association of Government General Degree College Nakashipara was founded in 2023 and registered under the West Bengal Society Registration Act of 1961. The former students appealed to the office-in-charge for the formation of the alumni association. Based on their application, a governing body was created, consisting of seven alumni from our college. The governing body includes positions such as President, Vice President, Secretary, Assistant Secretary, Treasurer, and two general members. This governing body was established through a voting process among ex-students during an organized meeting in the seminar room. Meetings of the association are organized in consultation with the Officer-in-Charge and the teaching faculty of the college. The alumni association is consistently consulted for the development and improvement of the college. Association members are encouraged to participate in and contribute to various college activities. This commitment is reciprocated by alumni who are dedicated to the educational growth and overall enrichment of the college.

Alumni plays a significant role in the ongoing life and development of their alma mater in several ways:

1. Networking and Mentorship: Alumni networks provide valuable resources for current students and recent graduates, offering mentorship, career advice, and professional connections.
2. Donations and Fundraising: Alumni plans to contribute financially to their alma mater, supporting scholarships, infrastructure projects, research programs, and other institutional needs.
3. Volunteering and Advocacy: Alumni volunteer their time for various activities such as organizing events, serving on advisory boards, and advocating for the college in different forums.
4. Promoting the Institution: Successful alumni enhance the reputation and visibility of their college through their achievements in various fields, acting as ambassadors of the institution.
5. Continuing Education and Engagement: Colleges often offer lifelong learning opportunities, networking events, and other programs that keep alumni engaged and connected to the institution.

Alumni relations are typically managed by a dedicated office within the college, which coordinates these activities and maintains communication with alumni through newsletters, social media, and special events.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Vision and Mission of Government General Degree College, Nakashipara are reviewed and redefined in view of changing national and Global trends in education. Goals are set to attain the objectives enshrined in National policy for Higher education.

The institution vision and mission reflect the distinctive characteristics of the institution. The college caters to educational, social, cultural and economic needs of the society. All the college follow the principle education through self help and believes that only education can change in the downtrodden and economically weaker sections of society. The college makes no discrimination in region, caste, creed or class. It also believes in the principle of liberty and fraternity, liaison and leadership, which foster human democratic values.

NEP implementation

Further, by aligning the vision and mission of the college with the goals outlined in the NEP the college authority is successful in implementing a 4 year undergraduate programme focusing on skill development. Multidisciplinary education and introducing more short term certificate course as per requirement and taking other necessary steps.

Decentralization and participation Management

Institution features a hierarchical structure with multiple levels that allows all stakeholders to participate in decision making and management of the college. To ensure operational efficiency, effective participation, governance and collaborative leadership, the key decision making bodies include the Heads of Institution, IQAC , Head of the department along with the administrative office.

The Head of the institute forms the committee under the convenorship of teacher or non teaching staff with members from teaching staff, non teaching staff and students for overall management of various operations of the college such as admission, academic coordination conduct of examination, promotion under CAS, development of infrastructure facilities, maintenance of service records, encouraging cultural activities, conduct various programmes through college NSS unit, promotion of research and extension activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility. Every year the composition of different committees is changed to ensure exposure of duties for academic and professional development.

The IQAC works as a central unit. It facilitates perfect coordination and harmony among all activities

and mechanisms of the institution through frequent interaction. Feedback is obtained from students and their guardians regarding teaching learning evaluation.

Faculties are encouraged to organize innovative programs, provide support beyond classroom learning among the students. The teaching and non teaching staff of the college takes active part in motivating students to take part in different extracurricular activities so as to have holistic all round mental development of students.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The perspective plan document is an important component of the college strategy development and deployed process. This college being a Government College functioning under the purview of Department of Higher Education, Government of West Bengal, the administrative set up, appointment, Service rules and policies are followed by the guidelines set and issued by the Higher Education Department from time to time.The faculty members of this institution belong to the cadre of West Bengal Education service (WBES) and the officer-in-charge also belongs to the cadre of West Bengal Education Service (WBES). Their Recruitment process is executed by the public service commision, West Bengal according to the guidelines of the UGC. However their appointments in colleges and subsequent transfer to other Government colleges are decided by the Department of Higher education, Government of West Bengal. Consequently, service rules of the faculty members, likewise the teaching and non teaching members are governed by the WBSR . However their CAS benefits are determined as per UGC guidelines and executed by the Department of Higher education, Government of West Bengal.

