



**Annual Quality Assurance Report (AQAR)  
(Academic Session 2020-21)**

**Part – A**

**Data of the Institution**

**1. Name of the Institution:**

Government General Degree College, Kalna I

- Name of the Head of the institution: Prof. (Dr.) Krishnendu Dutta
- Designation: Principal
- Does the institution function from own campus: Yes
- Phone no./Alternate phone no.: 03454291212
- Mobile no.: +919477501460
- Registered e-mail: govt.collegekalna1@gmail.com
- Alternate e-mail: kd@ggdck.ac.in
- Address : Muragacha, Medgachi, Purba Bardhaman-713405 (WB)
- City/Town : Purba Bardhaman
- State/UT : West Bengal
- PinCode : 713405

**2. Institutional status:**

- Affiliated/Constituent: Affiliated
- Type of Institution: Co-education
- Location: Rural
- Financial Status: UGC 2f and 12 (B)
- Name of the Affiliating University: The University of Burdwan
- Name of the IQAC Coordinator: Dr. Parnajyoti Karmakar
- Phone no. : 9434836693
- Alternate phone no.
- Mobile: 7432962056
- IQAC e-mail address: iqac@ggdck.ac.com
- Alternate e-mail address: parnajyoti@gmail.com



**3. Website address:**

Web-link of the AQAR: (Previous Academic Year): [Click here](#)

**4. Whether Academic Calendar prepared during the year? Yes**

if yes, whether it is uploaded in the Institutional website: Yes

Web link: [Click here](#)

**5. Accreditation Details: NA**

Cycle	Grade	CGPA	Year of Accreditation	Validity Period	
1 <sup>st</sup>				from:	to:
2 <sup>nd</sup>				from:	to:
3 <sup>rd</sup>				from:	to:
4 <sup>th</sup>				from:	to:
5 <sup>th</sup>				from:	to:

**6. Date of Establishment of IQAC: 20/08/2019**

**7. Provide the list of funds by Central/ State Government- NIL**

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount

**8. Whether composition of IQAC as per latest NAAC guidelines: Yes**

**9. No. of IQAC meetings held during the year: Two**

Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? Yes

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year? No**



**11. Significant contributions made by IQAC during the current year**

- \* Organization of different webinar on specific subjects and general.
- \* Implementation of LMS (Learning Management Software) theory Google Work Space for Education for online teaching learning and examination during pandemic.
- \* Organization of different online cultural programmes and students competition for promoting extracurricular activities for students during pandemic.
- \* Made provisions for e-learning contents and exposure of virtual labs for better learning experience of the students during the pandemic.
- \* Creation of Swayam Local Chapter for online learning for advance learners.

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

<b>Plan of Action</b>	<b>Achievements/Outcomes</b>
Preparation of academic calendar	Academic calendar has been prepared and uploaded in the website.
Collection of Geo tagged photographs	Geo tagged photographs of different events has been collected.
Data uploading in AISHE website	AISHE portal for 2020-21 has not been initiated by AISHE till 30 <sup>th</sup> June, 2021 but the data are collected and assimilated as per the data template of the previous year.
Preparation for permanent affiliation	The university has conducted peer team visit on 4 <sup>th</sup> April, 2021 and the permanent affiliation is awaiting.
Encouraging teachers and students for publication in reputed journals	7 research articles have been published by the faculties.
Organization of webinars	1. Values in Neo Normal Society on 28 <sup>th</sup> April, 2021. 2. Virtual lecture series on Yoga on 21.06.2021 3. Online workshop on Students' Counseling on 23.06.2021 4. Ask, Explore & Experience – The Joys of Learning by Department of Education on 26 <sup>th</sup> June, 2021.
Implementation of LMS	LMS has been initiated in the institution and separate login ids and passwords provided to students and faculty members for accessing their respective accounts in the portal.
Website registration in Government portal	Website has been registered in government portal with new website address <a href="https://www.ggdck.ac.in">https://www.ggdck.ac.in</a> .
Plastic free campus	College campus has been declared as plastic free campus.
Creation of Swayam local chapter	Swayam local chapter has been created.



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13. *Whether the AQAR was placed before statutory body?* No

14. *Whether institutional data submitted to AISHE:* Yes

**Year:** 2020-21

**Date of Submission:** 21-02-2022



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### Extended Profile of the Institution

- **Programme:**

- Number of courses offered by the Institution across all programs during the year

<b>Year</b>	2020-21
<b>Number</b>	13

- **Student:**

- Number of students during the year.

<b>Year</b>	2020-21
<b>Number</b>	335

- Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

<b>Year</b>	2020-21
<b>Number</b>	592

- Number of outgoing/ final year students during the year

<b>Year</b>	2020-21
<b>Number</b>	60

- **Academic:**

- Number of full time teachers during the year

<b>Year</b>	2020-21
<b>Number</b>	28

- Number of Sanctioned posts during the year

<b>Year</b>	2020-21
<b>Number</b>	34

- **Institution:**

- Total number of Classrooms and Seminar halls: **21 and 02**

- Total expenditure excluding salary during the year (INR in lakhs)

<b>Year</b>	2020-21
<b>Expenditure</b>	Rupees 34,45,067

- Total number of computers on campus for academic purposes: **36**



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**Part-B**

**Criterion 1 - Curricular Aspects**

**1.1 Curricular Planning and Implementation**

***1.1.1. The Institution ensures effective curriculum delivery through a well planned and documented process***

**Curriculum Delivery and Documentation:**

The institution ensures effective curriculum delivery through a well planned and documented process.

The college regards effective delivery of curriculum as the most vital curricular aspect. The college follows the curriculum prescribed by the University through its Boards of Studies.

The college ensures effective curriculum delivery through systematic and strategic transparent mechanism:

**Time- Table:**

- The Time Table is prepared by the Routine and Academic Calendar Sub-Committee with the help of all the departments.
- The Time Tables are displayed on the Notice Board and also uploaded on the college website.
- The syllabus link of University is also provided to the students.

**Teaching Plan and Teaching Diary:**

- Teaching Plan comprising detailed lecture distribution and course outcome is prepared for each course by every faculty member at the beginning of each academic year and gets duly published on the college website.
- Periodic assessment and orientation of curriculum delivery is conducted by IQAC through HODs.
- The faculties arrange extra tutorials and practicals as and when necessary and maintain their records.
- Formative assessment is done by teachers to identify gaps in students' knowledge which helps to identify slow and advanced learners.
- The slow learners are provided with Remedial Coaching beyond the scheduled hours.
- The advanced learners are encouraged for further progression in career by participating in various co-curricular activities and career oriented programmes organised by the college and outside the college.



• **Following the Covid-19 Pandemic, various online teaching-learning methodologies were adopted by the College for the smooth conduction of academic activities:**

1. Implementation of LMS (Learning Management System) via Google Workspace for Education.
2. Conduction of online classes in Google Classroom
3. Use of Google Classrooms as a repository of study materials, lecture notes and video lectures.
4. Conduction of science experiments using virtual lab.

**Laboratories:**

- There is optimum utilization of well-equipped laboratories for curriculum delivery of practical.
- The students maintain the practical journals and the results are certified by the faculty along with HOD.

**Teaching Aids:**

- The faculties use study materials, smart classroom, e-resources, charts, maps, models and specimens along with chalk and board.
- Methods like seminar, group discussion, quiz, case study for effective delivery of curriculum are taken into consideration.
- Study materials, lecture recordings, notes and question banks are provided in the class, on college e-learning portal and through google classrooms.
- Group projects are assigned to teach them team spirit, sharing and develop presentation skill and research skill.
- ICT based materials are also uploaded on the college website.
- Guest lectures, Expert lectures and informal guidance by departmental Alumni are organised.
- Internet, Computer, LCD projectors and other Audio- visual aids are utilized on a regular basis.

**Central Library:**

- Central Library is maintained by the Library Sub-Committee to facilitate the students to have access to the latest books available in concerned subjects and topics.
- The books are issued to the students as and when needed by them.
- The record of the same is maintained in Issue Register by concerned officials.



**Teacher support:**

- The college encourages the faculty to participate in Orientation, Refresher courses & Faculty Induction Programmes to update their knowledge of the subject.
- The college encourages the faculty to attend syllabus restructuring workshops.
- The college takes initiative and encourages staff to attend workshops organised by the University for effectively implementing the CBCS method of imparting curriculum.

