



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**GOVERNMENT GENERAL DEGREE COLLEGE,
GOPIBALLAVPUR-II**

VILL-BELIABERAH, P.O-BELIABERAH, P.S-BELIABERAH, DIST-JHARGRAM
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2015, Government General Degree College, Gopiballavpur II, Jhargram, marks a commendable initiative by the State Government to decentralize higher education and enrich the minds of students in Junglemahal. The college is affiliated with Vidyasagar University, Midnapore, and commenced its academic functions in the 2015-16 session with five Honours Departments: Bengali, English, Sociology, Anthropology, and Geology.

The college prides itself on its qualified and dedicated faculty members, supportive office staff, and diligent security personnel. These stakeholders are consistently engaged in motivating and inspiring students to develop their capacities across various fields. The healthy and conducive ambiance of the college campus, maintained by all stakeholders, is instrumental in achieving excellence not only in teaching and learning but also in various co-curricular activities.

The vision of transforming this institution into a center of excellence is strongly upheld. The support from parents and the local community has been invaluable, and the college is poised to become a preferred destination for many talented, young minds from underprivileged backgrounds in the near future.

Acknowledgment is due to the Higher Education Department, Government of West Bengal, and all stakeholders for their unwavering commitment and support. This collective effort has been crucial in elevating the college to new heights and realizing its aspirations. The institution warmly invites partnerships with government bodies, industry, and the community to collaborate in achieving the vision of "Aim high, Shoot high!"

Aiming for the moon ensures that even if the target is missed, the effort reaches the stars. Embarking on this journey of a thousand miles begins with a single step, and it is our collective mission to walk this path together, supporting each student in realizing their career aspirations.

Vision

To build up the capacity of students and make them strong enough to cope with challenging environments as well as transform the societal status as desired. Also, to enable them to care for the nature and stand beside the neighbouring aspirants to build healthy and prosperous society. Our aim is to boost their stewardship effect and not merely focus on their own needs.

Mission

- 1. To provide and help students with a well-rounded curriculum that promotes their holistic development and helps them achieve our goals.

- 2. To encourage participation in extracurricular activities, especially those involving work with neighboring villages, alongside their conventional studies.
- 3. To instill moral, ethical, and social values both on and off the college campus.
- 4. To foster a thirst for higher education, self-enlightenment, and the desire to spread the light of education among future generations, especially first-generation learners.
- 5. To help students overcome the financial challenges they face in their daily lives.
- 6. To inspire curiosity about new discoveries and encourage stepping out of their comfort zones.
- 7. To make them receptive to learning from nature.
- 8. To guide students in utilizing their traditional knowledge and soft skills, channeling them towards entrepreneurship and generating employment.
- 9. To help them blend their traditional knowledge with modern concepts, achieving judicious and desirable eco-friendly development.
- 10. Finally, to prepare them for the competitive world through innovative teaching practices and support systems, making our country proud.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Infrastructure and Academic Milieu:

- The campus maintains a favourable academic environment with good ambiance and clean surroundings. These facilities contribute to a conducive learning environment.

Management principle:

- Highly qualified teachers, each specialized in different fields, are recruited following UGC and state government regulations.
- Student admissions are strictly merit-based, following state government and UGC regulations.

Locational advantage:

- The college is situated in Gopiballavpur II block, Jhargram district, West Bengal. This convenient location provides students in the area with easy access to higher education facilities close to their homes.

Diverse Academic Offering:

- College offers a diverse range of science and arts subjects within its regular curriculum.

Robust Resource Provision:

- The college library boasts a vast collection of books, many of which are now out-of-print, therefore rare to find.
- Digital cataloguing.

Mentor-Mentee system:

- A pleasant relationship exists between students and teachers, fostering a supportive learning environment.

Value-Added and Certificate Courses:

- GGDC Gopiballavpur-II offers additional courses beyond the curriculum, providing better opportunities for students.

Collaborations and Outreach activities:

- The college collaborates with IQAC, NSS, and other expert institutions and industries through MoUs and linkages, promoting interdisciplinary learning and critical thinking.

Students' Success and Accomplishments:

- Evidence of inclusive education with 100% End Semester Examination success rate.
- Appreciable academic performance, higher study progression, and successful placements.
- Students receive awards and recognition in curricular and extra-curricular activities.

Inclusive Environment:

- Students and staff from diverse backgrounds across caste class and religion promotes inclusive development.

Modern Facilities:

- Clean and purified drinking water facility.
- Dedicated electrical transformer.
- High-speed internet and ICT-enabled rooms.
- Barrier-free environment for Divyangjan.
- Computer lab and laboratory.
- E-Governance System.
- Indoor games facilities, gymnasium, and space for yoga.
- Seminar hall.

Environmental awareness initiatives

- Tree plantation, plastic-free campus, waste management, etc.

Outreach and Community Engagement:

- Government General Degree College, Gopiballavpur–II, engages in extension and social outreach programs with neighboring schools through NSS.

Feedback Mechanism:

- Stakeholder feedbacks are analyzed, leading to necessary improvements.

Institutional Weakness

Curricular Flexibility:

- The college lacks sufficient flexibility in formulating curricular content for its programs. The curriculum is set by the affiliating university.

Supporting Staff Ratio:

- The number of supporting staff is inadequate compared to the number of departments and students. There are no dedicated laboratory helping staff.
- This affects the smooth execution of academic activities.

Industry Collaboration:

- There is a need for curricular provisions to facilitate practical-based teaching and tie-ups with industries. Presently the interior location restricts the college's attempt to bring in more collaborative linkages with various industry bodies.

Students' Hostel:

- Lack of students' hostel facility hinders accommodation for students from distant rural areas.

Administrative Autonomy:

- As a government institution, Gopiballavpur II College faces limitations in administrative autonomy. It is entirely dependent on Govt of West Bengal, and Vidyasagar University for any matter be it academic, financial or administrative.
- Financial constraints impact program design and faculty research support.

Environmental Impact:

- Even with implementation of energy saving LED lights and Rain water harvesting, more efforts are needed to reduce the college's carbon footprint, and increase its environment sustainability efforts.

Faculty Service Transfers:

- Service transfers of faculty members disrupt departmental curriculum planning during the academic session. Lack of proper number of faculty members in some departments like Chemistry, Geography, and Zoology has forced the college to stop running the departments at all despite having all other necessary permissions from higher authorities.

Addressing these weaknesses will contribute to the overall improvement of Government General Degree College, Gopiballavpur II.

Institutional Opportunity

Enriched Programs:

- The college has the potential to introduce diverse beyond-curriculum Add-on programs and skill-oriented certificate courses.

Solar Energy Utilization:

- With financial support, the campus can generate and utilize more solar energy, contributing to sustainability.

Faculty Research Potential:

- Faculty members can engage in more research projects and publications, enhancing academic contributions. With UGC 12f certification, the faculty members can propose minor and major research projects, aiming for higher academic excellence.

Student Support Enhancement:

- Strengthening remedial and tutorial classes, along with periodic class tests, will provide additional support to slow learners at the undergraduate level.

Community Engagement:

- Conducting more extension and social outreach programs aligns with the college's institutional social responsibility.

E-Content Creation:

- Upgrading existing e-learning aids allows teachers to create valuable e-content for students.

Interdisciplinary Opportunities:

- The New Education Policy opens avenues for inter-disciplinary and multidisciplinary research and academic activities.

Institutional Challenge

Academic Collaborations:

- Establishing collaborations with reputed institutions and industries is essential for enhancing career opportunities for students.

Placement Programs:

- Regular recruitment programs should be organized to provide more placement opportunities for graduating students.

Research Funding Constraints:

- The college faces challenges in organizing national seminars and conducting minor/major research due to limited funding.

Staff Inadequacy:

- Despite a favorable teacher-student ratio, the current staff strength may not be sufficient to smoothly handle additional functions within the college.

Technological Adaptation:

- Adapting to a rapidly changing world with cutting-edge technology poses ongoing challenges.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. Curricular Aspects

The college is affiliated with Vidyasagar University, and the curriculum and syllabus are determined by the University. The college offers nine undergraduate courses, including B.A. and B.Sc. programs in Honours and General, following the Choice Based Credit System (CBCS) since 2017-18, and the National Education Policy (NEP) since 2023-24. Each department has a well-implemented curriculum plan that is delivered effectively according to the academic calendar. Project work, excursions, and educational tours are organized by several departments to enhance the curriculum's effectiveness. Continuous Internal Evaluation is conducted by the departments, and value-added courses are offered beyond the existing syllabus. The curriculum skilfully integrates issues of Professional Ethics, Gender, Human Values, and Environmental Sustainability. The college collects and analyses feedback from various stakeholders, including students and teachers, on curriculum delivery, infrastructure, laboratories, library, ICT, office, and support services. Based on the feedback analysis, the IQAC of the college has taken necessary actions to improve these aspects.

Teaching-learning and Evaluation

2. Teaching-learning and Evaluation

The college follows a free, fair, and transparent online admission process in accordance with State Government and affiliating University (Vidyasagar University) policies. The college boasts robust ICT infrastructure, including ILMS, projectors, high-speed internet, and updated computers. Emphasizing experiential, participative, and problem-solving methodologies, the college conducts practical classes, projects, field trips, seminars, workshops, hands-on training, and value-added certificate courses. Community engagement and extension activities are integral to the learning process. Full-time faculty positions are filled as per Higher Education Department (Government of West Bengal) and UGC guidelines and all full-time faculty members are qualified with PG/NET/SET/M.Phil./Ph.D. degrees. Internal and external examinations are conducted per university regulations, with a robust internal assessment mechanism. The college has a well-designed mentoring system, and the attainment of program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) is meticulously evaluated. The college boasts a 100% examination pass percentage and conducts annual student satisfaction surveys.

