



Government General Degree College, Kalna-I
Affiliated to The University of Burdwan

Annual Quality Assurance Report (AQAR)
(Academic Session 2021-22)

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



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- 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 st | | | | from: | to: |
| 2 nd | | | | from: | to: |
| 3 rd | | | | from: | to: |
| 4 th | | | | from: | to: |
| 5 th | | | | 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



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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

- * Recognition of the college under 2f & 12 (B) UGC act 1956.
- * Implementation of student Mentoring Process.
- * Implementation of Contentious Student assessment and Portfolio.
- * Participation in NIRF 2022.
- * Introduction of Add-On courses on basic computing and Communicative & Functional English.

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

| Plan of Action | Achievements/Outcomes |
|--|---|
| Documentation and Geo-tagged photography of all extra - curricular activity | All programmes are documented and Geo-tag photographs are uploaded at College Website |
| Observation of different day of importance | National and international day of importance like Independence day, International Women's day yoga day were observed in befitting manner. And the reports of such programme were uploaded in college website. |
| Strengthening of student mentoring process | Student mentoring process are going on and we have a mentor-mentee meeting twice in a semester. |
| Implementation of CIE and Student Portfolio | Continuous Internal assessment are strictly implemented for the Honours students of each Departments and the institute adheres to the CIE Policy. Which was uploaded in the college website. |
| Completing the official formalities for obtaining permanent affiliation of the institute and its inclusion under the UGC Act, 1956 | The college has received permanent affiliation from the university of Burdwan and subsequently enlisted in 2f and 12 (B) of UGC act 1956. |
| Review, analysis and action taken against the stakeholder's feedback (students, parents, faculty) | Feedback are collected regularly and feedback analysis are uploaded in the college website. |
| Assimilation of data for AISHE | Data for AISHE are assembled for the session 2021-22 and waiting for AISHE portal for its final submission. |
| • Ensure participation in NIRF | Successfully participated in NIRF 2022 |
| Introduction of Induction Programme for the | Online induction programme was organised from 1.10.21 to |



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| | |
|---|---|
| new entrants | 8.10.21 to held the new entrants to get accustomed with the environment of the college, opportunities and support available for pursuing higher studies. |
| Information dissemination to all stakeholders through SMS gateway | All information and notices are disseminated through dedicated SMS gateway of the college with the name 'GGDCKI' |
| Organization of student centric workshop | Several student centric workshop are organised the details of which are available in college website. |
| Creation of departmental library | All departmental libraries are created to to felicitated students with more learning resources. |
| Creating facilities for e-books and e-journals | The college has subscribed NLIST for e books and e-journals and e dedicated e corner was created within the library for easy assess to all e recourse for the students. |
| Preparation of academic calendar of 2021-2022 | Academic calender was created for the academic session 2021-22 and uploaded in the college website. The academic activities of the college strictly adheres to this academic calender. |
| Introduction of different Add-on courses to enhance the employability quotient | Two Add on courses are introduced <ul style="list-style-type: none">➤ Basic Computing.➤ Communicative and functional English With the approval of the University of Burdwan, to enhance the employability quotient of the students. |
| Procurement of books and journals for central library to enhance learning resources | The college has procured text and reference books to a tune of rupees 493553 to enhance the books in our library. |
| Organization of lecture series for students | The Department of Education and Sanskrit have organised two departmental lecture series in blende mode to augment the teaching learning process. |
| Setting up / formation of Computer laboratory | A dedicated Computer Lab with 10 PC's along with LAWN facility has created for conduction of the Computer courses in the college. |
| Laboratory infrastructure augmentation | The department of chemistry has procured UV-Vis Spectro Photo Meter to enhance the research Acumen amongst the students. |
| Generation of renewable source of energy through installation of Solar panel | 20kwp Solar panel was installed in the college campus as a source of renewable energy. |

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

14. Whether institutional data submitted to AISHE: Yes

Year: 2021-22

Date of Submission: 11.01.2023

Extended Profile of the Institution



**Government General Degree College, Kalna-I
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➤ **Programme:**

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

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 13 |

➤ **Student:**

Number of students during the year.

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 396 |

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

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 243 |

Number of outgoing/ final year students during the year

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 59 |

➤ **Academic:**

Number of full time teachers during the year

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 28 |

Number of Sanctioned posts during the year

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 34 |

➤ **Institution:**

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

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

| | |
|--------------------|------------------|
| Year | 2021-22 |
| Expenditure | Rupees 42,45,364 |

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



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 links of University prescribed syllabus are 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; the process 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.



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

• **Even after pandemic, the institution has extended the facilities and introduced additional modes of facilitating growth towards its stakeholders:**

1. Implementation of LMS (Learning Management System) via Google Workspace for Education.
2. Conduction of online classes (extra tutorials and remedial as and when needed) 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.
5. The institution is duly registered under NPTEL Swayam Local Chapter initiative to extend the opportunity of free online certificate courses and mentorship programmes to students and faculties respectively across various disciplines.