<i>File Description</i>	<i>Documents</i>
Relevant Supporting Documents	<a href="#">Click here</a>

**1.1.2. The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE) Academic calendar:**

- The college follows the guidelines issued by the university in forming and adopting the Academic calendar.
- The Heads of Departments conduct meetings to distribute workload, allot paper codes, plan the activities of the department and to review the completed syllabus.
- The Principal monitors the effective implementation of the Academic Calendar through formal meetings with Heads of Departments and if necessary informal discussions with faculty.
- The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation which includes evaluation through assignment submission, seminar presentation, project work, written tests, viva-voce or mcq papers.
- These tests occur as mid-semester assessment and end-semester assessment. The exams were conducted in online mode due to Covid 19 pandemic. Proper sensitization workshop regarding online examination was organised for students.
- For the successful execution of the Continuous Internal Assessment Process, Internal Examination Committee is formed at the college level. This committee is entrusted to coordinate the whole process of conducting and evaluating examinations from time to time.





<i>File Description</i>	<i>Documents</i>
Relevant Supporting Documents	See Attachment

**1.1.3. Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year**

Teachers of this institution have set question papers for UG/PG programs and also were engaged with the process of assessment and evaluation process of the affiliating University i.e. The University of Burdwan.

<i>Year</i>	2020-21
<i>Number</i>	29

<i>File Description</i>	<i>Documents</i>
Institutional Data in Prescribed Format	<a href="#">View file</a>

**Key Indicator- 1.2 Academic Flexibility**

**1.2.1. Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented.**

Under the affiliation of The University of Burdwan, the college offers Core /Elective options in Choice Based Credit System (CBCS). Based on the pedagogical requirements, academic interest and aptitude, students are allowed to choose from several course options like Ability Enhancement Compulsory Course (AECC), Skill Enhancement Course (SEC), Discipline Specific Elective Course (DSE), General Elective Course (GE).

The College offers core options at the UG level in Arts, Science and Commerce stream. English,



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Bengali, Education, Sanskrit, History, Philosophy are offered in Arts. It has core options in Physics, Chemistry, Mathematics in the science stream. The Commerce section offers an Honours programme in Accountancy. All these subjects are available in Elective mode as well.

**1.2.2. Number of Add on /Certificate programs offered during the year : How many Add on /Certificate programs are added during the year. Data requirement for year:**

NIL

**1.2.3 Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

<b>Year</b>	20-21
<b>Number</b>	NIL

**Key Indicator- 1.3 Curriculum Enrichment**

**1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

<b>File Description</b>	<b>Documents</b>
List and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View file</a>

**1.3.2. Two courses of CBCS syllabi include experiential learning through project work/field work/internship during the year.**

<b>Year 2020-21</b>		
<b>Name of the Programme</b>	<b>B.A./B.Sc./B.Com (Hons./Gen)</b>	<b>B.Sc (Hons.) in Chemistry - Semester VI</b>
<b>Number of Students</b>	163	02



<i>File Description</i>	<i>Documents</i>
Institutional Data in Prescribed Format	<a href="#">View file</a>

#### Key Indicator- 1.4 Feedback System

##### **1.4.1. Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders – 1) Students 2) Teachers 3) Employers 4) Alumni**

Feedback, regarding various academic and administrative activities, was collected, from students, teachers and alumni.

<i>File Description</i>	<i>Documents</i>
Relevant Supporting Document	<a href="#">Click here</a>

##### **1.4.2 Feedback process of the Institution may be classified as follows:**

###### **Options:**

Reports were **collected**, further **analyzed** and **relevant actions were taken** in this regard. The feedback is **available in the institution's official website**.

<i>File Description</i>	<i>Documents</i>
Relevant Supporting Document	<a href="#">Feedback analysis report 2020-21</a>



## Criterion 2 - Teaching- Learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1. Enrollment Number

Number of students admitted during the year

<b>Year</b>	2020-2021
<b>Number</b>	163

##### 2.1.1.1. Number of sanctioned seats during the year

<b>Year</b>	2020-2021
<b>Number</b>	603

<b>File Description</b>	<b>Documents</b>
Any additional information	<a href="#">View file</a>
Institutional data in prescribed format	<a href="#">View file</a>

#### 2.1.2. Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year.

##### 2.1.2.1. Number of actual students admitted from the reserved categories during the year

<b>Year</b>	2020-2021
<b>Number</b>	73

<b>File Description</b>	<b>Documents</b>
Any additional information	<a href="#">View file</a>
Institutional data in prescribed format	<a href="#">View file</a>



## 2.2. Catering to Student Diversity

### ***2.2.1. The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners***

The prime objective of any educational institute striving to achieve excellence is to identify respective learning levels of the students. At the very outset, it becomes necessary to identify slow learners and advanced learners as students of diverse socio-cultural, economical and educational background are admitted to the college. Department-wise bridge courses have been arranged at the beginning of the first semester to fill the gap between class 12 level and UG level. During the pandemic era, teachers, mentors and the head of the departments identify the slow learners and advanced learners by tracking their academic performance in the tests conducted in the concerned Google Classrooms. Google Classroom is also used to keep the record regarding the attendance and test marks of the students.

#### **For Slow learners:**

For slow learners, the college provides special guidance, personal counseling, question paper solving, home assignments and doubt-clearing sessions during the online classes due to COVID Guidelines. The test marks and attendance of the slow learners have been informed to their parents in the Teacher-Parent Meetings. Department-wise mentoring process for the honours students has been arranged. The tutorial and remedial classes have been conducted to improve their academic performance.

#### **For Advanced learners:**

Advanced learners are constantly guided and encouraged for participation in various competitions. The teachers identify their interest and talent in various domain, and guide and motivate them to pursue higher studies. Students are encouraged to participate in National and State Level seminars and conferences through online mode.

### ***2.2.2. Student- Full time teacher ratio (Data for the latest completed academic year)***

<b><i>Year</i></b>	<b>2021-2020</b>
<b><i>Number of Students</i></b>	335
<b><i>Number of teachers</i></b>	28

## Key Indicator- 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***

The college is practicing different student centric learning methods through co-curricular and extra-curricular activities besides the regular academic work to ensure their dynamic participation and to



enhance their learning ability. A segment called Students' Corner in our college website is created for encouraging the students where different types of student activities are uploaded. The College endeavors to make the teaching-learning as a two-way process.

**Experiential Learning:** Due to COVID guidelines, the students are not allowed to conduct experiments in practical classes. But, the experiments have been showcased to the students using Virtual Lab. Environmental projects at first semester and major projects in some departments at final semester have been arranged according to university syllabus that help in imparting the required skills to the students.

**Participative Learning:** Students are motivated to participate in quiz competitions, presentations of project paper, seminars etc. to get the participative learning environment. Different types of flip teaching model have been conducted to inspire the students to take part in the teaching process.

**Problem Solving Methodologies:** Encouragement is given to take part actively in project works and to participate in different practicing sessions to enhance the problem-solving ability of the students of honours departments.

### ***2.3.2. Teachers use ICT enabled tools for effective teaching-learning process.***

The role of Information and Communication Technology (ICT) in teaching-learning process ensures that the students play an active role in the learning process. Teachers use ICT based technology during teaching along with the traditional mode to make the learning process more engaging.

1. Teachers use virtual mode as Google Meet for conducting the online classes due to COVID restrictions. Google Classroom is used for teaching, posting materials and evaluation process. Teachers make necessary WhatsApp groups with the students for communication.
2. Teachers make the teaching process more interesting by using power-point presentations incorporating animations in their virtual classrooms.
3. In the virtual classrooms, multiple guest lectures, expert talks, departmental seminars and multidisciplinary discussions have been regularly organized for the students.
4. Teachers have regularly organized online quiz for students during the teaching process through Google Forms to record the feedback of the students.
5. Recordings of audio lectures have been made available to students for long term learning and future referencing.
6. Various events such as poster making, project presentations, paper presentations etc. have been organized with the help of various ICT enabled Tools to enhance the quality of teaching-learning.
7. To teach science subjects in online mode, teachers have used various online tools as Jamboard in Google meet as well graphic pen tablet for better writ experience during online classes.
8. To motivate the students in using online resources e-PGPathshala, SWAYAM, NPTEL, EDx, Coursers have been used.