At the beginning of the academic year various bodies and committees that the organogram of the institute chalked out A plan of action on the basis of Teaching learning process, curricular and extracurricular activities, infrastructure development , enrichment college activities etc. The quality policy is reviewed through principal visits and meetings with departments. Academic and administrative audits by IQAC also help in achieving its objectives .The IQAC has reviewed and revised the quality policy with the help of teaching, non teaching staff, students, alumni and other stakeholders of the institute. The Head of the institute guides the faculty to implement all activities effectively. The Head of the institute maintains good relationships with stakeholders for the development of the institute.

The teaching learning process is looked after by the academic committee of college. The convener of the academic committee convenes academic committee meetings involving almost all the teachers on a regular basis where all the issues related to teaching learning are discussed in detail and then it is forwarded to IQAC of the college.

Various committees are constituted for the planning, preparation and execution of academic, administrative and extracurricular purposes .Each committee consists of the convener and it's member. The various committees are made such as Admission committee, Academic committee, NSS committee, Library committee, Routine committee, purchase committee etc. The Anti ragging cell, Grievance Redressal committee: The object of these committees is to ensure that no violation of rules takes place within the college and work towards addressing and setting grievances if any.

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: C. 2 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:

Since this is a full-fledged Government Institution under the Department of Higher Education, Government of West Bengal, the teaching and non-teaching employees of the institution likewise other state government employees enjoy the following benefits:

All the employees are covered under GPF rules and GIS.

Employees are entitled to have Pension benefits, Gratuity and Leave Encashment as per rules of Government of West Bengal.

Employees can avail the benefits of cashless and reimbursement facility under West Bengal Health Scheme (WBHS) for the treatment of themselves and their dependents.

All kinds of leave, viz., earned leave, child care leave; medical leave etc. can be availed by the teaching and non-teaching staff of the college as per rules of Government of West Bengal.

There is a provision of on duty leave for the faculty members for participation in various Faculty Development Programme.

Employees of the college can avail festival advance before their prime festival.

Some employees also get Bonus from the State Government before Durga Puja, the most celebrated festival in West Bengal.

All the employees of the college are entitled to avail the benefits of Home Travel Concession (HTC) in every five years and Leave Travel Concession (LTC) in every ten years.

Being government officers, all the faculty members of the college submit three tier online Self-Appraisal Report (SAR) in each financial year through IFMS portal of Government of West Bengal. For this each teacher has to log-in the IFMS portal and has to insert various data or information related to attendance in college, leave taken, basic teaching learning assignments performed and other academic and administrative activities executed by the teacher concerned inside and outside of the College during that year. Thereafter, each teacher has to forward this SAR to the Reporting Officer, i.e., officer- in- charge of the college. Office-r in- charge after necessary examination send this to the Reviewing Officer, i.e., Director of Public Instruction (DPI), Govt. of West Bengal and ultimately, Special Secretary of the Higher Education Department, Government of West Bengal accepts it as Accepting Officer. In this process, if any discrepancy is found at any stage, then it is returned ultimately to the teacher concerned and the above process is repeated sequentially. However, for non-teaching staff, the officer- in- charge looks into the matter in consultation with the Head Assistant of the Office.

The institution keenly supports its teaching and non-teaching staff to avail various opportunities for career development or progression.

o Allows faculty members to attend various courses like Refresher Course, Orientation Programmes and Short-term courses as per UGC guidelines not only essential for their career advancement but also for their academic enrichment

o Provides financial assistance to faculty members to attend various academic or administrative conferences/seminars.

o Provides NOC to the faculty members for pursuing in service Ph.D which later facilitates their career progression.