Laboratories:

- Institution has ensured optimum utilization of well-equipped laboratories for curriculum delivery of practical.
- In case of the science departments, the students have maintained the practical journals and reports of relevant results, duly certified by the faculties concerned, have been properly preserved.

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 or through Google Classrooms.
- Group projects are assigned to instill team spirit, and to facilitate the development of presentation skill and research orientation.
- 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.



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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.
- The library provides access to National Digital Library of India (NDLI) Project developed by IIT Kharagpur.
- During the period under review, institution has also provided N-List access to students and teachers to facilitate further growth of skill and knowledge.

Teacher support:

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

| <i>File Description</i> | <i>Documents</i> |
|-------------------------------|----------------------------|
| Relevant Supporting Documents | Click here |

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 affiliating 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 in addition to mid-semester assessment and end-semester assessment. The exams were conducted mostly 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 institution level. This committee is entrusted to coordinate the whole process of conducting examinations from time to time.



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| <i>File Description</i> | <i>Documents</i> |
|-------------------------------|------------------|
| Relevant Supporting Documents | View |

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 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> | 2021-22 |
| <i>Number</i> | 29 |

| <i>File Description</i> | <i>Documents</i> |
|---|------------------|
| Institutional Data in Prescribed Format | View file |

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, 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.



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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:

02

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

49 out of ____

| Year (2021-22) | Communicative & Functional English | Basic Computing |
|----------------|------------------------------------|-----------------|
| Number | 29 | 20 |

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

| File Description | Documents |
|--|-----------|
| List and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View file |

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

| Year (2021-22) | | |
|-----------------------|------------------------------|---|
| Name of the Programme | B.A./B.Sc./B.Com (Hons./Gen) | B.Sc (Hons.) in Chemistry - Semester VI |
| Number of Students | 187 | 02 |

| File Description | Documents |
|---|-----------|
| Institutional Data in Prescribed Format | View file |



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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 | View file |

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

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 | Feedback analysis report 2021-22 |



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Criterion 2 - Teaching- Learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1. Enrollment Number

Number of students admitted during the year

| | |
|---------------|-----------|
| <i>Year</i> | 2021-2022 |
| <i>Number</i> | 197 |

2.1.1.1. Number of sanctioned seats during the year

| | |
|---------------|-----------|
| <i>Year</i> | 2021-2022 |
| <i>Number</i> | 538 |

| <i>File Description</i> | <i>Documents</i> |
|---|---------------------------|
| Any additional information | View file |
| Institutional data in prescribed format | View file |

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

| | |
|---------------|-----------|
| <i>Year</i> | 2021-2022 |
| <i>Number</i> | 105 |

| <i>File Description</i> | <i>Documents</i> |
|---|---------------------------|
| Any additional information | View file |
| Institutional data in prescribed format | View file |



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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 assessment of the learning levels of the students is done to identify learners with academic lag and advanced learners at the beginning of the year. The induction programme arranged through online mode and Continuous Internal Evaluation (CIE) are great steps in this regard. Different departments try to assess the level of the students to grasp the subject and their interest level, and organize suitable programmes for diverse learners with varied learning needs.

For advanced learners the approaches taken are as follows:

- two add-on courses on Basic Computing and Communicative & Functional English offered twice a year
- regular classes and question-answer sessions;
- emphasis placed on students' level of understating and conceptualization that go towards better comprehension of the subject or topic under consideration;
- more challenging work in the form of projects and home assignments;
- well-stocked and well-arranged central and departmental library;
- multiple webinars and seminars arranged for their enhancement;
- counselling by faculty to appear for competitive examinations.

Particular care is given to slow-learners through feedback in classes and teachers are always available for answering their queries. The strategies taken in this regard are:

- meeting and communicating to the weaker students their areas of weakness;
- organizing remedial classes;
- informing test marks and attendance of the slow learners to their parents in the Teacher-Parent Meetings.

2.2.2. Student- Full time teacher ratio

| | |
|---------------------------|-----------|
| Year | 2021-2022 |
| Number of Students | 396 |
| Number of teachers | 28 |
| Ratio | 1:14.66 |



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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 grow creative and critical thinking as well as scientific temper which play an active role in the learning process. Teachers use computer aided teaching – learning materials along with the traditional mode to make the learning process more engaging. The ICT tools help students to assess their own knowledge and potential. An add-on course on Basic Computing has been initiated to serve the purpose.

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. Offline classes are also held during this period. There are four smart classrooms and one ICT enabled classroom in the college.

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.