<b><i>File Description</i></b>	<b><i>Documents</i></b>
Provide link for web page describing the ICT enabled tools for effective teaching-learning process.	<a href="#">Click here</a>



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**2.3.3. Ratio of mentor to students for academic and other related issues**

**2.3.3.1. Number of mentors Number of students assigned to each Mentor**

<b>Year</b>	2020-2021
<b>Number of mentors</b>	NIL

**2.4 Teacher Profile and Quality**

**2.4.1. Number of full time teachers against sanctioned posts during the year**

<b>Year</b>	2020-2021
<b>Number</b>	28

<b>File Description</b>	<b>Documents</b>
Full time teachers and sanctioned posts for year(Data Template)	<a href="#">View file</a>
Any additional information	<a href="#">View file</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View file</a>

**2.4.2. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Super speciality / D.Sc. / D.Litt. during the year**

<b>Year</b>	2020-2021
<b>Number</b>	12

<b>File Description</b>	<b>Documents</b>
List of number of full time teachers with <b>Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt.</b> and number of full time teachers for year	<a href="#">View file</a>



### **2.4.3. Number of years of teaching experience of full time teachers in the same institution**

**2.4.3.1.** : Total experience of full-time teachers

<b>Year</b>	2020-2021
<b>Number</b>	102.6

<b>File Description</b>	<b>Documents</b>
List of Teachers including their PAN, designation, dept. and experience details	<a href="#">View file</a>

## **2.5. Evaluation Process and Reforms**

### **2.5.1. Mechanism of internal assessment is transparent and robust in terms of frequency and mode**

At the beginning of each odd and even semester, the academic calendar is published which includes date of Internal Assessments, Display of Results, etc. The internal assessment which is an indispensable part of current CBCS Programme, have been held in online mode only. The continuous evaluation process has been followed in this regard.

Internal evaluation of students is done by the teachers through innovative teaching pedagogues and techniques. The college strictly monitors the attendance of the students. The students have been informed the rules and regulations regarding the internal examinations and their queries are addressed arranging several online departmental meetings over Google Meet.

A separate examination cell called Internal Assessment Sub-committee comprising of teaching staff of the college is entitled to conduct internal examinations. The committee prepares the schedule and provides necessary instructions to the teachers and students. The allotment of the





examination related duties, schedule of the examinations are controlled by the committee.

The college has a transparent and confidential mechanism for conducting internal assessments. The question paper will be prepared as per the norms decided in the internal meeting of the college. Question papers have been uploaded in the virtual platform prior to the examination.

### ***2.5.2. Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient***

The Principal of the college and the Internal Examination Sub-committee of the college have been entitled with the responsibility to deal with the internal examination related grievances. Grievances raised by the students, if there is any, have been effectively communicated to the Examination committee for needful actions. The responses against the grievances from the teachers are communicated to the students immediately.

Following are the possible grievances raised by students,

1. Any grievances or conflict related to the question paper like out of syllabus or wrong questions have been communicated to the department concerned immediately after making an analysis by the subject teacher.
2. Repeated questions, improper split of marks, missing data, marks missed and wrong question number during internal exams are also reported and sorted.
3. The decision has been taken always in favour of students and the information after resolving the grievances is intimated to the students.
4. During this pandemic era, an important grievance regarding internal examination is the submission of answer scripts in proper time through virtual mode. However, alternative ways as the offline submission have been arranged for the students who suffers with poor connectivity issues.

## **2.6 Student Performance and Learning Outcome**

### ***2.6.1. Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.***

The syllabus for all programs offered by the institution are designed by the university and is based on the structure of syllabus under CBCS offered by the UGC. The lesson plans for the courses are provided in the concerned website.

<b><i>File Description</i></b>	<b><i>Documents</i></b>
Paste link for Additional information	<a href="#">Click here</a>



### 2.6.2. Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The faculty of the institution have supervised the overall progress of the students in online mode due to the pandemic situation. The online platforms used in this respect are Google Meet, WhatsApp, Google Classroom etc. The methods of measuring the students' level of attainment of Pos, PSOs and COs taken are assignments, online class tests, project works, online seminar, virtual lab etc. The students are guided and mentored in different ways to boost them up and to prepare them to pursue their higher studies.

### 2.6.3. Pass percentage of Students during the year

2.6.3.1. Total number of final year students who passed the university examination during the year

<i>File Description</i>	<i>Documents</i>
Details of University passed out students during the year	<a href="#">View file</a>

2.6.3.2. Total number of final year students who appeared for the university examination during the year

<b>Previous completed academic year</b>	
<i>Number of students appeared</i>	83
<i>Number of students passed</i>	60

<i>File Description</i>	<i>Documents</i>
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View file</a>



## 2.7 Student Satisfaction Survey

**2.7.1. Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web-link)**

<i>File Description</i>	<i>Documents</i>
Paste link for SSS	<a href="#">Click here</a>



### 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 year (INR in Lakhs)**

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

<b>Year</b>	2020-21
<b>(INR in Lakhs):</b>	0.17 Lakh

<b>File Description</b>	<b>Documents</b>
Any additional information	<a href="#">View file</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View file</a>
List of endowments / projects with details of grants	<a href="#">View file</a>

##### **3.1.2. Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1.** : Number of departments having Research projects funded by government and non-government agencies during the year

<b>Year</b>	2020-21
<b>(INR in Lakhs):</b>	NIL



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**3.1.3.** Number of Seminars/conferences/workshops conducted by the institution during the year

**3.1.3.1.** : Total number of Seminars/conferences/workshops conducted by the institution during the year

<i>Year</i>	2020-21
<i>Number of teachers</i>	NIL

**3.2- Research Publication and Awards**

**3.2.1. Number of papers published per teacher in the Journals notified on UGC website during the year**

**3.2.1.1.** Number of research papers in the Journals notified on UGC website during the year: **15**

<i>File Description</i>	<i>Documents</i>
List of research papers by title, author, department, name and year of publication	<a href="#">View file</a>

**3.2.2. Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.2.2.1.** Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

<i>Year</i>	2020-21
<i>Number</i>	NIL



### 3.3- Extension Activities

#### **3.3.1. Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year**

The COVID-19 Pandemic is a quintessential adaptive and transformative challenge, one for which there is no preconfigured plan that can guide appropriate responses. Education institutions had to swiftly design responses – and with specific contexts in mind. As the pandemic ran its course, government implemented measures that limited the number of people congregating in public places. Such measures disrupted the normal functioning of the institute as a result of which extension activities could not be incorporated.

<i>File Description</i>	<i>Documents</i>
Paste link for additional information	<a href="#">Click here</a>

#### **3.3.2. Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.3.2.1.** Total number of awards and recognition received for extension-activities from Government/ government recognized bodies during the year.

<i>Year</i>	2020-21
<i>Number</i>	NIL

#### **3.3.3. Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.3.3.1.** Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

<i>Year</i>	2020-21
<i>Number</i>	NIL



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**3.3.4. Number of students participating in extension activities at 3.3.3. above during the year**

**3.4.4.1.** Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

<b>Year</b>	2020-21
<b>Number</b>	NIL

**3.4 – Collaboration (20)**

**3.4.1. The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**

<b>Year</b>	2020-21
<b>Number</b>	NIL

<b>File Description</b>	<b>Documents</b>
e-copies of linkage related Document	NIL
Any additional information	NIL

**3.4.2. Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**

**3.4.2.1.** Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

<b>Year</b>	2020-21
<b>Number</b>	1

<b>File Description</b>	<b>Documents</b>
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View file</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1. *The Institution has adequate infrastructure and physical facilities for teaching- learning, viz., classrooms, laboratories, computing equipment etc.*

The Institution was established in the year 2015 and since then it has grown up significantly. There are 09 departments with Honours (B.A./B.Sc./B.Com) and General (B.A./B.Sc./B.Com) programmes. More than 200 students study here per academic year. The Institution has 20 class rooms along with 01 smart class room and 01 auditorium/Seminar with ICT facilities. Also the Institution has 05 well equipped laboratories and 41 computers for teaching-learning process.

#### 4.1.2. *The Institution has adequate facilities for cultural activities, sports,games (indoor, outdoor), gymnasium, yoga centre etc.*

The Institution has a large playground, auditorium hall but no gymnasium. However, volleyball, badminton can be played in the small ground within the college premises. Generally cultural programmes like Annual Fest and Freshers' welcome have been arranged within the college premises with temporary pandal. Small programmes can be arranged in the gallery (Room No.-304).