Research, Innovations and Extension

3. Research, Innovations, and Extension

The college encourages faculty to pursue higher academic excellence including doctoral degrees and research projects. Various departments in collaboration with IQAC organizes workshops, seminars, and co-curricular activities. Extension and social outreach programs are regularly conducted in the local community to promote social awareness and holistic student development. These initiatives are often organized by the NSS unit and involve significant community participation. The college has established numerous functional collaborations, MoUs and linkages with other expert institutions and industries, facilitating capacity building, skill enhancement, and career counselling programs over the past years. These efforts significantly contribute to the holistic development of students and teachers.

Infrastructure and Learning Resources

4. Infrastructure and Learning Resources

The college's campus includes seven laboratory-based departments (Anthropology, Geology, Physics, Mathematics, Chemistry, Geography, and Zoology), the Principal's office, a central library, IQAC room, ICC room, grievance redressal cell rooms, two seminar/conference halls, a career counseling and placement cell, medicinal garden, vermicompost unit, NSS room, games and sports room, gymnasium, photocopier, guest rooms, common rooms for boys and girls, student union room, divyangjan-friendly washroom with associated ramp and wheelchair facilities, parking area, and security room, among others. The institution has invested significantly in IT facilities, including 100 Mbps internet connectivity and numerous computers. The central library houses over 5000 books with digital cataloguing. Other facilities include a playground, indoor games room, student activity centre/gym, purified drinking water kiosks, a dedicated electrical transformer, diesel generators, rainwater harvesting, and a vermicompost production unit, reflecting the institution's commitment to sustainability.

Student Support and Progression

5. Student Support and Progression

A significant portion of students benefits from scholarships schemes provided by Central and West Bengal Government, as well as other non-government agencies. Over the past five years, majority of students received various scholarships. The college has dedicated Career Counselling cell to encourage and improve students' competencies for job-oriented competitive examinations. It has signed MoUs with academic organizations and industries to provide better career opportunities. Faculty members consistently motivate and guide students for academic and professional careers. Many students pursue higher education and qualify for competitive examinations, with some achieving placements in government and non-government organizations. The college actively encourages participation in co-curricular and extra-curricular activities and has functional regulatory committees for addressing grievances related to ragging and sexual harassment.

Governance, Leadership and Management

6. Governance, Leadership, and Management

The college's governance aligns with its vision and mission, featuring decentralized and participative administration. As a government college under the Higher Education Department, Government of West Bengal, and affiliated with Vidyasagar University, faculty appointments are made by the Higher Education Department based on recommendations from the West Bengal Public Service Commission, following UGC guidelines. The Officer-in-Charge, in consultation with the IQAC and Teachers' Council, leads the administration. Various subcommittees monitor academic and administrative activities. The college has implemented e-governance in administration, finance, student support, and examination. Performance appraisal systems for teaching and non-teaching staff ensure accountability and improvement. The IQAC plays a crucial role in quality assurance, regularly collecting and analyzing feedback and organizing academic and administrative audits. The college participates in NIRF and AISHE annually and has signed numerous MoUs for collaborative activities.

Institutional Values and Best Practices

7. Institutional Values and Best Practices

The college regularly conducts internal and external gender audits and integrates gender issues into the curriculum. Gender sensitization programs and women empowerment initiatives are regularly organized, with several administrative and academic committees convened by female teachers. The college manages e-waste and solid waste through collaboration with external agencies and has installed rainwater harvesting systems. Green campus initiatives include gardening and a plastic-free campus declaration. The college ensures a barrier-free environment for disabled individuals with ramps and wheelchair, along with dedicated toilet facilities. Quality audits on the environment and energy, including green and energy audits, are regularly conducted. The college promotes an inclusive environment through various initiatives, celebrating commemorative days and organizing events like fresher's welcome, farewell ceremonies, and annual sports. The institution emphasizes constitutional values, rights, duties, and responsibilities through regular programs. Best practices in governance, sustainability, and inclusivity are diligently followed.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE, GOPIBALLAVPUR-II
Address	Vill-Beliaberah, P.O-Beliaberah, P.S-Beliaberah, Dist-Jhargram
City	Jhargram
State	West Bengal
Pin	721517
Website	www.ggdcgopi2.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sujit Kisku	03221-261263	9832840441	-	principal@ggdcgopi2.ac.in
IQAC / CIQA coordinator	Rajkumar Chakrabarti	03221-266227	8420661092	-	rajkr2009@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-06-2018	View Document
12B of UGC		

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Beliaberah Gram Panchayet and Gopiballavpur II Development Block Ofice Govt of West Bengal
Date of recognition	19-08-2023

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill-Beliaberah, P.O-Beliaberah, P.S-Beliaberah, Dist-Jhargram	Rural	4.33	1452.2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Honours	48	HS OR EQUIVANT EXAM PASS	Bengali	74	54
UG	BA,English, Honours	48	HS OR EQUIVANT EXAM PASS	English	44	14
UG	BA,Sociology, Honours	48	HS OR EQUIVANT EXAM PASS	English	44	13
UG	BSc,Geology ,Honours	48	HS OR EQUIVANT EXAM PASS	English	20	5
UG	BA,General, General with Bengali English History Sociology and Philosophy	36	HS OR EQUIVANT EXAM PASS	English + Bengali	122	85
UG	BSc,General, General with Anthropology Physics Chemistry Zoology and Mathematics	36	HS OR EQUIVANT EXAM PASS	English	20	0
UG	BSc,Anthropology, Honours	48	HS OR EQUIVANT EXAM PASS	English	20	0
UG	BSc,Geography, Honours	48	HS OR EQUIVANT EXAM	English	11	0

			PASS			
UG	BSc,Zoology ,Honours	48	HS OR EQUIVANT EXAM PASS	English	11	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				44			
Recruited	0	0	0	0	1	0	0	1	20	4	0	24
Yet to Recruit	0				0				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	0	0	3
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	3	1	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	12	2	0	14
M.Phil.	0	0	0	0	0	0	4	1	0	5
PG	0	0	0	1	0	0	3	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	122	0	0	0	122
	Female	244	0	0	0	244
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	20	16	10	22
	Female	22	30	8	25
	Others	0	0	0	0
ST	Male	12	15	3	6
	Female	11	12	4	7
	Others	0	0	0	0
OBC	Male	26	17	6	12
	Female	24	25	10	26
	Others	0	0	0	0
General	Male	42	26	19	20
	Female	55	41	36	63
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		212	182	96	181

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution aims to become a holistic multidisciplinary education leader by fostering a learning environment that integrates various disciplines. The mechanism includes implementing
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	<p>the ‘NEP 2020’ mandated inclusive curriculum, inter-departmental collaboration (MoUs, Linkages, etc.), and experiential learning (Laboratory, fieldwork, projects etc. wherever necessary) to nurture critical thinking, creativity, and innovation among students. Key initiatives involve upgrading infrastructure, leveraging technology for interdisciplinary projects, and enhancing faculty development. The institution offers the affiliating Vidyasagar University endorsed flexible, innovative curriculum with credit-based courses and projects in community engagement, environmental education, and value-based learning. Courses are designed to provide students with practical experience and a deep understanding of societal issues. These are structured to encourage students to engage with local communities, participate in environmental conservation projects, and develop a strong moral compass, thereby achieving holistic education. The institution’s curriculum allows multiple entry and exit points (as per NEP 2020) at the end of each undergraduate year, maintaining academic rigor. For example, a student can earn a Certificate after the first year, a Diploma after the second, and a Bachelor’s degree after the third, ensuring flexibility without compromising quality. Aligned with NEP 2020, the institution promotes a multidisciplinary approach through curriculum based integrated learning programs, interdisciplinary and intercollege collaborations, workshops, etc. These practices ensure students receive a balanced, comprehensive education, preparing them for diverse career paths and societal contributions.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a) Initiatives for ABC Fulfilment The institution has taken several steps to meet ABC requirements as proposed in NEP 2020. This includes developing a robust credit accumulation and transfer system, aligning curriculum structures with ABC guidelines, and integrating compatible technologies. b) Registration under ABC The institution is registered under the ABC platform, enabling learners to benefit from multiple entries and exits during their programs. This facilitates seamless credit accumulation and transfer, enhancing flexibility. c) Efforts for Collaboration and Credit Transfer The institution is actively pursuing collaborations and internationalization of education. Avenues are being</p>

	<p>explored to enable credit transfer and provide students with suitable exposure. d) Faculty Encouragement in Curricular Design Faculties are encouraged to design their own teaching plan and pedagogical approaches within the approved framework. They have the autonomy to select textbooks, reading materials, class assignments, and class assessments, fostering personalized learning experiences. e) Good Practices in ABC Implementation A notable practice is the establishment of an ABC cell to manage credit accumulation and transfer processes efficiently. Informal meetings and discussions are conducted to familiarize faculty and students with ABC operations, ensuring smooth implementation and maximizing the system's benefits in line with NEP 2020.</p>
3. Skill development:	<p>The institution is committed to enhancing soft skills of students. Efforts include developing competency-based curricula, establishing industry partnerships, and providing hands-on training opportunities. The institution tries to ensure that students acquire relevant skills through internships, workshops, and practical sessions. The institution is dedicated to providing value-based education to foster positivity and holistic development among learners. This includes incorporating humanistic, ethical, constitutional, and universal human values into the curriculum, encouraging students to develop a strong moral compass and a sense of social responsibility. In alignment with the National Education Policy (NEP) 2020, the institution has implemented several good practices to promote skill development. These include: 1. Skill-Based Workshops and Seminars: The college plans on Periodically conducting workshops and seminars focusing on practical skills and employability of students. 2. Industry-Institute Collaboration: Strong ties with industry partners like TEXPRINT (Jhargram) for internships, apprenticeships, and live projects that provide hands-on experience. 3. Mentorship Programs: Industry professionals mentor students, providing guidance and insights into real-world challenges.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institution's strategy to integrate the Indian Knowledge System (IKS) involves both curricula based, and Value-added/Add-on courses. The curricula reflect India's rich heritage and collaborating with experts in Indian knowledge</p>