Encourages non-teaching staff to attend various administrative training programme required for smooth conduct of the official works

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

6.3.2

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

Response: 0

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

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

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: 50

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
26	08	10	25	04

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

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 implements its financial strategies in consultation with the Central Purchase Advisory Committee and Audit and Assessment Sub-committee. Being a government institution, it is entirely financed by the Government of West Bengal. The yearly allotment received from the government can be classified under two heads:

 i) Non-Plan

ii) Plan

 i) Non-Plan Head

- Salary
- Wages (Remuneration of State -Aided Contractual teachers) Allotment to West Bengal Health Scheme (WBHS) Medical allowance (for NON-WBHS members)
- Bonus
- Electricity Bill
- Telephone Bill
- Office expenses
- Maintenance charges including allotment to PWD (Electrical & Civil) for infrastructure maintenance Charges for Security guards

ii) Plan Head

- Development grant: Books, Equipment, Chemicals and glass wares, Furniture, Computer and peripherals.
- Infrastructure augmentation: Allotment to PWD (Electrical and Civil) .

In order to utilize resources optimally, the Convener, Purchase Advisory Committee after collecting the departmental requisitions convenes a meeting in the presence of the Principal of the college for rational utilization of the financial resources as per the requirement. The Purchase Advisory Committee then prepares a budget taking into consideration the suggestions of the IQAC Committee in concurrence with the Officer-in-Charge. Finally it is submitted to the Higher Education Department, Government of West Bengal. This is also supplemented by the non-plan budget prepared by the college office in consultation with the Principal. The Government of West Bengal grants annual allotment for non-plan requirements in due time and also allots Development Grant to the college to meet the various needs of the college. This process is followed by the path of inviting tender quotations, placing work orders and finally supply of articles by the vendors for the effective and efficient use of the financial resources.

The audit & assessment actually review whether the existing mechanism of the financial systems is according to the norms and if there are any deviations in this mechanism they recommend for improvement of the process. Accordingly, the college makes every attempt to ensure internal and external auditing of the funds received by it from various governmental and non-governmental sources. Internal audit is performed by the Registered Chartered Accountant firm with the assistance of the Internal Audit and Assessment committee after which the Utilization certificate is prepared for being sent to the funding agencies. The Heads of the lab-based Departments and the librarian of the college look after the laboratory and library stocks respectively. The college office is instrumental in submitting IT and GST returns regularly within stipulated time. The External Audit is generally carried out from time to time.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has been actively Functioning to contribute in the quality assurance strategies and process for the college

1) The IQAC decided to promote the research culture in the Institute. The IQAC has taken the decision to encourage the head of Department and faculty to organize the online seminar/webinar. The IQAC encourages the faculty to publish research papers in National and International UGC refereed and peer reviewed journals. The IQAC has also encouraged the faculty to write and publish their book.

2) Through regular interaction with the Heads of the departments ensure Holistic teaching learning process and always strives to improve the quality of the same.

3) The IQAC has provided inspiration for the introduction of various Certificate courses. Twenty four Certificate Courses on different topics has been successfully completed.

4) Initiative taken for the introduction of Learning management System (LMS) for effective learning.

5) Encouraged departments for evaluation of the attainment of Students in respect of Course outcome (CO) and program outcome (PO).

6) The IQAC has taken the Initiative for Digitization process of the library.

7) The IQAC has taken initiative to install the projector in the seminar hall. The faculties are inspired to take their class by using power point presentation (PPT) which makes lessons more engaging, interactive and increases student's participation and enhances collaboration and communication among students.

8) The IQAC has encouraged the departments to conduct Students seminars on a regular basis for an effective teaching learning process.

9) Make utmost efforts to sign an MOU with various academic institutions and business community.

10) Take necessary action to conduct quality Audit, Green Audit, Academic Audit, Energy Audit, Environment Audit and Gender Audit as quality assurance initiatives in the instruction.

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: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Government General Degree College Nakashipara is committed to promote equal opportunities for all students and employees. Over the past five years, it has established various committees and organized numerous programs and counselling sessions to enhance gender equity and maintain gender balance. During this period, the College also conducted a Gender Audit.