#### 4.1.3. *Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.*

##### 4.1.3.1. :Number of classrooms and seminar halls with ICT facilities

<b>Year</b>	2020-21
<b>Number of Classrooms</b>	06

<b>File Description</b>	<b>Files</b>
Upload Number of classrooms and seminar halls with ICT enabled facilities (DataTemplate)	<a href="#">View file</a>
Any additional information	<a href="#">View file</a>





**4.1.4. Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

<b>Year</b>	2020-21
<b>(INR in Lakhs)</b>	21.44671

<b>File Description</b>	<b>Files</b>
Upload Detail of Budget Allocation, excluding Salary during the year.	<a href="#">View file</a>

**4.2 Library as a Learning Resource**

**4.2.1. Library is automated using Integrated Library Management System (ILMS)**

Data requirement for year: Upload a description of library with,

- Name of ILM Software: **NA**
- Nature of automation (fully or partially): **Partially**
- Version: **NA**
- Year of Automation: **2019**

**4.2.2. The institution has subscription for the following e-resources**

1. e-journals: 00
2. e-Shodh Sindhu: 00
3. Shodh ganga Membership: 00
4. e-books: 00
5. Databases: 00
6. Remote access toe-resources: 00

**Options: None of the above**



**4.2.3. Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1.** Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

<b>Year</b>	2020-21
<b>(INR in Lakhs)</b>	0.74859

<b>File Description</b>	<b>Files</b>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year	<a href="#">View file</a>

**4.2.4. Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

**4.2.4.1.** Number of teachers and students using library per day over last one year :

1.015 (201/198)

<b>File Description</b>	<b>Files</b>
Details of library usage by teachers and students	<a href="#">View file</a>

**4.3 IT Infrastructure**

**4.3.1. Institution frequently updates its IT facilities including Wi-Fi**

The institution has registered to a designated domain and new website has been created.

<b>File Description</b>	<b>Files</b>
Paste link for additional information	<a href="#">Click here</a>



#### 4.3.2. Student – Computer ratio

Number of students : Number of Computers Data : **335: 41**

- Number of computers in working condition: **41**
- Total Number of students: **335**

#### 4.3.3. Bandwidth of internet connection in the Institution

Options:

Available internet band width:  $\geq 50$ MBPS

<i>File Description</i>	<i>Files</i>
Details of available bandwidth of internet connection in the Institution	<a href="#">View file</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1. Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

<i>Year</i>	2020-21
<i>(INR in Lakhs)</i>	3.21587

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

<i>File Description</i>	<i>Files</i>
Details about assigned budget and expenditure on physical facilities and academic support facilities	<a href="#">View file</a>



**4.4.2. There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

The Institution is fully owned by the Government of West Bengal. Government development grants are only of the major sources for procuring, augmenting educational resources like books, journals, laboratory consumables and library resources. Upon receiving of such grants a meeting is conducted by the Principal with all the HODs and the funds are distributed proportionately. Beside that

- The garden inside the College Campus is maintained by the Beautification Committee of our college.
- The entire building including classrooms are cleaned daily by the sweepers and the entire building is maintained by PWD Civil and Electrical wings of Govt. of West Bengal.
- Laboratories are maintained by teaching faculty, non teaching staff and also by the students.
- The chemicals, glass goods, instruments, equipments are purchased from the Developmental and/ or other Grants.
- Books are purchased through Government Grants.
- Internet is available to all teaching, non-teaching staff during office hours. Teachers and students can avail internet facility from library also. LAN connection throughout the college ensures internet access.

Field for Sports and Games is maintained by PWD civil wings

**Criterion 5- Student Support and Progression**



## 5.1 Student Support

### 5.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year

<b>Year</b>	2020-2021
<b>Number</b>	218

<b>File Description</b>	<b>Documents</b>
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View file</a>
Upload any additional information	<a href="#">View file</a>
Number of students benefited by scholarships and free ships provided by the Government during the year	<a href="#">View file</a>

### 5.1.2. Number of students benefited by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1. Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

<b>Year</b>	2020-2021
<b>Number</b>	NIL

### 5.1.3. Capacity building and skills enhancement initiatives taken by the institution include the following

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

**Options : None of the above**



**5.1.4. Number of students benefited by guidance for competitive examinations and career counseling offered by the Institution during the year**

**NIL**

**5.1.4.1.** Number of students benefited by guidance for competitive examinations and career counseling offered by the institution during the year

<b>Year</b>	2020-2021
<b>Number</b>	Nil

**5.1.5. The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

1. Implementation of guidelines of statutory/regulatory bodies
2. Organization 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

**Options: Any 2 of the above(3, 4)**

<b>File Description</b>	<b>Documents</b>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View file</a>
Any additional information	<a href="#">View file</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">Click here</a>

**5.2 Student Progression**

**5.2.1. Number of placement of outgoing students during the year**

**5.2.1.1.** : Number of outgoing students placed during the year



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<b>Year</b>	2020-2021
<b>Number</b>	01

<b>File Description</b>	<b>Documents</b>
Self-attested list of students placed	<a href="#">View file</a>
Any additional information	<a href="#">View file</a>

**5.2.2. Number of students progressing to higher education during the year**

**5.2.2.1. Number of outgoing student progression to higher education**

<b>Year</b>	2020-2021
<b>Number</b>	19

<b>File Description</b>	<b>Documents</b>
Details of student progression to higher education	<a href="#">View file</a>

**5.2.3. Number of students qualifying in state/national/ international level examinations during the year (e.g.: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**5.2.3.1. Number of students qualifying in state/ national/ international level examinations (e.g.: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

<b>Year</b>	2020-2021
<b>Number</b>	Nil



5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year

<b>Year</b>	2020-2021
<b>Number</b>	Nil

### 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 year.*

5.3.1.1. : 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 year.

<b>Year</b>	2020-2021
<b>Number</b>	NIL

5.3.2. *Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )*

As this college is fledging institute, comprised of nearly 300 students, though the institute does not have any structured Student Council yet. However, there is an informal Student Body where the participations are from different years and different streams. This body is entrusted to hold Saraswati Puja, Fresher's Welcome and other cultural activities of the college. This body is also entrusted and the members of the body have actively participated in various Co-curriculum activity like Wall Magazine publication, World Environment Day celebration (Student extempore/short speech and poster preparation competition) etc.

<b>File Description</b>	<b>Documents</b>
Paste link for additional information	<a href="#">Click here</a>
Any additional information	<a href="#">View file</a>





**5.3.3. Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1.** Number of sports and cultural events/competitions in which students of the Institution participated during the year

<b>Year</b>	2020-2021
<b>Number</b>	05

<b>File Description</b>	<b>Documents</b>
Report of the event	<a href="#">View file</a>
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)	<a href="#">View file</a>

**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.**

Being a fledging institute established in 2015, the college produces three batches of graduates in the year 2019, 2020 and 2021 respectively with a handful number of students and thereby the Alumni association has not been yet registered. The College has already gathered the student database and the first formal meeting with the passed out students was held on June 21<sup>st</sup>, 2021 in virtual mode to let the students informed about the importance of forming Alumni association and its role in developing an academic institute, as most of the students are first generation learners coming from marginal section of the society. It was also proposed that the college will hold a physical meeting after the college reopens to fix the name of the alumni association and its office bearers. However, the College has structured mechanism to collect alumni feedback in online mode where the questionnaires are primarily focused to know the experience of the students at the college during their studentship, their impediment of availing facilities and finally their suggestions for creating better academic ambience at the College. All these issues of passed out students are critically analyzed in different forum and the college has tried to resolve those issues with the help and active support of its apex bodies.



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Date of establish of Alumni 20/06/2021

<i>File Description</i>	<i>Documents</i>
Paste link for additional information	<a href="#">Click here</a>
Any additional information	<a href="#">View file</a>

**5.4.2. Alumni contribution during the year (INR in Lakhs)**

***NIL***



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## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### *6.1.1. The governance of the institution is reflective of and in tune with the vision and mission of the institution*

##### Our Vision

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

##### Our Mission

- ❖ To include learners from various socio-economic back grounds and make higher education accessible and inclusive.
- ❖ To promote ICT enabled platforms for the purpose of effective teaching, learning and evaluation.
- ❖ To provide comprehensive idea about the changes and challenges in higher education as well as vocational opportunities – globally.
- ❖ To encourage creative critical thinking and help the learners imbibe a collaborative team spirit.
- ❖ To inculcate the values of the communities among the future contributors of our society

Government General Degree College, Kalna-I was founded as a result of an endeavor to set up a government-funded institution of higher education with minimal fee structure at the remote village in the Purba Bardhaman District. As a government college in the economically challenged rural area, the institution aspires to include and empower students from all walks of life. Our aim is to provide the greatest education possible to all students from various sections of the society, instilling ideals that will enable them to go out into the world as good human beings and equipping them to meet the challenges that they will face outside of the campus gates. We have gradually emerged as a premier learning centre of women education especially for minority female students. All stakeholders' contributions to the college's operation are valued. The Teachers' Council nominates the committees



that deal with academic matters for each academic session. Teachers who are members of the IQAC play an important role in the design and implementation of the specified goals. Teachers serve as mentors to pupils, attending to their academic and emotional requirements. The feedback collected from stakeholders is examined and taken into account when making decisions for the institution's continuous improvement.