	<p>systems for course content. The institution encourages its faculty to deliver classroom instruction in both English, and regional Bengali languages, the mother-tongue of majority of students admitted here. Faculty are encouraged to engage in continuous development to enhance their bilingual teaching skills, ensuring effective communication and comprehension for students. Indian Culture and Traditions: Cultural festivals, seminars, and guest lectures celebrate Indian traditions and customs. Relevant topics on Indian philosophy, religion, and cultural heritage are integrated into the curriculum. Cultural Immersion Programs: Projects and field trips provide students with first-hand experience of diverse Indian cultures and traditions. Collaborative Research: Partnerships with different institutions promote studies in Indian knowledge systems, resulting in publications and conferences that highlight Indian heritage. Resource Development: Creation of bilingual textbooks, e-learning materials, and audio-visual resources to support teaching in Indian languages.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution has undertaken several initiatives to transform its curriculum towards Outcome-Based Education (OBE). The primary steps include revisiting the curriculum to clearly define program outcomes, course outcomes, and learning objectives. Each course now has specific, measurable outcomes that align with the overall program goals. Faculty members have worked extensively to develop and implement OBE frameworks. Additionally, assessment methods have been tweaked to focus on evaluating students' achievement of the desired outcomes. Continuous feedback process and other quality assurance mechanisms have been established to ensure the curriculum remains relevant and effective. To effectively capture OBE in teaching and learning practices, the institution has integrated a variety of active learning strategies and assessment tools. These include project-based learning, fieldwork, interdepartmental collaborative assignments, etc. Good Practices Pertaining to OBE in View of NEP 2020</p> <ol style="list-style-type: none"> 1. Curriculum Mapping: The institution maps each course outcome to specific program outcomes, ensuring that all aspects of the curriculum contribute to the holistic development of the student as per NEP 2020 guidelines. 2.

	Continuous Assessment 3. Stakeholder Involvement: Engaging industry experts (e.g., TexPrint) to ensure the outcomes align with industry needs.
6. Distance education/online education:	The institution has invested in the development and use of advanced technological tools to enhance teaching and learning activities. A robust Integrated Library Management System (ILMS) facilitates library facility for all. Computer labs and Laboratory tools provide practical experience in a safe environment. Good Practices Pertaining to Education in View of NEP 2020: 1. Hybrid Learning Models: The institution employs hybrid learning models for many Value-Added/Add-On courses that combine online coursework with periodic in-person sessions to ensure comprehensive learning. 2. Faculty Training: Regular professional development programs (Orientation/Faculty Development/Refreshers courses) for faculty focus on teaching strategies, learning content creation, and student engagement techniques. 3. Quality Assurance: Implementing rigorous quality assurance mechanisms by concerned faculty members to ensure that Value-Added/Add-on courses meet high academic standards and deliver intended learning outcomes. All such courses are presented before IQAC for necessary approval.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Government General Degree College, Gopiballavpur-II has set up an Electoral Literacy Club on 1st March 2023 with enthusiastic students and faculty member as coordinator. The objective of this team is to promote electoral literacy and involvement of the people in the election process which is the fundamental democratic right of the civics of country.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the student coordinators and Faculty coordinator are appointed by the College. Dr. Sujit Kisku, Assistant Professor and HOI, serves as the Faculty Coordinator. Rajib Routh, Data Entry Operator, serves as the Non-Teaching Faculty Coordinator. Tanusri Dandapat, Koyel Das, Jothika Dey, Sagar Shit, Rakhi Pradhan, and Saraswati Hansda, all students, serve as Student Coordinators. The ELC is

	<p>functional and representative in character. The students are engaged in sensitizing the students of College, other neighboring school students, local students, elder persons and many others from the locality with following missions: 1. To create awareness among the students in campus as well as outside of campus through various awareness activities. 2. To make them understand and educate regarding the registration process, correction of wrong data in EPIC through online and offline mode. 3. To familiarize the EVM devices like CU, BU, VVPAT etc. 4. To sensitize unaware people to participate in the electoral process and to cast their vote ethically. 5. To motivate the students to participate in the ELC activities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Institute undertakes various activities to sensitize and motivate students and employees through conducting programmes throughout the year specially the dedicated calendar programmes of voter sensitization and awareness like National Voters Day, SVEEP, Constitution Day etc. Lectures and awareness drives from the faculties of this Institute, students and from the team of the Block Development Office motivate the students most. Considering the importance of electoral awareness and literacy this institute has formed a dedicated an Electoral Literacy Club for actively monitoring of this awareness drive for the existing voters as well as prospective voters. The integrity of the nation and its democracy will be retained by choosing the right person who will be giving value to the constitutional need through cast of everyone's vote in every election.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC of this Institution arrange the awareness programmes of the Govt. bodies where students are actively participating in hands on training of the EVM and its accessories. Periodical surveys taken up by the members of the club to aware local people and students outside the campus. Such awareness drives help the people in exercising their fundamental right to vote. The Voter Registration Drive conducted by the Electoral Literacy Club is an important initiative which shows their commitment in raising awareness among the people about the value of casting vote. Through various activities the ELC members instills the civic responsibilities among the students and help in making the responsible citizens.</p>

<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Most of the eligible students have been already been registered as Voters. About 15-20% of the students above 18 years of age are yet to be enrolled as voters in the electoral roll. The College has initiated a process to help them in registering in electoral roll through active monitoring during admission in the semesters by asking them to provide EPIC. The ELC conducts voter registration drive in odd and even semesters.</p>
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
461	445	400	369	369

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 25

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
24	25	25	23	20

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5.19	19.35	17.13	23.15	63.31

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institution ensures effective curriculum delivery through a well-planned and documented process. The college is administered by **Officer-In-Charge (OIC)**, and twenty-three government-approved permanent teachers to deliver the curriculum effectively as framed by the affiliating university.

At the beginning of each new academic session, meetings are organized with all the college faculties under the Academic Subcommittee to devise concrete plans for effective curriculum delivery. During these meetings, the **College Academic Calendar** for the year is prepared in compliance with the Academic Calendar issued by Vidyasagar University. Each department prepares its **teaching plan** with the assistance of the Academic Subcommittee. Any changes in the syllabus notified by the university and changes in regulations, if any, are discussed and noted. The entire process is supervised by the **OIC** and the **Secretary of the Teachers' Council (TCS)**, with monitoring by the **IQAC**.

The **Academic Calendar** outlines the schedule of admission/registration, commencement of classes, periods of internal assessment, end semester examinations, as well as co-curricular and extracurricular activities.

The head of each department conducts an **academic planning meeting** to organize the schedule of lectures and distribute the syllabus among the faculties, who are strictly instructed to complete the syllabus within a stipulated time.

The **Routine Sub-Committee** and **Examination Sub-Committee** work towards achieving the goals outlined in the academic calendar. Periodical class assessments are conducted and reviewed to assess the students' understanding levels, with feedback taken from students. Remedial classes and special lectures are then planned accordingly.

All faculties employ modern teaching and learning methods alongside traditional methods for curriculum delivery. **Project works, class tests, remedial classes, and internal assessments** are conducted. Some departments also conduct quizzes. Students are encouraged to meet faculty beyond classroom hours for doubt-clearing and curricular discussions. For applied subjects, classroom lectures are complemented with practical classes, projects, and fieldwork. The science departments have **well-equipped laboratories**. **WIFI** connection is available throughout the college. Additionally, there are two smart classrooms used by teachers to ensure effective dissemination of information to the students.

Regular meetings of different sub-committees, especially the Routine and Examination Sub-committees, under the supervision of the OIC and the TCS, and the Academic Subcommittee ensure the smooth

conduction of activities, with monitoring by the IQAC.

Smooth conduction of Continuous Internal Assessment:

- Periods of internal assessments are mentioned in the academic calendar, and detailed schedules are circulated in advance by the Internal Examination Sub-committee.
- Internal assessments, each carrying 10 marks, are arranged by the college as per the university's guidelines, with 05 marks allotted for attendance.
- Question papers set by the faculty members are submitted to the Internal Examination Sub-committee, and answer papers are checked by the faculties as per the decision of the Head of the department.

Academic Monitoring:

Each head of the department strictly monitors the course coverage, student attendance, remedial classes, and assignments. The overall internal evaluation is frequently monitored by the Officer-in-Charge through meetings with IQAC, TCS, Academic Subcommittee, and the HoDs of all departments.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 4

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 5.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our college curriculum integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics to understand current issues both nationally and globally. A sense of bonding and belonging, as well as respect for values and traditions, are promoted.

The college follows a curriculum where several undergraduate programs incorporate course topics covering gender issues, environmental ethics, and human values.