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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.

| <i>File Description</i> | <i>Documents</i> |
|---|----------------------------|
| Provide link for web page describing the ICT enabled tools for effective teaching-learning process. | Click here |

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

| <i>Year</i> | 2021-2022 |
|--------------------------|-----------|
| <i>Number of mentors</i> | 27 |

| <i>File Description</i> | <i>Documents</i> |
|--|---------------------------|
| Number of students enrolled and full time teachers on roll | View file |
| Circulars pertaining to assigning mentors to mentees | View file |
| Mentor/Mentee ratio | 1:14.66 |



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2.4 Teacher Profile and Quality

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

| | |
|---------------|-----------|
| Year | 2021-2022 |
| Number | 28 |

| File Description | Documents |
|---|---------------------------|
| Full time teachers and sanctioned posts for year(Data Template) | View file |
| Any additional information | View file |
| List of the faculty members authenticated by the Head of HEI | View file |

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

| | |
|---------------|-----------|
| Year | 2020-2021 |
| Number | 12 |

| File Description | Documents |
|--|---------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super speciality / D.Sc. / D.Litt. and number of full time teachers for year | View file |

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

| | |
|---------------|-----------|
| Year | 2021-2022 |
| Number | 121 Hours |



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| <i>File Description</i> | <i>Documents</i> |
|---|---------------------------|
| List of Teachers including their PAN, designation, dept. and experience details | View file |

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 dates 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 transparent and robust continuous evaluation process has been followed in this regard to conduct Continuous Internal Evaluation (CIE).

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.



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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 within minimum seven days.
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.

| <i>File Description</i> | <i>Documents</i> |
|---------------------------------------|---|
| Paste link for Additional information | <u><i>View file</i></u> |

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



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| <i>File Description</i> | <i>Documents</i> |
|---|---------------------------|
| Details of University passed out students during the year | View file |

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

| Previous completed academic year | |
|---|----|
| <i>Number of students appeared</i> | 64 |
| <i>Number of students passed</i> | 64 |

| <i>File Description</i> | <i>Documents</i> |
|--|----------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination | View file |
| Paste link for the annual report | Click here |

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 | Click here |



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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)

| <i>Year</i> | 2021-22 |
|------------------------|---------|
| <i>(INR in Lakhs):</i> | NIL |

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

| <i>Year</i> | 2021-22 |
|------------------------|---------|
| <i>(INR in Lakhs):</i> | NIL |

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> | 2021-22 |
|---------------------------|---------|
| <i>Number of Seminars</i> | 12 |

| <i>File Description</i> | <i>Documents</i> |
|--|---------------------------|
| List of Seminars/ conferences/workshops conducted by the institution during the year | View file |
| e-copies of linkage related Document | View file |



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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:

| | |
|---------------------------|---------|
| Year | 2021-22 |
| Number of Seminars | 11 |

| File Description | Documents |
|--|---------------------------|
| List of research papers by title, author, department, name and year of publication | View file |
| e-copies of linkage related Document | View file |

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

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 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

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | NIL |



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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.

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 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

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | 6 |

| File Description | Documents |
|--|---------------------------|
| List of research papers by title, author, department, name and year of publication | View file |
| e-copies of linkage related Document | View file |

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

3.3.4.1. 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

| | |
|---------------|---------|
| Year | 2021-22 |
| Number | NIL |



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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

| | |
|---------------|---------|
| <i>Year</i> | 2021-22 |
| <i>Number</i> | 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

| | |
|---------------|---------|
| <i>Year</i> | 2021-22 |
| <i>Number</i> | 1 |

| <i>File Description</i> | <i>Documents</i> |
|--|---------------------------|
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View file |



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, 01 auditorium/Seminar with ICT facilities and a Central Computer Laboratory with a capacity of 30 computers with high speed internet connection. Also the Institution has 06 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. However, volleyball, badminton can be played in the small ground within the college academic campus. Generally cultural programmes like Annual Fest and Freshers' welcome have been arranged within the college academic campus with temporary pandal. Cultural programmes are generally arranged in the gallery (Room No.-304) and Auditorium.

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

| | |
|-------------------------------|---------|
| Year | 2021-22 |
| Number of Classrooms | 05 |
| Number of seminar Hall | 01 |

| File Description | Files |
|---|---------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View file |
| Any additional information | View file |



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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)

| | |
|-----------------------|----------|
| Year | 2021-22 |
| (INR in Lakhs) | 34.12395 |

| File Description | Files |
|---|---------------------------|
| Upload Detail of Budget Allocation, excluding Salary during the year. | View file |

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:

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

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

Options: 1, 4 and 6



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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)

| | |
|-----------------------|---------|
| Year | 2021-22 |
| (INR in Lakhs) | 4.99378 |

| File Description | Files |
|--|---------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year | View file |

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 :

7.38

| File Description | Files |
|---|---------------------------|
| Details of library usage by teachers and students | View file |

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.

| File Description | Files |
|---------------------------------------|---------------------------|
| Paste link for additional information | View file |



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4.3.2. Student – Computer ratio

Number of students : Number of Computers Data : **448: 41**

- Number of computers in working condition: **41**
- Total Number of students: **448**

4.3.3. Bandwidth of internet connection in the Institution

Options:

Available internet band width:≥50MBPS

| <i>File Description</i> | <i>Files</i> |
|--|---------------------------|
| Details of available bandwidth of internet connection in the Institution | View file |

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> | 2021-22 |
|-----------------------|---------|
| <i>(INR in Lakhs)</i> | - |