<i>File Description</i>	<i>Documents</i>
Paste link for additional information	<a href="#"><u>Click here</u></a>

***6.1.2. The effective leadership is visible in various institutional practices such as decentralization and participative management.***

The Principal vis-à-vis the management believes in inclusive and participative management and practices collective leadership. Practice of decentralization has its own significance in management. It reflects the policy decision making, planning and administration, and office management. The Institution enhances the quality at various levels - Principal, IQAC, Teachers' Council, NAAC Committee, Various Committees, Academic Staff, Administrative and Non-teaching Staff, NSS, all the stakeholders involve in the decentralization and participative management are working together for efficient functioning of the institution.

**1.** The academic, administrative and financial matters of a department are fully managed by the HODs under the guidance of the Principal. The Primary role of the departments is to provide academic excellence in all activities. They are to perform their role and responsibilities initiated with the vision and mission of the college. The HODs in consultation with the departmental faculties frame the academic calendar, class routine, teaching plan, proposal for procurement of departmental books and laboratory instruments for their respective departments.



The HODs are responsible for confirmation and observation of academic activities of the department. They ensure smooth conduction of theory and practical classes of their departments. Their responsibilities also include preparation of students list, result analysis, collection of students' feedback, monitoring of the status of syllabus coverage in different semesters periodically, identification of slow and advanced learners and extending of proper guidance etc. All these activities are done with the active participation of departmental faculty members. Faculties maintain healthy relationship with students, faculties, and community. They execute the policies and programs accurately and constructively. The College faculties represent the ethics and attend professional ethics in education.

2. The Teachers' Council is the highest academic body and its decision in all academic matters is final. The Teachers' Council assists the Principal by forming several subcommittees pertaining to various academic, cultural, administrative, disciplinary activities and also in drawing perspective plans, social activities etc. All these sub-committees headed by a convener, have been empowered to take decisions in consultation with the Principal as and when required to improve the quality of educational provisions. The input received from various committees and feedback analysis is considered for future decision making. The Institute has decentralized administration and delegated responsibility to staff through the formation of these different committees who are responsible for drafting regulating and implementing different academic policies.

The major sub-committees are Admission sub-committee, Examination sub-committee, Library sub-committee, Scholarship sub-committee, Discipline sub-committee etc. All activities are monitored by the Internal Quality Assurance Cell. Academic Calendar is meticulously planned and prepared in advance by Academic Committee and ensures the proper implementation of the academic calendar. These committees are responsible for confirmation and observation of academic activities.

<i>File Description</i>	<i>Documents</i>
Paste link for additional information	<a href="#">Click here</a>



## 6.2 Strategy Development and Deployment

### 6.2.1. The institutional Strategic/ perspective plan is effectively deployed

#### Online teaching learning and examination

**a) Perspective:** The COVID-19 crisis forced educational systems worldwide to find alternatives to face-to face instruction. As a result online teaching and learning have been used by teachers and student on unprecedented scale. The institute strives to identify the policies that can maximize the effectiveness of online mode of teaching learning.

**b) Implementation:** Groundwork to digital learning was taken as an opportunity as it had not been laid earlier in the regular mode Learning Management System were devised to cater to the immediate needs to prevent interruption in communication in the wake of a sudden closure. It was emphasised that the channels of communication were frequent, clear and succinct. A detailed blueprint of how the institute would operate during the pandemic was chalked out so that staff, parents were on the same page. FAQs were addressed, community wide texting, expectation of parents and students'. Step-by-step guideline was prepared and circulated about accessing and use of online learning tools and curriculum and examination via Google workspace, presentation of information in various formats including videos, text, screenshots and screen-casting tutorials. Faculties also updated themselves with the technology to be used and at the same time provided tech support and aided students to familiarize with the system. Communication escalated beyond logistics and academics.

**c) Sometimes it can be difficult to anticipate the roadblocks that students' might face while navigating this new territory. The institute provided a robust learning and examination system. Examination was conducted smoothly through the online mode due to the strategic planning and execution. The key principles taken into account were:**

- i) Frequent feedback through online knowledge checks, comments on collaborative documents to keep students' motivated and moving forward.**
- ii) To include virtual meetings, live chats or videos, contact through various online platforms to maintain human connection.**
- iii) Continuous Internal evaluation through online mode kept the students' up to date without regard to progress and motivated to achieve the immediate goals during the pandemic.**
- iv) Break learning into smaller chunks**
- v) Designing learning to meet the various needs.**

<b>File Description</b>	<b>Documents</b>
Strategic Plan and deployment documents on the website	<a href="#">Click here</a>
Paste link for additional information	<a href="#">View file</a>



**6.2.2. The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

The institution is a government college; hence it is fully controlled by the rules, regulations, and policies of Department of Higher Education, Government of West Bengal.

However, the Higher Education Department gives sufficient freedom to the Principal, who is the academic and administrative head of the institution to function in order to fulfill the vision and mission of the institution.

Moreover, the institution has various bodies for smooth execution of work in all departments and levels.

**GOVERNING BODY**

The institute is a newly formed institute and is in a process of forming Governing Body on receiving permanent affiliation and recognition from the UGC and the affiliating university.

**ADMINISTRATIVE SET UP**

The Principal is the administration's nucleus, with final authority in all financial matters. The Principal is in charge of the college's day-to-day operation. The Principal, in collaboration with the IQAC Coordinator, Departmental Heads, the Teachers' Council Secretary, and numerous Committee Convenors, coordinates and mobilizes the college's whole work process. All substantive Teachers to be vested with the post of H.O.D. on seniority basis.

**THE FUNCTIONS OF VARIOUS BODIES**

The Teachers' Council is led by the Secretary of the Teachers' Council and the Principal. Different committees are formed, each with a teacher convenor in charge of carrying out the functions of their respective committees. In order to encourage and enhance the research culture among the students and the teachers Journal and Publication Committee has been set up which facilitates in the research oriented activities. The Library Committee assist and advice regarding the formulation of library policies purchase of library materials, improvement of library and information services, and operational matters. There are different committees which aim to deliver to the society in numerous ways like National Service Scheme (NSS) and Student Welfare, Scholarships and Student Affair Sub-Committee. Besides there are some committees like Cultural, Journal and Publication, set up for the holistic development of the students. The Cultu

The institution is a government college; hence it is fully controlled by the rules, regulations, and policies of Department of Higher Education,



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Government of West Bengal.

However, the Higher Education Department gives sufficient freedom to the Principal, who is the academic and administrative head of the institution to function in order to fulfill the vision and mission of the institution.

Moreover, the institution has various bodies for smooth execution of work in all departments and levels. The College Committee of the college is responsible for all the intra and inter collegiate cultural events. The Seminar and Career Planning Committee looks after the career prospects and placement of the students. The Examination Committee helps in smooth conduct of the examinations while the Routine Committee and the Calendar Committee takes care of the class schedules and plan for the academic year respectively. Scholarships and Student Affair Sub-Committee tries to help the economically underprivileged but bright students by extending support of full or half Freeship. The Purchase Committee is formed to ensure consistent and correct norms of procurement practices. The Committee members meet as and when required and are primarily responsible for monitoring, verifying and ensuring that approved procurement procedures have been applied properly. Admission committee is formed at the beginning of every academic year to look after the admission of the students for the subsequent year. This committee establishes and implements the criteria for admission or enrollment of the students to the college for all the courses according to the University and Department of Higher Education regulations. Anti-Ragging Committee has been established to ensure compliance with the provisions of Regulations as well as the provisions of any law for the time being in force concerning ragging; and also, to monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the institution. And last but not the least, the Data Capturing Committee gathers all the material information from different departments and keeps record of all the activities from time to time.

#### SERVICE RULES, PROCEDURES, RECRUITMENT AND PROMOTION POLICIES

Service Rules and procedures are dictated by the West Bengal Government Service Rules, the Constitution of the college and the rules of the state government as amended from time to time in this regard.

The recruitment rules for the Teaching staff and Non-teaching staff are done by the Government of West Bengal on recommendation of the Public Service Commission along with the eligibility criteria prescribed by the UGC & Department of Higher Education, Govt. of West Bengal.

Recruitment, promotion, transfer and other service related matters of staff are pursued according to





the different government orders as released by the Department of Higher Education, Government of West Bengal in the light of West Bengal Government Service Rules.