Gender Issues

- The university curriculum includes areas related to gender issues. To spread awareness among female students, a special paper on Women's Writing (e.g., English Literature - Semester V, CC – 12; Philosophy - GE - 2; History - GE-3/GE 3T; GE-4/GE 4T) is taught in classes.
- The college makes continuous efforts to impart social, moral, and cultural values through extracurricular activities. International Women's Day is celebrated enthusiastically to make female students proud and happy to be women. The students also attend programs on gender sensitivity.
- The college campus is well-secured with CCTV. The NSS unit of the college is very proactive in conducting different extension activities such as campaigns, essay and poster exhibitions, wallpaper presentations, etc., to address gender-related issues.

Environmental Ethics

- As per the university curriculum, the college offers courses on Environmental Studies in the 2nd semester of each subject. The college conducts awareness programs on environmental conservation.
- The college has a lush green campus. Students visit water conservation sites to learn about environmental management.
- Important days like World Water Day, International Women's Day, etc. are celebrated, and awareness programs are conducted as part of extracurricular activities.

Professional Ethics, Moral, and Human Values

- The curriculum in different UG programs integrates social services, comparative religion studies, cultural education, rural development, and scientific methodology, which are focused on developing human values and professional ethics. Apart from the curriculum, the college organizes add-on/value-added courses to help students understand the importance of ethics and values in their personal, social, and professional lives.
- The college also celebrates Republic Day, Women's Day, Independence Day, Teacher's Day, Human Rights Day, International Yoga Day, etc., to nurture moral, ethical, and social values among students. The NSS unit of the college takes efforts to integrate ethical and human values through various extracurricular activities such as Swachh Bharat Abhiyan, health and hygiene awareness programs, and exhibitions, etc. Sometimes the college organizes different seminars/workshops addressing issues related to professional ethics and values.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 36.01

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

Response: 166

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.51

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
207	184	168	181	214

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
299	299	310	353	290

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 69.39

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
115	116	82	98	99

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
161	161	140	206	176

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.21

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Government General Degree College Gopiballavpur II adopts student centric methods to enhance their learning experiences. Some of the endeavors undertaken are:

- A number of departments supplement their classroom teaching by other participative and experiential methods. The various departments like Bengali, Geology, Sociology etc have done field visits.
- Students have participated in few competitions like quiz, Elocution, Sports competitions, seminars and project works etc. In particular viz.
- The Department of Bengali had also organized the educational tour in the year 2019 and the venue was Bankura Jhilimili.
- In the year 2022 they yet again did educational tour and studied the Subarnarekha region culture in Jhargram.
- In the year 2017, 2019 the students of Department of Bengali again participated in State Level Essay Competition.
- As part of the curriculum the Department of Bengali celebrated the SUBARNA 2018 and organized a Wall Magazine event.
- They again participated in the Inter College Student Participation in any Quiz Contest in the Year 2018, 2022.
- In the year 2022 again, the students of the College along with other Department participated in Elocution in Santhali, and Bengali Languages the topic of which was Swadhinata Sangrame Swami Vivekananda Abodan.
- The College students also organized Alumni meet in the year 2019-2023.
- The Department of Sociology also organized a field trip to the Beliaberah Village to study as part of the field work curriculum.
- Like wise the Department of Philosophy also organized State Level Seminars viz. Buddhist Ethics & Metaphysics 12/12/2022
- The students of Gopiballabpur Govt. General Degree College actively participate in different environment related activities like World Environment Day and Brikha Ropan Dibas.
- Students are encouraged to contribute in students' Wall Magazine etc for showcase their writing skills.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 56.25

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	44	44	32

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	25	25	23	20

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

- The college arranges for class internals and Pre-final internals special for Honours and general students. The internal scripts are shown to students for further improvements. Parent-teacher meetings are arranged to apprise them of their wards' performance.
- The University introduced CBCS since 2018-19. In Practical lab based Course out of 75 Full Marks, 40 Marks is theory 20 Marks practical 10 marks internal and 5 Marks attendance.
- For CBCS non-practical subjects, out of the 10 marks awarded for internal assessment (IA), 5 marks is allotted for attendance, 60 marks out of 75.
- The attendance is calculated by the departments and intimated to the students. Mentors discuss the issue with students with low attendance, suggestions are provided and appropriate steps are taken, wherever required.
- The college follows the pattern of internal and tutorial examination as prescribed by Vidyasagar University. The internal assessment is arranged centrally, marks are submitted by departmental faculty and is maintained by the college; tutorial examinations are taken following the guidelines of the university, comprising of term papers, projects, written tests, group discussions, presentations, etc. which differs across departments.
- In addition, the departments also arrange for class tests or internals for evaluating the students' progress, which are mentioned in academic calendar; answer scripts are shared with the students and remedial classes are arranged for slow learners.
- Government General Degree College Gopiballavpur II has developed a robust mechanism to ensure that the process of continuous assessment is transparent and efficient.
- The college has separate Examination Committees for each of the six semesters, which are entrusted with not only conducting the internal and university examinations but also ensuring redressal of any exam related grievances.
- The answer scripts of internal class tests and assignments are shared and discussed with students, and in case corrections in the total of marks or assessment of answers are identified by students, they are immediately addressed by the faculty members.
- The attendance record, which is part of the internal examination, is notified to students on a monthly basis.
- Adequate concession is given in attendance of students on medical grounds and for participation in extracurricular activities.
- If a student is not able to appear for examination due to medical or any other valid reason, internal examination is conducted for that student as per norms, provided that he/she submits application with proper documents.
- In case of university level end-semester examination, any grievance of students is communicated by the college to the University authority. If a student is dissatisfied with his/her marks, he/she can apply for review of his/her answer script as and when required by the University after paying the prescribed fee.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Government General Degree College Gopiballavpur II offers 6 programmes in UG. The college explicitly states all the programme and course outcomes, displays them on college website and also strives towards achieving the learning outcomes objectively.

- The college offers Bengali, English, Sociology and Geology (hons) with BA General and BSc General courses specially.
- The curriculum of all the programmes is framed by the Vidyasagar University and Government General Degree College Gopiballavpur II adheres to the curricula. Although learning outcome statement is not well-defined by the University, every department of Government General Degree College Gopiballavpur II takes care to identify the learning outcomes from the courses.
- The programme outcomes and course outcomes are displayed on the college website.
- The outline of the program outcomes is mentioned in the Orientation Programme for the newly admitted students on the day of commencement of an academic session.
- The details of the outcomes that are expected from each course are explained in the departmental Orientation programmes.
- The teachers try to inculcate in students a quest for knowledge and adaptability to the developments in the surroundings as well as their subject matter.
- Students are encouraged to ask questions and are imbibed in critical thinking so as to enable them to understand and analyse contemporary societal, environmental and cultural problems.
- Efforts are taken to enhance their communication skills to allow them to exchange ideas, thoughts, and information effectively.
- Training to work in team is imbibed by encouraging their group participation in various departmental, cultural and extension activities. Students develop leadership qualities and learn to embrace plurality, respect others' views, mediate in disagreements, while maintaining professional and life ethics.
- Guidance is provided to act responsibly towards our fellow citizens and abide by civic rules and responsibilities.
- Students are made aware to be responsible towards maintaining sustainability in our environment and natural resources so as not to jeopardize the resources available to future generations.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Direct ways to evaluate course outcomes:

- In adherence to the stipulations of Vidyasagar University, apart from the end-semester examinations, Government General Degree College Gopiballavpur II conducts internal examination consisting of attendance (5 Marks), internal assessment (IA) (10 Marks) and tutorial examination for CBCS Practical and non practical based subjects are The University introduced CBCS since 2018-19. In Practical lab based Course out of 75 Full Marks, 40 Marks is theory 20 Marks practical 10 marks internal and 5 Marks attendance.
- For CBCS non-practical subjects, out of the 10 marks awarded for internal assessment (IA), 5 marks is allotted for attendance, 60 marks out of 75.
- In addition, Government General Degree College Gopiballavpur II also conducts continuous internal evaluation through class tests, discussions, project-based assignments, which helps to gauge the course outcomes and provides opportunities to students for improvement.
- Practical examinations and viva-voce/group discussion in several curricula enables evaluation of the learning outcomes more objectively.
- After identifying the academically weak students, departmental meetings are held to determine appropriate measures like arranging remedial classes for them.
- The students who receive highest marks in the University examination are awarded, so that it boosts their morale and motivates others to perform well.

Indirect ways to evaluate course outcomes:

- The learning outcomes and the skill, ability and knowledge imparted to students are ascertained by their progression to higher education and placements.
- The active participation of students in different extension activities, civic and environmental awareness drives, and their confidence and conviction in interviews and competitive examinations indirectly demonstrate the life skills and academic knowledge imparted by the courses taught.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 99.52**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
84	121	112	64	38

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
85	121	112	64	39

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.53

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

As per regulations and directives from UGC, Higher Education Department (Govt of West Bengal), and affiliating university (Vidyasagar University) regarding incorporation of NEP-2020, the college has taken appropriate steps to start offering courses from the academic session 2023-24.

- Even before the introduction of Common Curriculum Framework of NEP, the college students were already exposed to the rich heritage of Indian Knowledge System, especially on Indian philosophy, cultural values, ethics and scientific achievements through curricular and co-curricular activities. Various seminars and programs like State level seminar on metaphysics and traditional ethics organized by Department of Philosophy espoused the Indian Knowledge System to the students.
- Students are introduced to the social and political thoughts and works of Indian Sociologists, Anthropologists, Philosophers, Historians, and scholars from different background within the given course curriculum. Apart from regular curricular activities, other co-curricular activities like informal class discussions, impromptu lecture on topics related to Indian culture, etc. are

done to inspire and inform students about their rich cultural heritage.