SAFETY AND SECURITY

The Government General Degree College Nakashipara promotes gender equity by ensuring a safe campus environment, with security guards stationed at the main entrance around the clock. Complete security is maintained through 24/7 surveillance using CCTV cameras installed throughout the campus. Additionally, the campus is well-protected by a boundary wall.

GENDER SENSITIZATION PROGRAMME

To create an inclusive and respectful atmosphere, the college has introduced a thorough Gender Sensitization Programme. This program is designed to educate students, faculty, and staff on gender-related issues, cultivating a campus culture that upholds equality and respect for everyone, regardless of gender. Smt Gargi Sengupta, Associate Professor, Department of Political Science, Chapra Bangaljhi Mahavidyalaya delivered an insightful lecture on gender issues, raising awareness among students, faculty, and staff.

WOMEN FRIENDLY AMENITIES

The College provides dedicated ladies' toilets for female students and faculty members to ensure privacy and convenience. Additionally, a Girls' Common Room is available, offering a comfortable space for female students to relax and socialize outside their classrooms. This facility is designed to create a supportive environment where students can interact freely. The provision of these amenities emphasize the College's commitment to gender-sensitive infrastructure and the well-being of its female community members.

PROGRAMME ON WOMEN'S RIGHTS

To raise awareness about women's rights, Government General Degree College Nakashipara organized a Poster Presentation event. This event offered students a platform to creatively express their perspectives,

educate their peers, and promote gender equality. Through this initiative, students were able to visually communicate their ideas, advocate for women's rights, and foster a deeper understanding of gender issues within the college community.

SEXUAL HARASSMENT PREVENTION CELL AND REDRESSAL COMMITTEE

Internal Complaint Cell was created to address the sexual harassment complaints. A Grievance Redressal Committee had been established to enable the students to state their grievance regarding any matter within the college campus. A Grievance Box had been kept in the college building to facilitate the students to lodge their complaints or grievances.

SANITARY NAPKIN DISTRIBUTION PROGRAMME

In celebration of International Women's Day on March 8, 2023, our college organized a sanitary napkin distribution event on March 10, 2023, to promote menstrual health and hygiene among female students. This initiative is a part of the college's continuous efforts to support women's well-being and address menstrual health management.

AWARENESS PROGRAMME ON BETI BACHAO BETI PADHAO

Aligned with the national campaign "Beti Bachao Beti Padhao" (Save the Daughter, Educate the Daughter), the college conducted an awareness program to emphasize gender equality, girls' education, and the protection of the girl child.

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: C. Any 2 of the above

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

In pursuit of creating an inclusive environment, our institution is dedicated to promoting harmony, equality, and tolerance through the recognition and celebration of diverse cultural, regional, linguistic, religious, communal, and socio-economic achievements.

Blood Donation Camp:

The college's NSS unit organizes an annual blood donation camp, aiming to instill a sense of morality and responsibility among students towards their society.

International Mother Language Day:

In honor of the martyrs of Bangladesh's 1952 Bhasa revolution, Muragachha Government College annually observes International Mother Language Day on February 21st every year, aiming to cultivate linguistic awareness and unity among students from diverse socio-cultural backgrounds. The bravery of figures like Jabbar, Salam, Rafique, Barkat, and others, who upheld the honor of their mother tongue during the critical juncture when Urdu was designated as the sole national language of East Pakistan, remains unquestionable.

Cultural programme:

The Cultural Committee, in conjunction with the NSS unit and IQAC of our college, arranged annual cultural events, freshers welcome, and farewell ceremonies, fostering a spirit of teamwork among students and enhancing their unity.

NSS programme:

In our commitment to fostering regional harmony and development, our NSS team works tirelessly. Through a range of camps and awareness programs, students are enlightened about their societal obligations and motivated to actively participate in community service initiatives.