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 | View file |



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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.
- The chemicals, glass goods, instruments, equipments are purchased from the Developmental and/ or other Grants.
- Books are purchased through Government Grants.
- 100MBPS internet facility of BSNL under Bharat Fiber Scheme is available. 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



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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

| Year | 2021-2022 |
|--|-----------|
| Number of students benefited by scholarships | 318 |
| Number of students benefited by free ships | 147 |

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View file |
| Upload self attested letter with the list of students free ships | View file |
| Upload any additional information | View file |
| Number of students benefited by scholarships and free ships provided by the Government during the year | View file |

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

| Year | 2021-2022 |
|--------|-----------|
| Number | NIL |



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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

o Options : 2 and 4.

| File Description | Documents |
|---|----------------------------|
| Link to Institutional website | Click here |
| Any additional information for <i>Language and communication skills</i> | View file |
| Any additional information for <i>ICT/computing skills</i> | View file |
| Details of capability building and skills enhancement initiatives (Data Template) | View file |

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

| | |
|---------------|-----------|
| Year | 2021-2022 |
| Number | 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)



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| <i>File Description</i> | <i>Documents</i> |
|--|----------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View file |
| Any additional information | View file |
| Details of student grievances including sexual harassment and ragging cases | Click here |

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

| <i>Year</i> | 2021-2022 |
|---------------|-----------|
| <i>Number</i> | 01 |

| <i>File Description</i> | <i>Documents</i> |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View file |
| Any additional information | View file |

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

| <i>Year</i> | 2021-2022 |
|---------------|-----------|
| <i>Number</i> | 16 |

| <i>File Description</i> | <i>Documents</i> |
|--|---------------------------|
| Details of student progression to higher education | View file |

5.2.3. Number of students qualifying in state/national/ international level examinations during the



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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

| | |
|---------------|-----------|
| Year | 2021-2022 |
| Number | 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

| | |
|---------------|-----------|
| Year | 2021-2022 |
| Number | 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.

| | |
|---------------|-----------|
| Year | 2021-2022 |
| Number | NIL |



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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 steams. This body is entrusted to hold Saraswati Puja, Induction Programme 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 Yoga, World Environment Day celebration etc.

| <i>File Description</i> | <i>Documents</i> |
|---------------------------------------|----------------------------|
| Paste link for additional information | Click here |
| Any additional information | View file |

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

| | |
|---------------|-----------|
| <i>Year</i> | 2020-2021 |
| <i>Number</i> | 07 |

| <i>File Description</i> | <i>Documents</i> |
|---|---------------------------|
| Report of the event | View file |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) | View file |



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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 four batches of graduates in the year 2019, 2020, 2021 and 2022 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. 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.

Date of establish of Alumni 20/06/2021

| <i>File Description</i> | <i>Documents</i> |
|---------------------------------------|------------------|
| Paste link for additional information | <i>View file</i> |

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

NIL



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 | <i>Click here</i> |



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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.



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| <i>File Description</i> | <i>Documents</i> |
|---------------------------------------|-----------------------------------|
| Paste link for additional information | <u>Click here</u> |

6.2 Strategy Development and Deployment

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

Online teaching learning and examination

a) Perspective: As an impact of the COVID-19 crisis educational systems worldwide sought alternates to regular face-to-face instruction. On an unprecedented scale online teaching and learning was implemented. However, post-pandemic this trend continues and the institute is continuously engaging in identifying and maximizing the effectiveness of online mode of teaching learning along with the regular face-to-face mode.

b) Implementation: Groundwork to digital learning was taken as an opportunity to cater to the immediate needs to facilitate lucid communication system to cater to the teaching learning. Communication escalated beyond logistics and academics. The Learning Management System devised to cater to the urgent needs posed in the wake of the pandemic has proved be an additional support to teaching learning even post pandemic. SOP was prepared and implemented for access and use of online learning tools, curriculum and examination. Learning tools, evaluation in online mode through Google classrooms, presentation of information in various formats including videos, texts, screenshots, screen casting tutorials. Faculties went an extra mile in assisting learners and in turn moving in line with the dynamic system of education thus upgrading them.

c) Roadblocks were faced with grit and determination and the institute marched ahead navigating through the new changes. An institute will decline gradually if it doesn't move with time and accept changes. Hence, the institute has a vision of leadership development and places emphasis on increasingly recognizing the need to be more innovative in order to remain competitive and is looking for ways to improve their inventiveness by creating a more entrepreneurial culture. Intrapreneurship makes growth possible by making change acceptable, using entrepreneurial behaviour within an existing institute to create positive changes that benefit it. The institute has faith that effective teachers are successful entrepreneurs and should be assisted in equal measure to become even better at their jobs.