- Students are acquainted with nationalistic works of great freedom fighters like Netaji Subhas Chandra Bose, Masterda Surya Sen, Mahatma Gandhi, Sardar Vallabhbhai Patel, and other national heroes and nation builders not only through course curriculum, but also on cultural programs organized to celebrate important national commemorative days like Independence Day, Republic Day, Gandhi Jayanti, etc. Lectures by eminent members of academia would focus on revealing the rich history of Indian national heroes and their works to the students.
- The rich cultural heritage of Bengal and Bengali literature is included in their syllabus.
- The Department of Anthropology offers a value-added course on Mental Health, which educates students on the importance of mental well-being, providing them with the knowledge and skills to understand and support mental health issues.
- The Department of Physics offers a value-added course on Scientific Practice and Ethics, which teaches students the principles of ethical scientific conduct and the standards of professional behavior. This course helps students understand the importance of integrity in research, fostering responsible and ethical practices in their scientific careers.
- The Department of Philosophy offers a value-added course on Peace Education in Our Daily Life, aiming to equip students with practical insights and strategies for promoting peace and harmony in personal, social, and community contexts.
- The Department of Geology is conducting a value-added course on Sustainability and Environmental Awareness, aimed at educating students about sustainable practices and raising awareness about environmental issues.
- The college regularly conducts special lectures, field visits, and project works to provide students with hands-on application of their theoretical knowledge and exposure to social realities.
- Students actively participate in Independence Day and Republic Day celebrations, Annual Sports, Freshers' Welcome, Farewell Ceremony, and Teachers' Day Celebrations.
- Faculty members are encouraged to pursue research work and publish their work.
- A Research & Innovation Cell has been established in the college.
- Various departments, in collaboration with the IQAC and other higher learning institutions, organize seminars, webinars, conferences, and workshops.

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

3.2.2

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

Response: 4

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	1

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	4	9	2

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.16**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	7	2	2

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

The NSS unit, in collaboration with the IQAC of Government General Degree College, is actively engaged in various extension activities. The extension activities aim to raise awareness, educate, and empower the local community by dispelling harmful superstitions, promoting critical thinking, and fostering dialogue. Behaviour change is targeted through evidence-based education, collaborative action, and sustainable impact, with a key objective of empowering community members to resist social pressures and make informed choices. Emphasis is placed on promoting inclusivity, tolerance, and respect for diversity, while effectiveness is monitored to ensure long-term impact.

Our college is located in a rural area where various superstitions prevail due to a lack of awareness and a scientific mindset. Incidents such as seeking snake charmers instead of medical help after snake bites are common. We feel morally obligated to combat superstitions by educating people and promoting scientific habits.

Encouraged by advice from the IQAC, the NSS unit of our college actively combats superstitions by organizing numerous programs both on and off the college campus. The NSS unit invites activists from Paschim Banga Vigyan Mancha to conduct awareness camps in nearby villages like Sonakhara and Panipukuria, involving students from Government General Degree College Gopiballavpur-II. Conversations with local inhabitants help students effectively understand and eradicate some superstitions. Anti-superstition demonstrations are held in Beliaberah market and Baghuasole village school, supported by the BDO office and Gram Panchayat. Villagers engage with our college students, asking questions and providing valuable feedback. Leaflets, banners, and feedback forms are distributed to increase awareness and evaluate program effectiveness. Faculty members deliver speeches, and social activists are sometimes invited to these awareness programs. Hands-on training exposes the tricks of occultists and astrologers, emphasizing scientific practices in daily life. Youth involvement is particularly stressed, as their minds are open to learning and change.

Thanks to the consistent efforts of our teachers and college students, villagers are gradually shifting towards rationality and scientific thinking. There is a notable increase in attendance and participation in our awareness programs, indicating growing interest and engagement within the community.

Despite our progress, eliminating all superstitions remains challenging due to resistance from entrenched belief systems and cultural traditions. Overcoming these barriers requires sustained efforts. Additionally, limited resources, including funding and logistical support, pose challenges in organizing and sustaining awareness programs on a larger scale.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Government General Degree College Gopiballavpur-II received Certificates of Acknowledgement from Beliaberah Gram Panchayat and the Beliaberah B.D.O office for excellence in societal awareness and various development activities for the local people of Beliaberah. These social works are discussed in the following sections:

The NSS unit of our college has organized and successfully executed various initiatives such as:

1. Swachhta Pakhwada

2. Aranya Saptah

3. Awareness plan of action on HIV/AIDS

4. Awareness program on Dengue and other vector-borne diseases

5. Awareness campaign against Superstitions

Moreover, the NSS unit of our college participated in various extension programs and contributed to their success. The details of these extension programs are as follows:

1. Anti-superstition demonstration at Jhargram District Book Fair at Gopiballavpur

2. Awareness program against superstition with demonstration at Baghuasole Junsola High School

3. Hands-on Science experiments at Kushmar Tentulia High School

4. Workshop on Hands-on Science experiments at Balaka Natya Mancha

- For the mission of **Swachhta Pakhwada**, the NSS unit of this college organized cleanliness drives on numerous occasions. Students staged a rally for the cleanliness campaign along with teachers, visiting a nearby village, ICDS center, and primary school. Students sensitized the neighborhood community about the importance of maintaining personal and environmental cleanliness.
- On the auspicious occasion of '**Aranya Saptah**,' the NSS unit of this college initiated a program where students visited local people to raise awareness about the importance of trees and forests. During the COVID-19 pandemic, NSS volunteers and students were asked to plant saplings at their residences and villages, and they responded with enormous enthusiasm.
- To sensitize the neighborhood community, the NSS unit regularly organizes awareness activities to educate people about HIV/AIDS. During this program, students of the college formed a human chain outside the college to raise **awareness about HIV/AIDS**. A total of 139 students and three teachers participated in this human chain. The main objective of this awareness campaign was to connect with local people, transform the community, and disseminate information to address HIV/AIDS.

- The NSS unit of our college arranged a special camp to **raise consciousness about Dengue and other vector-borne diseases** within the community. Throughout this camp, students visited a village named Bankathi in Beliaberah, the bus stand area, and the market place to clean and spread bleaching powder. The NSS team talked to villagers about the importance of being alert to mosquito-borne diseases. NSS volunteers distributed leaflets among villagers to help them understand how to protect themselves from Dengue and other vector-borne diseases.
- The NSS unit organized an awareness campaign in which students reached out to the neighborhood community to educate them against superstitions. To promote scientific thinking among local people, an **anti-superstition demonstration** was performed with the help of experts from 'Paschimbanga Vigyan Manch' in the village during this campaign. NSS volunteers also performed a street play on the theme of 'anti-superstition' in the village.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 5

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

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

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

3.5 Collaboration

3.5.1

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

Response: 16

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Provision of adequate infrastructure for teaching and learning is a priority for the institute. Abiding by UGC and Vidyasagar University norms, the institute spans 4.33 acres with robust academic structures. Anticipating future needs, it forwards requests for building space, lab equipment, library resources, and IT to the Higher Education Department. Departments are fully equipped with classrooms, seminar halls, tutorial rooms, and laboratories. The institute has 12 classrooms and 6 laboratories to support departmental activities.

a. teaching – learning, viz., classrooms, laboratories, computing equipment etc

- **Classrooms:** Each classroom is of adequate size and has enough lighting, air ventilation and good ambience.
- **Laboratories and Career Hub:** Our institution has 06 well equipped laboratories with state-of-the-art equipment and machinery, 01 room allotted for Central Computing Facility and 01 room for Career Hub.
- **Computing Equipment:** Institute has sufficient Computing facilities with a total 15 computers for students and 15 for teaching faculties and non-teaching staffs. All computers are equipped with a high-speed BSNL internet of 150-200 Mbps speed. There are 15 laser printers, 7 routers, 4 projectors, 3 document scanners, 13 pen drives, 1 Photocopy machine and 32 CCTV Cameras in this institution.

b. ICT – enabled facilities such as smart class, LMS etc. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc

- **ICT – enabled smart class rooms:** 2 Smart class rooms are equipped with overhead LCD projectors including Wi-Fi/ LAN connectivity that facilitate the teachers to adopt varied teaching methods.
- **Sports and Games (Indoor and Outdoor):** The institute has a 5155 sq. mt. playground for Football, Cricket, Volleyball, Badminton, Kabaddi, Kho-Kho, and Athletics. Indoor games facilities include Table Tennis, Carom, and Chess. Student participation in inter-university and inter-collegiate games is increasing. The college supports players with T-shirts, travel allowances, and rewards. Special fitness and self-defence lectures are arranged for boys, girls, staff, and faculty.