Arrangement of curricular and co-curricular activities:

The institution has implemented numerous measures to sensitize both students and employees to their constitutional obligations. With a focus on cultivating a sense of rights, duties, values, and responsibilities among citizens, we organize a variety of curricular and co-curricular activities throughout the year.

i) Understanding of constitution through curriculum: In the past, three years UG course, under the degree course and the present CBCS system, the syllabi for both Honours and Programme courses in many subjects have been structured to prioritize the creation of awareness regarding the aim, objectives, basis, and functions of the constitution. Particularly, in Political Science, module H-CC-T-4 is about the Indian constitution, placing emphasis on its fundamentals and structure, thereby providing students with a comprehensive understanding of our country's constitutional framework

ii) Emphasis upon obligations to constitution through co-curricular activities

1. Each year, our college campus reverently observes Republic Day and Independence Day.
2. As per the instruction from the Ministry of Parliamentary Affairs, the concerned faculties of our college actively engage in grooming students to participate in Mock Parliament sessions. Through these initiatives, students are provided ample opportunities to familiarize themselves with the federal system of our government and learn essential skills for being responsible citizens.

Annual Sports:

The annual sports has been organized in our College every year in developing the psychological and mentalskills of the students.It brings motivation, courage, discipline and concentration. It helps in maintaining the **physical and mental fitness** of the students and foster a sense of teamwork and sportsmanship. Annual sports also provides a platformfor students to showcase their athletic talents of different background.

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:

Government General Degree College Nakashipara, though situated in a rural setting, has excelled in implementing two effective two best practices that address students' quest for knowledge and their aspirations for employment.

Best practice -1: **Different awareness program by NSS at adopted village in Muragachha**

Objective:

1. To provide social awareness among the people of rural areas through door to door campaign.
2. To facilitate healthier lifestyles among residents of rural areas by arranging diverse health check-up programs within the adopted village.

The Practice:

1. Rural areas often face unique challenges in accessing information and resources for social

development. In such contexts, door-to-door campaigns by the students of NSS committee emerge as powerful tools for fostering social awareness and promoting positive change within communities.

2. These campaigns involve direct engagement with residents at their doorsteps, allowing for personalized interactions and tailored interventions.
3. Our students raise different awareness program on various social issues, including health, education and sanitation.
4. Through face to face interaction the students interact with residents and discussed with hygiene practice.

Evidence of Success:

Campaigns empower individuals to improved health, well-being, and livelihoods.

Problems Encountered And Resources Required:

- Rural communities may lack access to basic amenities and resources, including electricity, clean water, and healthcare facilities. Campaigners must be equipped to address immediate needs while raising awareness about broader social issues.
- Illiteracy and low educational attainment levels are common in rural communities, posing challenges in effectively conveying messages through written materials. Campaigners must employ alternative communication methods to ensure comprehension among residents.
- Some residents may exhibit scepticism or resistance towards external interventions, viewing them with mistrust or suspicion. Overcoming this barrier requires building trust and credibility within the community.

Best practice -2: **Commemorating International Mother Language Day on February 21st each year at our Institution.**

Objective:To cultivate linguistic consciousness and solidarity among students from diverse socio-cultural backgrounds.

In memory of the martyrs of Bangladesh's 1952 Bhasa revolution, Government General Degree College Nakashipara celebrates International Mother Language Day on February 21st each year to foster linguistic awareness and unity among students belonging from different socio-cultural background. There is hardly any space to doubt that the great martyrs like Jabbar, Salam, Rafique, Barkat, and others were successful in preserving the honour of their mother tongue when it came to a critical juncture when it was decided that the National language of purba Pakistan will only be recognized as Urdu. Unfortunately, we continue to have problems with the continued existence of our esteemed mother tongue today because of the dominating impact of the powerful languages.

Thus the poet says, *Bina swadeshi bhasa/ pure ki monerasha* (Without our mother tongue/Can we ever express our desires?) In light of this, our organization has set out on a noble goal to recognize the brave souls who battled for the recognition of mother language as well as to maintain its splendor.