The affiliating university designs the curriculum as well as the examination structure and modalities.

<i>File Description</i>	<i>Documents</i>
Paste link for additional information	<a href="#">Click here</a>
Link to Organogram of the Institution webpage	<a href="#">View file</a>

### **6.2.3. Implementation of e-governance in areas of operation**

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

**Options: All of the above**

<i>File Description</i>	<i>Documents</i>
ERP (Enterprise Resource Planning) Document	<a href="#">View file</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View file</a>

## **6.3 Faculty Empowerment Strategies**

### **6.3.1. The institution has effective welfare measures for teaching and non-teaching staff**

Being the Govt. college, Govt. of West Bengal offers the following welfare schemes for all its employees.

1. General Provident Fund (GPF) for the employees of the college.



2. Medical insurance facility (West Bengal Health Scheme) for the employees of the college.
3. The government has provided Group Insurance cum Savings Scheme (GISS) to the Staff (Teaching and Non –Teaching) of the College.
4. Child Care Leave, Maternity and paternity leave for teaching and non-teaching staff.
5. Detention during summer and winter vacation to both teaching and non-teaching staff. The order is issued by the Higher Education Department, which is strictly followed by the college
6. Gratuity and Pension Scheme of Government of West Bengal after retirement.
7. Leave encashment Of 300 days at the time of superannuation.
8. Faculty members are given duty-on-leave to attend orientation programmes, refresher courses, short-term courses, seminars, workshops, and other professional development programmes.

<i>File Description</i>	<i>Documents</i>
Paste link for additional information	<a href="#">Click here</a>
Upload any additional information	<a href="#">View file</a>

**6.3.2. Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

<i>Year</i>	2020-21
<i>Number</i>	NIL

**NB:** As it is a Government institute there is no scope of extending financial support to teachers.

**6.3.3. Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1.** Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

<i>Year</i>	2020-21
<i>Number</i>	NIL



**6.3.4. Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1.** Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

<b>Year</b>	2020-21
<b>Number</b>	12

**6.3.4.2.** Duration (2020-21)

<b>File Description</b>	<b>Documents</b>
IQAC report summary	<a href="#">View file</a>
Details of teachers attending professional development programmes during the year	<a href="#">View file</a>

**6.3.5. Institutions Performance Appraisal System for teaching and non- teaching staff**

Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words

Performance Appraisal for teaching is following the guidelines of Department of Higher Education, Govt. of West Bengal and the institution monitors performance appraisal system through submitting of SAR (Self Appraisal Report) in online portal of HRMS of the teaching staff.

The SAR reflects the details of refresher / orientation course/ workshops etc that the teacher attended during a particular period as it is deemed mandatory for promoting in next grade. The stock of teaching performance is computed by reflecting the involvement of the teacher in curricular, co-curricular and extra-curricular activities. The evaluation of courses taught and average number of clock works in a week are computed. Due consideration is given to the evaluation of innovation for special contribution made by the teacher. The involvement in the welfare of students and community work is given due weightage for monitoring performance. Teacher is given opportunity to note down



the difficulties that s/he is facing while discharging his assignment. Not only this, his/her valuable suggestion/ measures are also sought for evaluating his/her observation for the betterment of Institution. The Principal then grades the teachers on the overall report and recommends higher authorities for further necessary action. The SAR's are sought at every step of up gradation / next promotion.

Performance Appraisal for non-teaching staff is following as per the West Bengal Service Rules.

The Principal further communicates the outcome with the staff members in a completely confidential manner.

<i>File Description</i>	<i>Documents</i>
Paste link for additional information	<a href="#">Click here</a>
Upload any additional information	<a href="#">View file</a>

## 6.4 Financial Management and Resource Mobilization

### ***6.4.1. Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections***

The external financial audit is conducted by A&G, Govt. of West Bengal with the prior intimation from the Department of Higher Education. They audit all the financial transaction of Govt. and Non-Govt. funds and made their observation regarding the financial motilities of the institution. As this college is newly formed Govt. College & concerned authorities not yet intimated us regarding the financial audit to date. The college is in a process to devise a mechanism of internal audit by means of Internal Audit Committee comprise of a group of Senior Faculties to settle down all the financial transactions and proper maintenance of record keeping book and various accounts. The college is about to start the internal audit process from the next financial year.



**6.4.2. Funds/Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion-III)**

**6.4.2.1.** : Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

<b>Year</b>	2020-21
<b>INR in Lakhs</b>	NIL

**6.4.3. Institutional strategies for mobilization of funds and the optimal utilization of resources**

The institution is run by the government, so the funds to be utilized are primarily allotted through IFMS by the Higher Education Department of Government of West Bengal. There are two types of funding: project based funds under development head and general funds. Funds to be allotted for the institution go through the exercise of forming annual budget as per requirement. Teachers' Council decides how to use project-based funds, while the Purchase Committee decides how general funds are distributed to different departments based on their needs. Optimum end use of the funds is made as per the rules and regulations and is subjected to audit by the government. Within the institution funds are mobilized out of a specific percentage of the fee collected from the students. These funds are grouped under heading "Sessional Charges". These funds are utilized for the welfare of students.

<b>File Description</b>	<b>Documents</b>
Paste link for additional information	<a href="#">Click here</a>
Upload any additional information	<a href="#">Click here</a>



## 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**

Following two significant contributions made by IQAC during the current year:

**a)** Following the outbreak of the COVID-19 pandemic educational institutes all over the world hastened to respond by enforcing measures such as social-distancing, quarantine and isolation. While necessary these measures can have a significant effect on the young minds mental health which is a major concern. For this reason the institute hosted a series of webinars in collaboration with different Departments for advanced learners. The institute aims to provide students' with a platform for genuine connection amid uncertainty, encouraging them to field their questions related to learning and also work, adjusting to new ways of learning and working. To aid them during this period e-content, materials were prepared and disseminated through Google workspace. Lectures were delivered by faculty members using the said platform and recording of lectures could also be accessed by the students' for reference. All these helped in relieving their fear, anxiety compounded by being physically away from the institute, peers and adjusting to new changes.

**b)** Mental and physical health of students' during pandemic: Covid-19 pandemic has completely reshaped higher education, with campus shutdowns, shift to remote learning and curtailed campus life. These drastic and abrupt changes have created challenges that can threaten the mental health and well-being of college students'. The institute provides psychological resources with feelings of campus belongingness which encompasses students perceived level of social support, connectedness and being important in their college community. Secondly, academic support is extensively provided through various platforms. Encouragement to participate in sports, play to promote interaction and health of students following all the protocols. Watching out for any signs of behavior that interferes with their ability to explore and learn and help in developing a positive relationship with students, listening to their concerns and demonstrate understanding as well as empathy has been the role of the institute and its faculty and staff.

<b>File Description</b>	<b>Documents</b>
Paste link for additional information	<a href="#">Click here</a>
Upload any additional information	-----



**6.5.2. The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities**

Feedback is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Academic feedback is more strongly and consistently related to achievement than any other teaching behaviour, this relationship is consistent regardless of grade, socioeconomic status, race, or school setting. Providing frequent and ongoing feedback is a significant means of improving achievement in learning is clearly understood and implemented by the institute. It has developed a strategic system of feedback (course end, parents) to improve a student's confidence, self-awareness and enthusiasm for learning. Effective feedback during the first year in the institute can aid the transition to higher education and may support student retention. Providing students with timely feedback, it should enhance learning and improve assessment performance hence an effective feedback system is implemented in the institute. Involving parents and families in the learning process by providing them with more frequent feedback about their child's learning progress and strategies they may use to assist their child to improve is effective in improving student achievement is practiced by the institute.

<i>File Description</i>	<i>Documents</i>
Paste link for additional information	<a href="#">Click here</a>
Upload any additional information	<a href="#">Feedback analysis report 2020-21</a>

**6.5.3. Quality assurance initiatives of the institution include:**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

**Options: Any 1 of the above**



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<i>File Description</i>	<i>Documents</i>
Upload any additional information	<a href="#"><u>Click here</u></a>
Upload details of Quality assurance initiatives of the institution	<a href="#"><u>Feedback analysis report 2020-21</u></a>





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## Criterion 7 – Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### **7.1.1. Measures initiated by the Institution for the promotion of gender equity during the year.**

Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 200 words

More programmes promoting gender equity, gender sensitization workshops and talks related to gender equity and events to generate awareness about gender related issues will be organized in the near future. Gender equity is one of the key challenges facing society today. The institution shows gender sensitivity in providing facilities and plans to extend facilities such as:

#### **1. Safety and Security:**

**a)** The Institution has high quality CCTV cameras installed all over the campus to track the activity of every student thus ensuring their safety inside the campus 24x7

**b)** A special cell called student grievances redressal cell (SGRC) has been initiated through which it addresses the student's grievances related to academic and non academic matters, such as assessment, victimization, harassment by colleague students' or teachers' etc.