At times difficulties arise in anticipating the issues that students' faced during the pandemic and post-pandemic. However, the institute is always on its toes to extend any assistance in teaching learning. The institute provides a robust learning and examination system through the online mode smoothly owing to strategic planning and execution. The key principles taken into account were;



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- i)** Continuous feedback through online knowledge checks, collaborative teaching learning to keep students' motivated and moving forward.
- ii)** To maintain human connection during the pandemic and parallel use post-pandemic; through virtual meetings, webinars, live chats, videos through various online platforms.
- iii)** Continuous internal evaluation (CIE) through online mode kept the students' up to date with regard to progress and motivated to achieve goals during pandemic. CIE is an integral part of evaluation process and continuous to be so even post-pandemic.
- iv)** Designing learning to meet various needs

| <i>File Description</i> | <i>Documents</i> |
|--|----------------------------|
| Strategic Plan and deployment documents on the website | Click here |
| Paste link for additional information | View file |

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 necessary orders from the Higher Education Department, Government of West Bengal.

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.



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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 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. Cultural 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.



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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.

CONTINUOUS EVALUATION AND MENTOR-MENTEE POLICIES

As CIE is the integral part of UG curriculum under CBCS pattern. Therefore we have devised a policy to monitor the academic progress of the students and it was implemented through the respective HODs of the concerned departments. This policy has a mechanism of identifying the students' lacuna both on their learning part and other behavioural attitude and finally such lacuna are addressed through teacher mentors in mentor-mentee meetings. This policy is displayed in the college website. IQAC ensures the strict adherence of the policy. We have also devised a policy mentor-mentee policy to improve students' performance through CIE.

| <i>File Description</i> | <i>Documents</i> |
|--|-----------------------------------|
| Paste link for additional information | <u>Click here</u> |
| Link to Organogram of the Institution web-page | <u>View file</u> |

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



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

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. 1.5 lakh cashless indoor treatment facility in almost all major hospitals in West Bengal and outside of West Bengal.
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 | Click here |
| Upload any additional information | View file |



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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> | 2021-22 |
|---------------|---------|
| <i>Number</i> | NIL |

NB: As it is a Government institute there is no scope of extending financial support to teachers. However, the institute always encourages the faculties to attend conference, workshop to present their research paper or deliver invited talks.

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> | 2021-22 |
|---------------|---------|
| <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

| <i>Year</i> | 2021-22 |
|---------------|---------|
| <i>Number</i> | 11 |

6.3.4.2. Duration (July, 2021 to June, 22)

| <i>File Description</i> | <i>Documents</i> |
|--|---------------------------|
| IQAC report summary | View file |
| Details of teachers attending professional development prorammes during the year | View file |



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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.

| File Description | Documents |
|---------------------------------------|----------------------------|
| Paste link for additional information | Click here |
| Upload any additional information | View file |

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



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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 device 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)

| | |
|---------------------|---------|
| Year | 2021-22 |
| INR in Lakhs | 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.



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| <i>File Description</i> | <i>Documents</i> |
|---------------------------------------|-----------------------------------|
| Paste link for additional information | <u>Click here</u> |
| Upload any additional information | <u>Click here</u> |

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 COVID-19 pandemic educational institutes all over the world hastened to respond by enforcing various measures. Now post-pandemic educational institutes are dealing with various cause effects of the same. During the pandemic the institute designed teaching and learning to cater to the mental health of the young minds. Collaborative webinars, platform for genuine connection amid uncertainty, encouragement to field questions and adjustment to new ways of learning and working were the prime focus. E-content were prepared and disseminated through Google classrooms for each specific Semester, University examinations were successfully conducted through Google classroom; lectures could be accessed online for further reference. To some extent it aided in relieving fear and anxiety during the pandemic. Keeping in line with the focus to the holistic development of learners the institute has set up a Computer laboratory with twelve systems and internet connectivity accessed through a local service provider to keep students' updated with the digital world and providing a platform for first generation learners. Further, an Add-on Course approved by the University of Burdwan on Basic Computing is being successfully conducted with a focus on skill development and preparation for vocational life.

b) Mental and physical health of students' during and post-pandemic: Fear, anxiety compounded by being physically away from the institute, peers and adjusting to new changes has an impact on the mental and physical health of all. The institute provides psychological resources with feeling of campus belongingness which encompasses students' perceived level of social support, connectedness and being important in their institute's community. Vaccination camps were organized by the institute on the 28th September 2021 and 2nd October 2021 focusing on the health of the learners. Besides providing extensive academic support provided through various online platforms, the institutes strives to encourage students' to participate and also focuses on promoting interaction and health of students'. Stress has become a concern to the well-being of young minds to counter it the institute, organized a Workshop on Stress Management to help students' cope with their stress. The Student Counseling and Placement Cell is an active cell at the institute during the pandemic as well as post pandemic. Through which all the faculties have been assigned as mentors to specific group of



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students ‘who watch out for signs of behavior that interferes with their ability to explore and learn. Through developing positive relationship with students’, listening to their concerns and demonstrate understanding as well as empathy, guidance has been the role of mentors towards their mentees to assist them in navigating with the complexities of higher education and uncertainty and anticipation of life after completion of the undergraduate courses.

| <i>File Description</i> | <i>Documents</i> |
|---------------------------------------|----------------------------|
| Paste link for additional information | Click here |
| 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 | Click here |
| Upload any additional information | Feedback analysis report 2021-22 |