We have a memento in the form of "Sohid- Vedi" in our college built in remembrance of the martyrs, modelled after the Dhaka University monument. On the occasion of Bhasa-Divas on February 21st,the memento of the Sahid- Vedi is adorned with flowers and garlands each year. Every year a state-level

seminar is organized to celebrate the International Mother Language Day delving deeper into the topic pertinent to the importance of one's own language in world that is severely chartered by the effervescence of language that is mostly utilitarian in nature. The seminars in the past years have dealt with subjects like history of language movement and its relevance in today's world, language and its diversified nature, colonization and subsequent nationalization of language, Bengali language as a language of colloquialism and as a literary language and role of women in language movement. Along with the seminar presentation, under the assistance of IQAC a cultural program is also organized reflecting the glory of *epar* and *opar* Bangla and their language.

The program celebrates the success and majesty of our mother tongue in modern society with songs, recitations, lectures, dance, and dramatic staging. Numerous students from every track in our college enthusiastically participate in this program. Through a variety of cultural expressions, they show their love and respect for Mother Language. In the midst of the domination of foreign languages in today's society, the guests invited to the program share their insightful remarks about the status and prestige of mother tongue. Additionally, they emphasize the value of mother language by constantly reminding us of the martyrs' devotion to our dear mother and the sacrifices they made in order for us to never forget their sacrifices.

Apart from constructing the memorial, our college shows eagerness to respect Mother Language by introducing different add- on course in Bengali, like recitation and staging performative art from several piece of Bengali Literature. Those add on courses are aiming at improving the students' skills in multifarious domains of Bengali language, literature and culture.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Distinctiveness: Empowering Leaders, Shaping Futures: Our College's Distinctiveness through Youth Parliament Championship

In the heart of our college lies a passion for leadership, democracy, and transformative education. Over the past three years, our institution has emerged as a shining beacon of excellence in the realm of student engagement and civic participation through our remarkable success in the prestigious Youth Parliament competition. This unprecedented achievement not only underscores our commitment to fostering the next

generation of leaders but also highlights the unique attributes that set us apart as a truly distinctive institution in the landscape of higher education.

At the core of our college's identity is a profound dedication to empowering students with the knowledge, skills, and values essential for active citizenship and meaningful civic engagement. The Youth Parliament competition serves as a cornerstone of this commitment, providing a dynamic platform for students to immerse themselves in the principles and practices of parliamentary democracy while honing their leadership abilities and public speaking prowess.

Our journey to becoming champions in the Youth Parliament competition began with a vision to instill in our students a deep understanding of democratic principles and processes. Guided by a team of dedicated faculty mentors with expertise in parliamentary procedures, constitutional law, and public policy, our students embarked on a transformative learning experience that transcended the confines of traditional classroom instruction.

Through rigorous preparation, intensive debate sessions, and collaborative teamwork, our Youth Parliament participants embraced the challenges posed by the competition with enthusiasm and determination. They delved into complex issues of national importance, crafting innovative policy proposals, and articulating their perspectives with eloquence and conviction. In the crucible of parliamentary debate, they discovered the power of constructive dialogue, consensus-building, and respectful engagement—a testament to the transformative potential of experiential learning.

Our success in the Youth Parliament competition is not merely measured in trophies and accolades but in the profound impact it has had on our students' personal and intellectual development. For many participants, the competition served as a catalyst for self-discovery, fostering confidence, resilience, and a sense of purpose that will serve them well in their future endeavors. Whether pursuing careers in law, politics, public service, or any other field, our Youth Parliament champions emerge as empowered leaders equipped with the skills and values necessary to effect positive change in society.

Beyond individual achievement, our college's dominance in the Youth Parliament competition reflects a broader institutional ethos characterized by innovation, excellence, and a relentless pursuit of excellence. It is a testament to the collective efforts of our faculty, staff, and students who share a common commitment to academic rigor, intellectual curiosity, and social responsibility. Through collaborative initiatives, interdisciplinary collaborations, and a culture of continuous improvement, we have created an environment where excellence thrives, and students are inspired to reach their full potential.