- **Cultural Activities:** The Cultural Sub-committee organizes various cultural activities throughout the year, including dance, music, photography, debate, quiz, and poster competitions.
- **Gymnasium:** The gymnasium, measuring 262 sq. ft., includes PVC kettlebells (2KG, 6KG, 8KG, 10KG, 12.5KG), a Multigym Set, a 3ft Rod, 5kg Dumbbells, 5kg PVC plates, and an Abdominal Double Wheel AB Roller.
- **Yoga Activities:** The institute organizes International Yoga Day annually, inviting a Yoga instructor. The Department of Philosophy faculty also conducts regular Yoga training for students.
- **Seminar Room:** The college has one seminar room equipped with an overhead LCD projector and Wi-Fi/LAN connectivity.
- **Auditorium:** The auditorium has 250 seats and is designed for lectures, presentations, performances, and conferences. It includes audio-visual equipment like microphones, speakers, projectors, screens, and lighting systems.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 78.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.75	12.42	13.4	14.2	58.45

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Government General Degree College Gopiballavpur II has a central library which acts as a hub for academic information and services. Students can come to read, consult, and borrow books and reference resources. This institution strives to maintain a clean, peaceful and orderly environment both inside and outside the library area. The ILMS software that the library adopts is the Library Management system by City Hub Web Solution. The software enables administrators to set up parameters specific to the library in various functional modules. It consists of double decker iron racks with books arranged subject wise and number wise. At present, there are a total of 5227 books in addition with the subscription of two (02) magazines. It is well equipped with all modern facilities including e-resources. It has evolved into a full-fledged Digital Library equipped with necessary equipment in order to provide various digital library services. In addition, the library offers the below mentioned services to enhance the learning facilities to students, faculty and researchers.

LIBRARY FLOOR PLAN: The area of Central Library including Reading Room of Government General Degree College Gopiballavpur II covers almost 168.05 square meter.

FACILITIES AND SERVICES AVAILABLE IN THE LIBRARY:

The college has subscribed the newspapers in both languages – Bengali and English. The students visit daily at the library to go through the newspapers. The college has the facilities to access Printed Resources, Digital Resources & Internet.

CENTRAL LIBRARY INFORMATION:

- Library Space:
- Carpet area of library (in sq mt.): **139.42**
- Reading space (in sq. mt.): **28.35**
- Number of seats in reading space: **22**
- Number of users (issue books) per day: **24**
- Number of users (reading space) per day: **37**

Learning Resources:**Print Books/Copies**

- Total number of Books: **5227**
- Magazines:
- News Papers: **Anandabazar Patrika , The Hindu, Employment News, Karmakshetra and Karmasangsthan.**
- Total number of project reports: **808**

e-Resource:

- Free e-Journal and e-book links are available at library in separate catalogue.

Institutional Repository:

- Project reports-UG:
- Bengali: **134**
- Sociology: **23**
- Geology: **17**
- Environmental Studies: **634**

Examination papers: availability of previous years' question papers (Hard copy and Soft copy) of Honours and General (UG) at library. Availability of previous years' question papers (soft copy) is in the following link:

<http://library.vidyasagar.ac.in/Question/>

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Government General Degree College Gopiballavpur II has adequate ICT facilities that are frequently updated.

1. There are 30 Desktops which are used by the teachers and office staffs, are updated as and when required.
2. Seminar room has been upgraded and there is one (01) overhead LCD projector and Wi-Fi/ LAN connectivity as well.
3. all sorts of IT facilities are available here.

4. The college has a Wi-Fi enabled campus with 07 access points introduced in 2017 with 150-200 MBPS bandwidth.
5. The library uses the Library Management system by City Hub Web Solution software.
6. The Department of Physics uses softwares for teaching learning like Python, GNU Plot, Latex, FORTRAN; C, C++, Lingo 13 in Mathematics department.
7. The college management system 2.0 by City Hub, used earlier for uploading lesson plan, study materials, internal question papers, etc. was replaced by Learning Management System in 2019, which has additional features of uploading videos, e-books, previous year university questions, power-point presentations, notices, and recording results of students.
8. Complete online admission has been introduced from 2018;
9. Online feedback is obtained from stakeholders and is revised time-to-time.

The college website is maintained and upgraded regularly under an annual maintenance contract. It has different portals with latest updates.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 30.73

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

Response: 15

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 16.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.44	4.82	3.12	7.6	3.65

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 68.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
328	290	244	323	208

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: D. 1 of the above

File Description

Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.3

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

Response: 6.31

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
129	0	0	0	0

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description**Document**

Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance

[View Document](#)

Proof related to Mechanisms for submission of online/offline students' grievances

[View Document](#)

Proof for Implementation of guidelines of statutory/regulatory bodies

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 48.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	13	13	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	120	95	64	39

File Description

Document

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)

[View Document](#)

List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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

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

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

5.3.2

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

Response: 5.8

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated

year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	2	7	8

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

5.4 Alumni Engagement**5.4.1**

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

Response:**Introduction**

Government General Degree College Gopiballavpur II, situated in the Jhargram district of West Bengal, was established in 2015. Over the years, the college has grown in stature and reputation, offering quality education to students from diverse backgrounds. A key component of this growth is the support from its alumni. Although the Alumni Association is not yet formally registered, the contributions from former students have significantly impacted the institution's development.

Formation of the Alumni Association

Despite the college's establishment in 2015, efforts to formalize an Alumni Association have faced delays, COVID 19 pandemic lockdown played a major role in this. Nevertheless, informal networks of alumni have emerged, fostering a sense of community and commitment to the college's progress. The absence of formal registration has not hindered the alumni's enthusiasm and willingness to support their alma mater.

Formation of the Alumni Association

Despite the college's establishment in 2015, efforts to formalize an Alumni Association have faced delays. Nevertheless, informal networks of alumni have emerged, fostering a sense of community and commitment to the college's progress. The absence of formal registration has not hindered the alumni's enthusiasm and willingness to support their alma mater.

Non-Financial Support

Beyond financial contributions, the alumni have offered various non-monetary forms of support that have equally benefited the college:

- **Mentorship and Career Guidance:** Alumni have actively participated in informal mentoring programs, offering career guidance and professional advice to current students. Their real-world experiences and insights have proven invaluable in preparing students for the job market.
- **Networking Opportunities:** The informal alumni network has provided students with networking opportunities, helping them connect with professionals in their areas of interest. This has facilitated internships, job placements, and collaborative projects.

Impact on College Development

The contributions from the alumni have had a profound impact on the overall development of Government General Degree College Gopiballavpur II. Key areas of impact include:

- **Enhanced Learning Environment:** The improvements in infrastructure and library resources have created a more effective and engaging learning environment.
- **Increased Student Support:** Scholarships and financial aid programs have made higher education more accessible to students from economically disadvantaged backgrounds.
- **Professional Growth:** Mentorship and career guidance have better prepared students for their professional lives, increasing their employability and career prospects.
- **Community Engagement:** The active involvement of alumni has fostered a sense of community and pride among students, encouraging them to give back to the institution.

Conclusion

Although the Alumni Association of Government General Degree College Gopiballavpur II, Jhargram, is yet to be formally registered, the significant contributions from its former students cannot be overlooked. Their assistance and non-financial support has played a crucial role in the college's development, benefiting both current students and the institution as a whole. Formalizing the Alumni Association in the near future will undoubtedly strengthen this vital relationship, ensuring continued growth and success for the college.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

- Our vision is to build up capacity to thrive in challenging environments and positively transform societal status. We aim to cultivate their care for nature and their commitment to support neighboring communities fostering a healthy and prosperous society. We strive to enhance their sense of stewardship and encourage them to think beyond their personal success.
- The mission of the institution is intended to foster holistic development incorporating both academic and extra-curricular activities, including community engagement with neighboring villages. It aims to instill moral, ethical, and social values, inspire a thirst for higher education, and encourage lifelong learning. The institution promotes curiosity and receptiveness to nature, and integrates traditional knowledge with modern concepts for eco-friendly development. Additionally, it guides students to overcoming financial challenges by supporting them in entrepreneurship and prepares them for the competitive world through innovative teaching practices, ultimately aiming to make the country proud.
- Our college adopts participatory mode of governance in all its decision making processes. Several committees have been constituted so far to co-ordinate academic and administrative planning and implementation of programs which reflects institute's efforts in achieving its vision. This facilitates decentralized functioning mechanism in the college. Committees such as Anti Ragging, Women Redressal, Anti Caste Discrimination, Internal Complain Committee and Committee against sexual harassment, fosters not just the participatory management of college but also ensures that all the plans are aligned with the vision and mission of the college.
- Regular committee meetings are conducted, where all points are documented and reviewed for the subsequent meetings. This process empowers staff members by involving them in decision-making and utilizing their expertise and perspectives.
- Our college has implemented the curriculum and syllabus of multidisciplinary learning based on National Education Policy (NEP) under the guidelines of Vidyasagar University.
- The institution plans to make collaborative works with other institutions through Memorandum of understanding (MOU) to develop academic and cultural activities of the students.
- One of the long term plan of the institution is digital cataloging and providing facility of e-resources in library.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

- As a government college, the appointment and posting of staff members are conducted by the Higher Education Department, West Bengal. They are regulated by West Bengal Service Rules (WBSR).
- The institution is headed by Principal and currently Officer-in-charge is holding this post. It has nine departments which are run by twenty three faculty members including the Officer-in-Charge (OIC). Non-teaching responsibilities are carried out by Cashier, Peon, Lower Division Clerk, Data Entry operator, Watchman and Sweeper.
- The college works directly under the directives of Department of Higher Education Govt. Of West Bengal. To execute and manage college administrative for smooth function of the institute, the office, teachers council, and several committees works under the institutional head, i.e. OIC of Govt. General Degree College at Gopiballavpur-II.
- The committees are formed after the selection of Teachers Council Secretary (TCS) and have a convenor, joint convenor and members. Specific committees are made for specific tasks, for instance Admission committee handles the admission procedure every year and ensures adherence to all rules and regulations as per university eligibility criteria and reservation rule as per Govt. Of India, while granting admissions to eligible candidates. Internal and External examination committees conduct examinations and keep examination records. The Internal Quality Assurance Cell (IQAC) focuses on ensuring and improving overall quality of the college. The routine committee prepare routine for classes each semester based on the requirement. Each committee including the teachers' council are made to distribute and decentralize administrative work load and responsibilities. Each committee upholds and practise transparency and fairness through regular meeting with committee members and in presence of TCS and OIC to discuss agenda and resolution.
- The OIC and IQAC plays a crucial role in maintaining the proper and timely function of all committee. If any complaint is received by Internal Compliance Committee, Anti-Ragging Committee, Anti Caste Discrimination Committee or Women Redressal Committee, they are resolved through the active involvement of that particular committee, OIC, IQAC and TCS.
- Furthermore, the college adheres to University statutes at all times, ensuring compliance with established regulations.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

The institution has two types of self appraisal system for teaching staff one of which is SAR (offline) and the other is SAR (online).