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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 2 of the above (Point 1 and 3)

| <i>File Description</i> | <i>Documents</i> |
|--|--|
| Upload any additional information | Click here |
| Upload details of Quality assurance initiatives of the institution | Feedback analysis report 2021-22 |



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

As envisioned programmes promoting gender equity, gender sensitization workshops and talks related to gender equity and events to generate awareness about gender related issues was organized and will be continuously done in the near future. In this connection, during the Induction programme via online mode a session was dedicated to create awareness on Gender Sensitization on the 4th of October 2021 followed an interactive session. Following which a Women Empowerment Cell was formed on the 8th of March 2022 at the institute in pursuance of the proposal made in the ICC meeting. A seminar titled “Women of 21st Century: Issues and Challenges” was organized by Women Empowerment Cell in Collaboration with I.Q.A.C., GGDCK-1 on the 26th April 2022 Gender equity is one of the key challenges facing society today, ICC has also proposed to organized gender sensitization programme during the Induction programme 2022. 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



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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.

j) In compliance with the regulations of ICC posters have been displayed in the campus showcasing the regulations, zero tolerance policy to harassment and contact details for addressing problems.

k) A proposal for extending additional facilities to female students' in the near future apart from lending books has been made.

l) As proposed a Girls Common Room has been arranged at the campus to facilitate female students'.

| <i>File Description</i> | <i>Documents</i> |
|--|-------------------------|
| Specific facilities provided for women | |
| Any other relevant information | |

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. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment



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Options: Any 2 of the above (3,5)

Proposal for SITC of 20 KWP on grid solar PV power plant has already been installed at the main building rooftop and a proposal for installing of 50kwp off grid solar panel is lying with PWD for illumination of library labs, college office. Request to inspect existing incandescent lighting fixture with energy efficient and environment friendly led luminaries has also been made.

The institute has adopted energy efficient lighting including L.E.D. based Streetlights, Bulbs and Tube lights etc. in classrooms, corridors, office building to promote energy efficiency.

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 placed strategically outside the library, corridor of each floor, outside the main building, at the office and Teachers' staff room, Head of the Institutes Office.

E-Waste management

As the institute is a fairly new establishment e-waste has not been generated so far. However, being conscious towards environment conservation and futuristic, a proposal for construction of cement tubs to deposit hazardous waste generated in the near future has been made. Future prospect; to work for solid waste management in collaboration with the local panchayat.

A Green Audit Committee has been formed to work towards preparing a roadmap for transforming the campus into an eco-friendly campus. Areas covered includes water management, waste disposal/soil pollution management, plastic management, E-waste, plantation and plans of action have been framed for the same. Plantation and initiating the nomenclature of the existing plants in college campus will be initiated in the near future.



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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 of the above(1, 2, 4, 5) tree plantation

| <i>File Description</i> | <i>Documents</i> |
|--|------------------|
| Geo tagged photos / videos of the facilities | |
| 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 D: Any one of the above (1)



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Green Audit Committee has been instituted at the campus with the objective of preparing a framework/roadmap to transform the institute into an eco-friendly one.

| <i>File Description</i> | <i>Documents</i> |
|------------------------------|------------------|
| Any other relevant documents | |

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: Option 1 only

The institute has a ramp outside the annex building for easy access to classrooms for students' with special needs.

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 events 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, Sarvepalli Radhakrishnan, Rabindranath Tagore, Ishwar Chandra Vidyasagar



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and commemorative days like Independence Day, Republic Day, are celebrated with great fervor. 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. Awareness programme for gender sensitization of newly enrolled students' was conducted via virtual mode on the 4th of October 2021 which catered to inculcating values of respect, harmony in students'.

Cultural festivals are organised to celebrate the cultural diversity of India. Volunteers of NSS Unit of our institute participate in various programmes related to social issues organized by other colleges. The NSS volunteers enthusiastically involve in extending help to the local community, special camp was organized for adoption of a village where the volunteers worked extensively, health camp was also organized under the NSS banner training students' to become responsible citizens.

Institute has code of ethics which has to be followed irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities. Voters Awareness Programme was organized on the 14th March 22, by the NSS unit-1 of the institute to celebrate 12th National Voters Day wherein the role of a voter and importance of vote was emphasized on by the speakers promoting consciousness about the rights and duties of citizens of a democratic country. To orient the freshly admitted learners with the institute's core values a special week long program for better comprehension and perception of the learners' was organized from 01.01.2022 to 07.01.2022 in virtual mode in compliance with the guidelines provided by the Govt. of West Bengal.

| <i>File Description</i> | <i>Documents</i> |
|--------------------------------|------------------|
| Supporting documents | |
| Any other relevant information | |

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.



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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.