Moreover, our success in the Youth Parliament competition has not gone unnoticed, garnering widespread recognition and acclaim within the academic community and beyond. It has elevated our college's profile on the national stage, attracting talented students, faculty, and collaborators who are drawn to our institution's reputation for excellence and innovation. As a result, we have become a magnet for aspiring leaders seeking a vibrant academic community where they can thrive, grow, and make a meaningful difference in the world.

Looking ahead, we remain steadfast in our commitment to excellence, innovation, and the values of democracy and civic engagement that lie at the heart of our college's mission. As we celebrate our past achievements, we also recognize the challenges and opportunities that lie ahead. We are determined to build upon our success in the Youth Parliament competition, leveraging it as a springboard for even greater accomplishments in the years to come.

In conclusion, our college's distinction as champions of the Youth Parliament competition is not merely a reflection of our past achievements but a testament to our enduring commitment to empowering leaders, shaping futures, and making a positive impact on society. As we continue on this transformative journey, we invite students, faculty, and partners from around the world to join us in our quest to create a more just, equitable, and democratic future for all.

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

5. CONCLUSION

Additional Information :

- Government General Degree College is remotely located in the distric of Nadia stil it is well connected with the railways and the highways which results into easy communication for both the students as well as the faculties.
- The college maintains a healthy student teacher ratio which aids into a kind of one to one communication with the students.
- The college also facilitates in distance learning education system as it houses a study centre under Netaji Subhas Open University (Center Code- L03). It helps the student to pursue higher studies.
- The college also has lot of greeneries that provides an environment friendly atmosphere.
- For the sake of safety and security the college is under CC tv survelliance. the ex-military service men are deployed as security guards of the college.
- The college also has a separate guest room with attached bathroom facilities.
- The college has a spacious cycle stand for the students and another stand where the staff members can park their vehicles.
- The college also has a high mast light for additional security during the nights.
- The college has applied to the Higher Education Department of West Bengal for the installation of elevator within the college building for the benefit of those who are differently abled.
- The college also plans to apply to the Higher Education Department of West Bengal for the installation solar panels wihin the college campus.
- The college has also appliedto the Higher Education Department of West Bengal for the installation of Green Generator but it has not been installed yet.

Concluding Remarks :

The establishment of a college like Government General Degree College Nakashipara at a remote region like Nakashipara actually reflects the vision of the Government to spread the light of knowledge and education in places where most of the students do not belong from the creamy layer and subsequently belong to the category of first generation learners.

After the establishment of the college since 2015, under the University of Kalyani several students have got themselves admitted in Government General Degree College Nakashipara and majority of them have completed and received their undergraduate degree from our college. After the completion of their three years degree there have been a considerable number of students who have gone for higher education and few more have joined services in different sectors which includes both government and private.

As a college that is located in a rural background this is one of the positive signs that can be drawn in the journey of Government General Degree College Nakashipara for the last eight years. That our college could successfully carry forward the vision of the government is something that bears special recognition in the concluding remarks about the college.

With the introduction of the NEP from the current academic year the college is dedicated to upgrade its academic and infrastructural facilities to keep itself updated with the changing scenario of the system of higher education in India. The college also aims to establish itself as one of the premium institution in the country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :21 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
569	600	0	354	154

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
484	540	0	354	154

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	4.88400	6.65908	1.64007

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	8	5	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	5	1	02

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

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	13	1	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	13	1	4

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

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

Answer before DVV Verification :
Answer After DVV Verification :11
Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00000	00000	27.57070	19.35545	49.53794

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49.53	19.35	27.57070	00	00

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16.60205	17.93106	6.58869	20.49966	27.17063

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.60	7.93	4.58	9.49	8.63

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	22	24	16	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	21	24	12	11

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
114	191	178	119	106

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
114	191	178	119	106

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	1	0	5

Answer After DVV Verification :

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

0	4	1	0	5

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	8

Answer After DVV Verification :

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

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

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	17	18	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	5	9	9

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

6.2.2	*Institution implements e-governance in its operations* 1. **Administration**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
32	08	10	30	04

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	08	10	30	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	08	10	25	04

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

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

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the supporting documents provided based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
578	609	585	547	485

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
578	609	585	544	480