**c)** A complaint box has been kept aside for the students' to share their grievances if any.

**d)** Fire Extinguisher: Fire Extinguisher is very essential where student's gatherings are large.

To avoid damage to the equipment and to the furniture, fire fighting equipment's should be placed at all the places where large gatherings are expected so far 48 fire extinguishers are located at various junctures viz. staircase, outside lab etc.

**e)** There are security guards employed through security contract placed at the campus entry and exit.

**f)** Strict implementation of anti-ragging campus

**g)** The Institute is the preferred destination of parents for education of their female wards as evidenced by the stakeholder feedback.

**h)** At present the Institute promotes use of LED bulbs/ power efficient equipment which consume lesser electricity vis-a-vis illumination and result in lesser energy utilization as well as a well lighted campus.



i) In pursuance of UGC Regulations, 2015 read with Sexual Harassment of Women at Workplace Act, 2013 Internal Complaints Committee (ICC) has been constituted and is working with matters to sexual harassment of women at the institute's campus.

<i>File Description</i>	<i>Documents</i>
Specific facilities provided for women	<a href="#">Geo pic 1</a>
Any other relevant information	<a href="#">Link 1</a> <a href="#">Link 2</a> <a href="#">Link 3</a> <a href="#">Link 4</a> <a href="#">Link 5</a>

**Provide Web link to:**

- Annual gender sensitization action plan
  - Specific facilities provided for women in terms of:
    - a. Safety and security
    - b. Counseling
    - c. Common Rooms
    - d. Day care center for young children
- Any other relevant information

**Environmental Consciousness and Sustainability**

**7.1.2. The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogasplant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Options: Any 1 of the above**

**Proposal for** SITC of 20 KWP on grid solar PV power plant has been made for which approval is pending. A request to inspect existing incandescent lighting fixture with energy efficient and environment friendly led luminaries has also been made.



**7.1.3. Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

The Institute is very conscious of generating less waste and recycling, consuming fewer natural resources.

Solid waste: The waste is generated by all sorts of routine activities carried out in the Institute that includes paper, plastics, glass, metals, foods, etc. The waste on each floor is collected at designated intervals and waste is compiled in dustbins.

**E-Waste management**

There is no e-waste generated at the college at present.

Proposal for construction of cement tubs to deposit hazardous waste has been made. Future prospect to work for solid waste management in collaboration with the local panchayat.

**7.1.4. Water conservation facilities available in the Institution:**

1. Rain water harvesting
2. Bore well /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Options: None of the above**

**7.1.5. Green campus initiatives include**



**7.1.5.1.** The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

**Options: Any 3 of the above**

<i>File Description</i>	<i>Documents</i>
Geo tagged photos / videos of the facilities	<a href="#"><u>Eo pic 2</u></a>
Any other relevant documents	-----

**7.1.6. Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1.** The institutional environment and energy initiatives are confirmed through the following

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions /awards
5. Beyond the campus environmental promotional activities

**Options: None of the above**

**7.1.7. The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.



2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Options: None of the above**

### **Inclusion and Situatedness**

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

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. It believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Different sports and cultural activities organized in the institute promote harmony towards each other.

With great fervor the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Rabindranath Tagore, Ishwar Chandra Vidyasagar, Swami Vivekananda and commemorative days like Independence Day, Republic Day, are celebrated even during the pandemic via online mode. This establishes positive interaction among people of different racial and cultural backgrounds. There is a grievance redressal cell in the institute which deals with grievances without considering anyone's racial or cultural background of the concerned.

Cultural festivals are organised to celebrate the cultural diversity of India. NSS Unit of our college participate in various programmes related to social issues organized by other colleges. During the pandemic the NSS volunteers were very enthusiastic in extending help to the local community through distribution of food articles following all the Covid-19 protocols as responsible citizens.

Institute has code of ethics which has to be followed irrespective of their cultural, regional,



linguistic, communal socioeconomic and other diversities.

<i>File Description</i>	<i>Documents</i>
Supporting documents	<a href="#">Click here</a>
Any other reverent information	<a href="#">View file</a>

### **Human Values and Professional Ethics**

#### ***7.1.9. Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens***

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 200 words.

The institution sensitizes the students and the employees to the constitutional obligations about values, rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and co-curricular activities.

The institute's curriculum integrates issues relevant to professional ethics, gender, human values as a small step to inculcate constitutional obligations among the students in various subjects like Bengali, English, Education, History, Philosophy and Sanskrit.

The institute hoists the National flag during national festivals with great pomp and vigor and invites eminent persons to inspire students and staff and emphasize the duties and responsibilities of citizens. It encourages participation of students in Sports and Games NSS and various events organized.

The institution takes many initiatives like conducting awareness campaigns, organizing programmes, seminars to sensitize the future leaders to inherit human values coping with the constitutional obligations.

Students are made aware about the code of ethics, human values, rights, duties and responsibilities as a citizen of India during induction/orientation as well as other programmes throughout the year.

<i>Sl.No</i>	<i>Title of the Programme</i>	<i>Date</i>
1	One Day Webinar on: Values in Neo Normal Society	28 <sup>th</sup> April 2021
2	Virtual Lecture Series on Yoga- An Outfit of Healthy Life	1 <sup>st</sup> June, 3 <sup>rd</sup> &10 <sup>th</sup> July 2021



<i>File Description</i>	<i>Documents</i>
Details of actives	<a href="#">Click here</a>
Any other reverent information	<a href="#">Link 1</a> <a href="#">Link 2</a> <a href="#">Link 3</a> <a href="#">Link 4</a>

**7.1.10. The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

**Options: Any 2 of the above**

<i>File Description</i>	<i>Documents</i>
Code of ethics policy document	<a href="#">Click here</a>

**7.1.11. Institution celebrates / organizes national and international commemorative days, events and festivals**

Our Institute celebrates National and International days enthusiastically every year. All staff members and students gather in the college to celebrate these days. Every culture has number of festivals and celebration has become a vital activity. Celebration of cultural and constitutional festivals is integral part of college's co-curricular activities. Throughout session different days are celebrated by students with guidance of teachers which help them to know about different cultures and to cognitively imagine India as a nation. It is an integral part of learning and building a strong cultural belief in a student.

The following is the list of national and international commemorative days, events and festivals the institute celebrates every year where the students and faculty members participate in virtual mode :



<i>Sl.No</i>	<i>Title of the programme</i>	<i>Date</i>
1	Independence Day	15/8/20
2	Vidyasagar Birth Anniversary	26/9/20
3	Birth Anniversary Swami Vivekananda	12/1/21
4	Netaji Subash Chandra Bose Birth Anniversary observation	23/1/21
5	International Mother Language Day	21/2/21
6	Rabindra Jayanti	9/5/21
7	World Environment Day	5/6/21

<i>File Description</i>	<i>Documents</i>
Annual report of the celebrations and commemorative events	<a href="#">View file</a>
Any other relevant information	<a href="#">Link 1</a> <a href="#">Link 2</a>

**Provide web link to :**

- Annual report of the celebrations and commemorative events for the last (During the year)
- Geo tagged photographs of some of the events
- Any other relevant information

**7.2 Best Practices**

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

**BEST PRACTICE -1**

**Title of the Practice: Online teaching and learning/ Digital Learning**

**Objectives of the Practice:** Online learning is catalyzing a pedagogical shift in how we teach and learn. There is a shift away from top-down lecturing and passive students to a more interactive, collaborative approach in which students and instructor co-create the learning process. The pandemic has changed the education discourse drastically therefore the objectives are:

- To aid students to access information as well as provide learning environment virtually the online platform was adopted.





- To continuously evolve and implement policies and programmes for blended learning which transforms the students into self paced learners with professional skills.
- To provide a holistic learning experience and a student centric sustainable higher education.
- To enhance strategic decision making and planning of various academic activities.

**The Context:** Due to the dire conditions during the pandemic the need to connect with the students and to plan, organize and implement a teaching- learning programme to facilitate students was the need of the hour. This would lead to productivity, efficient and effective use of various resources. In this context the institute has taken initiatives to provide online education programme and has provided the required platform.