Institute strives to inculcate a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the "Unity in Diversity" of our motherland. The Green Initiative aims bringing awareness among all to create a healthier environment. The institute ensures that the students participate very enthusiastically in all such activities.

| <i>Sl.No</i> | <i>Title of the Programme</i> | <i>Date</i> |
|--------------|--|---|
| 1 | Include induction programme 2021 | 1 st October to 8 th October 2021 |
| 2 | Observation of Students' Week 2022 | 1 st Jan to 7 th Jan 2022 |
| 3 | International Mother Language Day | 21 st February 2022 |
| 4 | Voter Awareness Programme | 14 th March 2022 |
| 5 | Intellectual Property Rights Awareness Programme | 25 th May 2022 |
| 6 | World Environment Day | 8 th June 2022 |
| 7 | Workshop on Stress Management | 9 th June 2022 |
| 8 | Celebration of Yoga for Healthy Life on International Yoga Day | 21 st June 2022 |
| 9 | Covid Awareness Programme | 11 th November 2021 |
| 10 | College Campus Cleaning Programme(NSS Unit-1) | 6 th May 2022 |



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| <i>File Description</i> | <i>Documents</i> |
|--------------------------------|------------------|
| Details of actives | |
| Any other reverent information | |

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 | Click here |

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

Every culture has number of festivals and celebration becomes a vital activity. Celebration of cultural and constitutional festivals is integral part of institute'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. These events act as an impetus on values of tolerance, belongingness, secularism, mutual respect, preservation of culture and environment etc.

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 :



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| <i>Sl.No</i> | <i>Title of the programme</i> | <i>Date</i> |
|--------------|--|--------------------------------|
| 1 | Independence Day | 15 th August 2021 |
| 2 | Netaji Subash Chandra Bose Birth Anniversary observation | 23 rd January 2022 |
| 3 | International Mother Language Day | 21 st February 2022 |
| 4 | Rabindra Nazrul Smarane | 4 th June 2022 |
| 5 | World Environment Day | 8 th June 2022 |
| | | |
| 7 | Voters Awareness Programme (Subrata Sir) | 14 th March 2022 |
| 8 | Vasant Panchami/Saraswati Puja | 6 th February 2022 |
| 9 | International Day of Yoga | 21 st June 2022 |
| | | |
| 10 | Seminar on Women of 21st Century: Issues and Challenges | 26 th April 2022 |

| <i>File Description</i> | <i>Documents</i> |
|--|------------------|
| Annual report of the celebrations and commemorative events | |
| Any other relevant information | |

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

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. Google classroom access is provided in each semester thus incorporating online tools into lessons or assignments. Introducing students to apps that advance their studies while building 21st-century skills



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like digital literacy. That way, they can get hands-on knowledge of a specific subject and general preparation for their future at the same time. The education discourse has drastically progressed/changed therefore the objectives are:

- To aid students to access information as well as provide learning environment virtually the on-line platform was adopted and has continued as a parallel platform
- 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. Even post pandemic the digitalization of education has acted as a collaborative platform as part of the class working together online helps to extend lessons and foster community beyond the classroom while giving students a sense of ownership over their own learning. A computer laboratory was established at the institute to meet the needs of a dynamic system of education and extend the first generation learners with access to computers for skill development which is the need of the hour.

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 classroom where students' belonging to different semesters have access they acquire 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 8th of June 2021 and it was activated on the 30th of June 2021 to add to the facilities extended in our campus. Add-on course on Basic Computing added to the list of facilities extended to acquaint them with technology. Another step at digitalization has been the Library resource of the institute, with a subscription to N-list for e-books and journals and has an E-corner at the library for the access to the same.

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 uploads made by the faculty members in each designated classroom for each Semester. Owing to this positive outcome the online platform is being parallely used to facilitate the learners. Students' use audio visual aids during presentations for continuous internal evaluation. Add-on course on Basic Computing duly approved by the University of Burdwan, in the academic year 2021-2022 twenty students' applied for the course and



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seventeen successfully completed the same and received course completion certificates. The Computer laboratory set up with 12 new computers and internet through local cable connection arranged on campus for providing access to students' to receive digital literacy beyond normal classes is successfully being conducted. Digitalization of the library further provides opportunities to access material for learning and widens the horizon for holistic development.

Problems encountered and resources required:

Technical issues: Not well equipped with a high internet connection there are instances where joining or staying online throughout a session sometimes acts as a hindrance. Due to this, they face problems in going live for virtual learning and other platforms that require uninterrupted internet connectivity. Some face technical issues in online classes/sessions as they are slowly adapting themselves with technology and computer applications.

Cost of internet facility: This is another issue faced by the socially and economically challenged group of students

Resources required: E-resources along with computer facility with uninterrupted connectivity any necessary software. Workshop to train faculty for developing framework for conducting online skill development programme.

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 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



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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. The institution has already initiated two add on courses for the students to equip them with necessary skill sets that would help them in the intensely competitive job market. The short duration and concise course structure have proved to be effective to a great extent as they ensure growth and development of the students in the best possible ways. The courses are duly approved by the University of Burdwan. Students will receive ‘course completion certificate’ after fulfilling all the relevant criteria.