Welfare scheme listed in the following table for teaching and non teaching staff are provided by the Government of West Bengal.

Apart from this IQAC and OIC encourages and assures faculty members' regular and active participation on various courses, career development programme, seminars and workshops, thus helping the faculty members in academic performance. All the documents are submitted to IQAC. The IQAC then examines the certificate and helps in career advancement of faculty members. Also No Objection Certificate (NOC) is provided for pursuing Ph.D.

Effective welfare schemes for teaching and non-teaching staff include various benefits aimed at ensuring their financial security and well-being. Both teaching and non-teaching staff are provided with a Provident Fund and Group Insurance to secure their future. They also receive a Medical Allowance and are covered under the West Bengal Health Scheme (WBHS), ensuring access to healthcare. Both categories are entitled to Medical Leave and House Rent Allowance (HRA) to support their living expenses. Additionally, they receive Arrear payments when applicable. Paternity Leave is available to support new fathers, and On Duty Leave is provided for official work-related absences. Finally, both

teaching and non-teaching staff benefit from a Pension scheme, ensuring financial stability after retirement.

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

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 18.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	9	1

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

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

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Budgeting and optimal utilization of available finances are crucial for the smooth functioning of any institution. In the case of a government college like ours, the allocation of the budget is carried out by the Department of Higher Education, Govt. of West Bengal. The government provides funds for various expenses, including salaries, infrastructures, furniture, electronic gadgets and accessories, supplies, contingencies, etc.

College manages to collect some amount of fund in the form of admission charge from the students of each session.

Following the guidelines of the higher education department a Purchase Committee is formed. This committee plays key role in deciding how the funds are to be utilized. Purchase committee also calls for tender, prepares comparative chart and award tender to the eligible vendor.

By adhering to the budgetary guidelines and effectively utilizing the allocated funds, the college aims to

ensure transparency, accountability, and optimal utilization of resources. This allows for the smooth functioning of the institution and the provision of necessary resources and services to students and staff members.

The Purchase Committee of the college ensures that all purchases are made in accordance with the West Bengal Purchase rules G.O. No -5400- F(Y) dated 25/6/2012. If an open tender process is conducted, rates are examined, and purchasing is recommended at the lowest available rate. For human resources, such as security guards, recruitment is carried out through open tenders. The Purchase Committee scrutinizes the tenders and recommends the selected candidates for providing services. Purchase activities such as purchase of laboratory equipment, chemicals, glasswears, books, computer and electronics, security contract, website and admission contract, repair and maintenance contract within the institution are conducted through the Purchase Committee, ensuring transparency and adherence to the established rules and procedures. This institute also properly utilizes Govt. e-tender portal and local newspaper as well as institutional website and notice board to publish tender advertisement. It also utilize the facilities of Govt. e-marketplace such as GEM Portal for purchasing various items time to time.

Other funds such as student fees, NSS and Examinations are deposited in respective bank accounts. The distribution of funds is facilitated by this mechanism, ensuring proper utilization with the approval of the concerned authorities. The institution strictly adheres to the prescribed instructions for utilizing the funds, various committees have been formed by the principal to effectively control the generated finances.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of the college is instrumental in upgrading the quality of the teaching-learning process, by providing comprehensive guidance to academic departments on several issues. This includes:

- (a) Encouragement for evaluation of the attainment of students in respect of Course Outcome (CO) and Programme Outcome (PO) and seeks report in this respect for future course of action.
- (b) Establishment of mentor-mentee relationships to offer personalized academic support.
- (c) Identifying slow learners and advanced learners and tailored strategies to improve learning outcomes for especially those who need additional support.
- (d) Monitoring the curricular and co-curricular activities throughout the year.
- (e) Analysis of feedback from stakeholders for concrete actions towards redressal of grievances/shortcomings.
- (f) Inspires the introduction of Add-on courses, Value-Added and Certificate courses.
- (g) Sensitising the faculty members in innovative trends and methodologies by organizing seminars/ webinars/ and workshops.
- (h) Seeking collaboration with other educational institutions and Industry to broaden educational scope.
- (i) Initiatives taken for speeding up of library automation process.

The Internal Quality Assurance Cell (IQAC) is pivotal in enhancing the teaching and learning processes at the college. It collaborates with the routine committee to schedule classes efficiently, ensuring alignment with academic requirements and time availability.

The IQAC has promoted the teaching learning process through technology and online methodologies, so that the teaching learning activities have not been hampered even during lockdown. It takes initiatives to ensure a dual mode of teaching after the college has opened after lockdown.

Moreover, the IQAC provides comprehensive guidance to academic departments on several critical issues. This includes establishing mentor-mentee relationships to offer personalized academic support, identifying slow learners and advanced learners, and implementing tailored strategies to improve learning outcomes for all students, especially those who need additional support.

The IQAC also emphasizes the importance of parental involvement in the educational process. It directs departments to conduct parent-teacher meetings regularly, encouraging a collaborative approach to student development. Feedback collected from these meetings is used to refine and enhance the teaching and learning experience continuously.

In addition to monitoring the creation of course and program outcomes to ensure they meet educational objectives, the IQAC fosters interdisciplinary collaboration with various departments. This approach promotes a holistic educational experience, encouraging students to engage in diverse academic activities beyond their primary field of study.

Furthermore, the IQAC actively seeks collaborations with other institutions and organizations to broaden the educational scope. By organizing seminars, webinars, and special lectures, it provides students and faculty with opportunities to gain insights from experts, stay updated with the latest developments in their fields, and engage in intellectual discourse.

Through these multifaceted efforts, the IQAC ensures a robust, dynamic, and supportive academic environment that enhances student learning and overall institutional quality.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Government General Degree College Gopiballavpur-II is a newly established Government College in remote part of the Jhargram district in West Bengal. The number of girl students is more here, and the college has tried to create a safe space for its students through the provision of a gender-sensitive and empowering education. To arrange for a safe planetary for every student to learn and grow, the college has installed on-campus well maintained CCTV surveillance and stationed security guards at the gate to check the identities of everyone entering the campus. Beside these, a robust redressal system involving Internal Complaints, Women Redressal, and Anti-Ragging Committees have added feather to the safety measure of the college. The college's obligation to gender equity is reflected in its Gender Audit, which precisely observes the distribution of male and female individuals among the teaching and non-teaching staff, as well as the student body.

The introduction of Gender studies as a course in the undergraduate programme and different chapters linked to Gender issues in various subjects like History, Philosophy and Sociology in the college initiated on the issues of Gender equity.

The NSS Unit and Women's Redressal Cell of the college organizes gender sensitization programmes through which the students understand the importance of gender equality and respect for diversity. In the year 2022 the NSS unit organised World's AIDs Day in our college campus. The Students made human-chain outside the college to enhance the awareness HIV-AIDs of the local people. On International Women's Day 2023 a wall magazine has published where faculties and students contributed actively. On the same day a seminar cum awareness programme was organised in the college where several important personnel shared their views in front the students. The students of our college organized an art exhibition (in collaboration with NSS unit & IQAC) on the theme of gender equality, women empowerment and gender sensitisation.

The member and Girls' student representatives in the Women Redressal Sub-Committee organize regular meetings with the girl students in our college to discuss the proper issue raised and the problems they faced. In this way, counselling of girl students is done and wherever required these are forwarded to the college authority for executing needful measures. As per the Sexual Harassment at Workplace (Prevention and Prohibition) Act 2013 and UGC Regulations 2015, the college has an Internal Complaints Committee (ICC).

The Kanyashree Scholarship plan, a project of the Govt. of West Bengal, secures female students' financial security. The college has arranged the processing of such applications. Our college has two

separate Girls & Boy's Common Rooms that are easily reachable and close to the canteen. Both the common rooms are of sizable capacity and spaces can accommodate a large number of students. The separate common rooms for girls will benefit them carry out their activities more easily and freely. The college has arranged a Sanitary Napkin Vending machine in the Girls' washroom.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Government General Degree College Gopiballavpur-II is committed to creating an inclusive and supportive environment for its students, particularly those from diverse socio-economic and cultural backgrounds. The college strictly adheres to reservation rules for admissions, ensuring equal opportunities for all (as per Central and State Govt. as well as affiliated University). It actively promotes inclusivity through various initiatives, such as the Sub-Committee against Caste Discrimination, Student welfare sub-committee and the National Service Scheme (NSS), which engages students in social welfare activities.

The college celebrates cultural diversity through events like International Mother Language Day on 21st February every year and encourages tolerance and respect for different cultures. Subjects like History, English, and Philosophy sensitize students to diversity through their curriculum. Additionally, the institution emphasizes the importance of competence, discipline, and innovation while instilling fundamental ethics and values.