**The Practice:** All the students and teachers were provided the necessary logins for practice and conducting online classes and examination both internal and University in related online platform. Using Google workspace, Google platform students acquired e-materials, online learning, preparation of study material and its access, assignments and assessment. Practice tests, continuous internal assessments periodically conducted for better assessment of students. Several programmes were also conducted via online mode with a good strength of student teacher participation. In addition to this SWAYAM NPTEL chapter was applied for on the 8<sup>th</sup> of June 2021 and it was activated on the 30<sup>th</sup> of June 2021 to add to the facilities extended in our campus.

**Evidence of success:** Using Google classroom, online assessment tools students could perform well and grab opportunities to learn on a virtual platform which was safer option during the pandemic. Academics, parent teacher meets, attendance record, programmes were successfully conducted. The students' could assess e-materials through the uploads made by the faculty members in each designated classroom for each Semester.

**Problems encountered and resources required:**

Adaptability issue in online mode: Initial difficulty to adapt to the online learning environment immediately after the traditional classroom learning environment. The students who have always been studying in the traditional classroom mindset are not able to focus on the online platform at once.

Technical issues: Not well equipped with a high internet connection that is required for online learning. Due to this, they face problems in going live for virtual learning and other platforms that require an internet connection. Some face technical issues in online classes as they are not much aware of technology and computer applications. A slow and high internet connection can play an important role in how quickly you can attend the class and do not miss any live sessions. There is a possibility of poor connectivity if you find difficulty in downloading some information related to the subject, blurred videos, etc.

Training of faculty to develop framework for conducting online skill development programme.



**Resources required:** E-resources along with computer facility with uninterrupted connectivity any necessary software. Open and clear channel of communication among students, parents, faculties.

## BEST PRACTICE -2

**1. Title of the Practice:** Promotion of Higher Education in Rural Belt The institution preaches through practice the ways to internalize and adapt practices of positive impact for the progress of education even though the pandemic has brought out the disparity in urban and rural education to the fore.

### 2. Objectives of the Practice:

- To equip the youth with the general skills and techniques and the specialized knowledge, which together with the virtues and aptitude will make it possible for them to do some productive work related to their capacities and interests.
- To cultivate a loyalty to the ideals of the democratic community, an awareness of the mainstream of our cultural and literary and scientific traditions.
- To cultivate a well educated population, adequately equipped with knowledge and skill which not only help the economic growth but it also help in inclusive growth.
- Educational deprivation divides societies and consolidates unjust structures – There is a huge gap of literacy rate between rural and urban areas, among male and female between general and category students and hence rural and backward population will not be engaged in development process which will not bear the desired fruits. Here the institute strives to overcome these challenges and foster education which can bring about changes.

**3. The Context:** Education is the right of every individual irrespective of gender, race, income, geographic location, culture or background leading to positive outcomes. The institute lays importance to understand the need for good quality education in the rural belt. There is a big difference between rural and urban areas in all the conditions and it is necessary to make the difference so that people in rural areas get better facilities, which leads to a better lifestyle. Apart from this, it will help in improving the socio-economic development of the country. The institute takes a small step in helping achieving the social growth by promoting the importance of higher education among rural population.



**4. The Practice:** The Institute has been working relentlessly since its inception in the year 2015 towards promoting/extending education among its rural population. Due to its location the college definitely meets the need of extension of education even amongst the rural masses. It works with first generation learners. Classroom teaching, cultural activities, awareness programmes help in building the personality of each student. Rote learning is not encouraged but teaching through innovative methods, use of smart classroom, audio video aids enriches the teaching – learning process. The institute focuses on the use of information and communication technology to supplement traditional classroom learning. It relentlessly works towards inculcation of moral values, training students as global citizens and focus on self- learning. It views that education creates new social organizations and patterns in order to develop and improve the society in view of the changing needs and conditions.

**5.Evidence of Success:** The institute has been successfully walking with the changing times, meeting the need of the hour during the pandemic when there was a sudden shift to online teaching learning it embraced innovative teaching learning methods to benefit the learners during lockdown for proper accessibility to our students’. For the quality sustenance and quality enhancement in our institute the individuals know how to work with harmony and cooperation and this culture is instilled among the young leaders of future through curricular and co-curricular activities through the year both in regular face-to –face mode and the virtual mode. Students’ are taught to keep their knowledge up to date hence they are able to refresh their skills as the socio-economic environment changes.

#### **1. Problems Encountered and Resources Required:**

More awareness and motivational programmes required to attract more students’ to enroll in science stream in the near future. Specialized skill-based programmes planning and implementation resources needed due to its demand in all sectors of the world economy.

### **7.3 Institutional Distinctiveness**

#### ***7.3.1. Portray the performance of the Institution in one area distinctive to its priority and thrust***

The institution follows the holistic vision of all-round development in all possible spheres of activities. Its vision is attainment of academic excellence and holistic development of the students and emphasis on its social responsibility to the socially challenged, which is not simply reflected in completion of the syllabus within a specific time-frame or even brilliant result in University examinations. It consists in sincere efforts on the part of students as well as teachers, which is possible only when there is perfect interaction between the teachers and the taught.



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Government General Degree College, Kalna-1, has played a pivotal role in providing educational opportunities to the rural area surrounding it. The institute promotes excellence in the field of education. The College opened its doors in 2015, for imparting knowledge to the first generation learners of rural area Medgachi, Muragacha Purba Bardhaman putting its efforts to bring about a radical change in the society. The College commenced with a humble beginning that followed a prosperous path and achieved a milestone of increase in the enrollment of students as well as number of registered female students is higher reflecting women empowerment which is the need of the hour. This Institution has progressed by leaps and by bounds acquiring a position itself as a reputed educational entity in fields ranging from academics, sports activities and cultural programmes by providing access to quality education for all, with a special emphasis on socially challenged students enrolling from geographically backward area. The college provides a perfect platform to students to develop their innovative skills, by promoting an innovative teaching and learning process. It also inculcates good qualities like co-operation, fellow-feeling, competitive spirit, adaptability and emulation. They are, therefore useful for citizenship training and growth of leadership qualities. The vibrant IQAC, exemplary work done by the various committees brings the College to the forefront in various fields and materializes the concept of holistic development of the individuals. The institution strives to act as a catalyst to bring about a positive change in the minds of stakeholders for the upliftment of mankind and safety of environment.

<i>File Description</i>	<i>Documents</i>
Additional information link	<a href="#"><u>Click here</u></a>



### **Future Plans of action for the academic year 2021-22**

The institute proposes following future plan for the academic year 2021-22:

#### Quality management

- Documentation and Geo-tagged photography of all extra - curricular activity
- Observation of different programme like celebration of Independence Day, Youth Day, Netaji's Birth day, Rabindra Jayanti, College Athletics Meet, International Women's Day, Electoral Day etc. with the active participation of students in such activity.
- Strengthening of student counseling and placement cell.
- Strengthening of student mentoring process.
- Implementation of CIE and Student Portfolio.
- Monitoring and Supervision of student support system.
- Establishment of alumni cell.
- Completing the official formalities for obtaining permanent affiliation of the institute and its inclusion under the UGC Act, 1956
- Review, analysis and action taken against the stakeholder's feedback (students, parents, faculty)
- Assimilation of data for AISHE
- Ensure participation in NIRF

#### Student Support System

- Introduction of Induction Programme for the new entrants
- Proposed conduct of various activities during prevailing pandemic situation including creating awareness and tentative action for prevention of Covid\_19
- Information dissemination to all stakeholders through SMS gateway.
- Organization of student centric workshop
- Creation of departmental library
- Creating facilities for e-books and e-journals
- Digitalization of exam process

#### Academic Enrichment

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**Government General Degree College, Kalna-I**  
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- Preparation of academic calendar of 2021- 2022
- Encouraging departments to impart experiential learning through project based teaching - learning.
- Introduction of different Add-on courses to enhance the employability quotient.
- Organization of different seminar /webinar in interdisciplinary segment on contemporary issues
- Procurement of books and journals for central library to enhance learning resources.
- Organization of lecture series for students.
- Implementation of online evaluation process.

#### Research

- Encouraging faculties to increase the numbers of publications in SCI/SCI-E/Scopus and UGC-Care listed journals.
- Encouraging faculty members to enroll for obtaining Ph.D. degree.

#### Infrastructure Augmentation

- Separate room for IQAC
- Setting up / formation of Computer laboratory
- Student Management Information System (MIS) for smart database creation.
- Maintenance of building infrastructure for better academic ambience.
- Sending proposals for financial assistance related to installation of fire fighting system in the college campus.

#### Creating Ecosystem

- Generation of renewable source of energy through installation of Solar panel.
- Green Audit of the campus.