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. With a goal to extend facilities of higher education in a rural belt; it is a matter of pride that the percentage of female students’ enrollment has gradually been on the increase in comparison to male students’. In the session of 2020-2021 the percentage of female students enrollment was 62% in comparison to 38% male students’ and 62.4% female and 37.6% male students respectively in the session of 2021-2022. This reflects an increase in female literacy in the adjoining areas. In addition to it continuous guidance/assistance is extended to students’ through the mentors to all students’ which provides them a platform solve issues, motivate them and assist them to live a stress free life. To facilitate its learners,



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One day Workshop on Stress Management was organized by the institute on 09.06.2022. It was organized by Student Counselling and Placement Cell & I.Q.A.C in collaboration with Centre for Counselling Service and Studies in Self Development, J.U. This workshop met the most urgent need of knowing about stress and how it can be managed.

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. School connection programmes to be organized in the near future to promote science education. Proposal to organize Science fair and talent hunt.

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.

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 institute 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. Admission session 2020-2021 reflects that the percentage of female candidates enrolled was 62% as compared to 38% male enrolment; Session 2021-2022 reflects 62.4% female enrolment in comparison to 37.6% male enrolment. This Institution has progressed by leaps and by bounds providing access to quality education for all, with a special emphasis on socially challenged students enrolling from geographically backward area. Further stressing the case of empowerment of female students' a Women empowerment Cell has been set up at the institute which has a dedicated team of members who strive to meet the requirements of the students' keeping in tune with the regulations set. A seminar on Women of 21st Century: Issues and Challenges" on 26.04.2022 was organized by Women Empowerment Cell in Collaboration with I.Q.A.C., GGDCK-1. Gender sensitization programme was organized during the Induction programme to promote empowerment and to encourage both female and male students' to be aware of these issues as citizens of the global world. In this connection facilities are extended to female students' with respect to scholarship(where in 2020-2021 a total of 218 students' received scholarship out of which 141 were female students'), fees, mentoring through



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Student Counseling and Placement Cell of the institute, proposals for additional library facilities besides the normal lending facility is in the pipeline. 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. It stress on same opportunities in terms of access, retention and choices for female and male.

| <i>File Description</i> | <i>Documents</i> |
|-----------------------------|-----------------------------------|
| Additional information link | <u>Click here</u> |



Future Plans of action for the academic year 2022-23

Quality management

- Documentation and Geo-tagged photography of all co-curricular and 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 counselling and placement cell.
- Strengthening of student mentoring process.
- Strict compliance of CIE and Student Portfolio.
- Monitoring and Supervision of student support system.
- Implementation of Outcome Based Education in line of NEP-2020
- Review, analysis and action taken against the stakeholder's feedback (students, parents, faculty).
- Assimilation of data for AISHE 2021-2022
- Ensure participation in NIRF, 2022
- Digitization of library with OPAC

Student Support System

- Arrangement of Induction Programme for the new entrants.
- Information dissemination to all stakeholders through SMS gateway.
- Organization of student centric workshop
- Creation of departmental library for all the Departments
- Continuing the facilities for e-books and e-journals through N-LIST
- Ensuring financial assistance in form of scholarship, student free ship for all students coming from financially and socially challenged section of society.



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- Strengthening of NSS activities through village adaptation with an objective to give new ideas of development to the villagers to enhance the quality of livelihood.

Academic Enrichment

- Preparation of academic calendar of 2022- 2023
- Encouraging departments to impart experiential learning through project based teaching - learning.
- Initiation of Add-on course on “Values and Ethics” to impart values among our graduates.
- Organization of seminar / symposium on gender equality, women empowerment, environmental sustainability and entrepreneurship development.
- Procurement of books and journals for central library to enhance learning resources.
- Organization of departmental lecture series for students.
- Setting up of collaboration with other academic institute of higher learning for resource sharing.
- Continuing Google classroom as additional resource for knowledge sharing.

Research

- Encouraging faculties to increase the numbers of publications in SCI/SCI-E/Scopus and UGC-CARE listed journals.
- Encouraging faculty members to enrol for Ph.D. programme.

Infrastructure Augmentation

- Student Management Information System (MIS) for smart database creation.
- Central computing lab comprising 30 PCs with LAN and internet facility.
- Installation of energy efficient and environment friendly LED luminaries for campus lightening to ensure environment sustainability.
- Installation of 5 KWP off-grid solar inverter for uninterrupted power supply.
- Installation of 3 FTTH connection through Bharat Air Fiber with Wi-Fi facility within the academic complex.
- LPG connection for chemistry laboratory for facilitating experimental learning.



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- Strengthening of laboratories with sophisticated instrument for the Dept. of Chemistry and Physics for instilling research acumen among the students.

Creating Ecosystem

- Drinking water quality monitoring through testing of physical, chemical and biological characteristics of water.
- Tree plantation and maintenance of existing trees & biological nomenclature of trees.
- Green Audit of the campus.

Best Practices

- Promotion of Higher Education in rural belt through practice the ways to internalize.
- School connect programme for promoting Science education in the rural belt of Purba-Bardhaman through science fair, laboratory visit etc.