Regular observance of national events like Independence Day and Republic Day reinforces students' constitutional obligations. The college also celebrates various cultural and educational events throughout the year, including Rakhi Bandhan, Teachers' Day, Human Rights Day, International Women's Day, World Science Day and Rabindra Jayanti.

Recognizing the diverse backgrounds of its students, the college administration and teaching staff provide mentorship and support for holistic growth. Economic, social, religious, and gender-based differences are acknowledged and celebrated as opportunities for learning and growth. Special attention is given to the safety and security of girl students, with measures in place to create a conducive learning environment. Gender-based issues are addressed through awareness programs and integrated into the

curriculum.

The college ensures fair academic conditions for all students, with a significant percentage of seats reserved for those from socio-economically modest backgrounds (as per WB Govt Rules). Scholarships from both state and central government schemes are available to support needy students, with teachers actively assisting students in the application process.

NSS activities promote social work and values of togetherness and teamwork, fostering a sense of national spirit and civic duty among students. The college's participation in AzadikiAmrutMahotsav exemplifies its commitment to honoring national milestones and fostering harmony and inclusive growth.

The College is dedicated to providing a nurturing environment where students from diverse backgrounds can thrive academically, socially, and ethically. Through its inclusive policies, diverse curriculum, and community engagement initiatives, the college cultivates responsible and compassionate citizens equipped to contribute positively to society.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Waste Transformed into the Best: Vermicomposting

Objectives of the Practice:

- To maintain a litter-free campus as well as conversion of wastes originating from plants and animal origin especially cow dung, vermicompost is prepared with the said available ingredients.
- As a part of solid waste management, to compost organic waste, not for disposal but to produce a superior manure to enrich the local less nutrient rich laterite soil.
- To improve plant growth through the utilization of enriched soil through vermicompost.
- To create and maintain a pollution-free environment for present and future generations, reducing the use of chemical fertilizers.

The Context

Vermicomposting is a scientific method that utilizes earthworms to create nutrient-rich compost. Earthworms, important components of the soil invertebrate macrofauna, are ubiquitous residents of terrestrial ecosystems. Pre-processed or pre-digested organic materials from plants and animals are to be used as earthworm food. Then they produce "vermicasts," which are their waste that is rich in nutrients like nitrates, phosphorus, magnesium, calcium, and potassium, making them great for the soil. Earthworms suitable for vermicomposting can be easily cultured or directly used in composting systems, ranging from pits and crates to tanks and concrete rings. Vermicompost also acts as a natural fertilizer, enriching the soil with major and minor nutrients, improving its texture and water-holding capacity, and aiding in soil erosion prevention.

The Practice

Our college campus is enriched with diverse plants. The daily organic waste is produced due to fallen leaves from the green cover of the campus. Through a collaborative effort, students in the NSS and Zoology Department at our college have learned vermicomposting as a sustainable solution to manage organic waste generated by fallen leaves. To prepare compost, a concrete tank (10'Length x 3'Height x 3' Width) is used with proper water outlets. After collecting the organic matter, it is sun-dried for 8-12 days and chopped to the desired size using a cutter. Next, a mixture of cow dung and water in form of slurry is sprinkled over the organic matter to facilitate decomposition. The tank is prepared with a bottom layer of broken bricks for drainage, followed by a 2-3 cm layer of sand. For preparing the fine bedding, both the chopped dried leaves and partially decomposed cow dung layer-wise on top of the sand are added to the tank. Once all layers are positioned, approximately 1 kg of adult earthworms per quintal of waste (1000-1200 individuals) are carefully introduced into the mixture. To maintain optimal moisture levels and promote efficient decomposition, 3-5 liters of water are added weekly. The mixture is then left to decompose for 110 days. Then the tank is covered with a 12' X 12' shed area to protect the compost from rainwater and direct sunlight.

Evidence of Success

This vermicompost comprises nutrient-rich organic fertilizer and soil conditioner. By engaging in vermicomposting, the college has fostered a productive and educational environment for students to learn about organic waste recycling. This low cost investment allows easy way of nurturing healthy plant growth and promoting sustainable waste management. Following this process, organic wastes generated in the college premises can be fruitfully utilized to generate good quality compost and thus maintain a clean environment.

Problems Encountered and Resources Required

The resources required are the earthworms. The biggest challenge lies in ensuring the earthworms' survival, requiring periodic feeding without oversupplying them and causing harm. The moisture levels of the tank need to be monitored especially in summer. While earthworm composting offers significant benefits, it requires patience as the process can take up to six months to convert organic matter into usable forms.

Best Practice 2

Eradicating Superstition: A Community-Based Awareness Program

Objectives of the Practice:

The program aims to raise awareness as well as educate, and empower the local community. It seeks to dispel harmful superstitions, promote critical thinking, and foster dialogue. Behavior change is targeted through evidence-based education, collaborative action, and sustainable impact. Empowering community members to resist social pressures and make informed choices is a key objective. Promotion of inclusivity, tolerance, and respect for diversity is emphasized. Effectiveness is monitored to ensure long-term impact.

The Context

Our college is in a rural area where superstitions are prevalent due to a lack of awareness. Incidents like seeking snake charmers instead of medical help after snake bites are common. We feel morally obligated to fight superstitions by educating people and promoting scientific habits.

The Practice

Our college actively fights superstitions by organizing programs on campus with the NSS unit and Zoology Department's help. We invite activists from **Paschim Banga Vigyan Mancha** to facilitate awareness camps, reaching nearby villages like **Sonakhara** and **Panipukuria**. Conversations with locals help us understand and eliminate superstitions effectively. Anti-superstition demonstrations are held in **Beliaberah** market and **Baghuasole** village school, supported by the BDO office and Gram Panchayat. Villagers engage with us, asking questions and providing valuable feedback. Leaflets, banners, and feedback forms are distributed to increase awareness and evaluate program effectiveness. Faculty members deliver speeches, and sometimes social activists are hired to spread awareness against superstitions. Hands-on training exposes the tricks of occultists and astrologers, emphasizing scientific practices in daily life. Youth involvement is crucial for substantial elimination of superstitions, as their minds are open to learning and change.

Evidence of Success

Thanks to the consistent efforts of our teachers and college students, villagers are showing a gradual shift towards rationality and scientific thinking. There's a notable increase in attendance and participation in our awareness programs, signifying a growing interest and engagement within the community.

Problems Encountered and Resources Required

Despite our progress, eliminating superstitions entirely remains challenging due to resistance from entrenched belief systems and cultural traditions. Overcoming these barriers requires sustained efforts. Additionally, limited resources, including funding and logistical support, pose challenges in organizing and sustaining awareness programs on a larger scale.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Government General Degree College Gopiballavpur-II, established in 2015 by the Government of West Bengal, has a noble mission: to cater to financially disadvantaged rural students who often face insurmountable obstacles in accessing higher education in urban settings. By offering a supportive academic environment, the college rise to empower these rural youths to pursue their academic aspirations.

The institution places a strong emphasis on holistic development, recognizing that education goes beyond mere academics. Extracurricular activities such as NSS, cultural events, literary pursuits, and sports are actively encouraged to facilitate the integration of rural students into the broader college community. These engagements not only enrich students' experiences but also foster crucial interpersonal skills.

Moreover, the college is committed to broadening students' horizons by organizing talks, seminars, and workshops on diverse national and international issues. Through these platforms, students gain valuable insights into global matters, enhancing their understanding and perspective on the world around them. At the heart of the college's mission lies its dedication to providing educational opportunities for financially disadvantaged rural students. It acknowledges the diverse backgrounds of its student body and understands that academic performance alone cannot fully gauge a student's potential. Thus, the institution strives to nurture the inherent talents of all students, offering support and guidance to those who may face challenges in their educational journey.

One of the key objectives of the college is to identify both advanced learners and those who may require additional assistance due to slower progress. By implementing learner-centric activities, the institution aims to enhance the quality of education for all students, ensuring that each individual has the opportunity to excel academically and in extracurricular pursuits.

Through initiatives like subject terminology contests, quiz sessions, and puzzle creation, students are encouraged to explore their interests beyond the confines of traditional learning. These activities not only deepen their knowledge but also sharpen critical thinking and problem-solving skills, essential for success in the modern world. However, to effectively monitor and evaluate students' progress, adequate resources are indispensable. This includes investment in technology, tools, and staff expertise to develop and maintain robust monitoring and evaluation mechanisms.

In summary, Government General Degree College Gopiballavpur-II is more than just an educational institution; it is a beacon of hope for financially disadvantaged rural students. Through its unwavering commitment to holistic development and inclusive education, the college strives to mould well-rounded individuals who are not only academically proficient but also socially aware and equipped to tackle the challenges of today's world.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Government General Degree College, Gopiballavpur-II, Jhargram, was established in 2015 as part of the State Government's initiative to decentralize higher education and enhance the educational prospects of the Junglemahal region. Affiliated with Vidyasagar University, Midnapore, the institution commenced its academic activities in the 2015-16 session, offering Honours courses in Bengali, English, Sociology, Anthropology, and Geology.

The college prides itself on its cadre of qualified and dedicated faculty members who are committed to delivering quality education and fostering the holistic development of students. The administrative staff and security personnel play a crucial role in maintaining a secure and conducive environment for academic pursuits. The concerted efforts of all staff members are integral to cultivating a healthy academic atmosphere, thereby encouraging students to excel in both their academic and co-curricular endeavors.

The vision of Government General Degree College, Gopiballavpur-II, is to establish itself as a center of excellence in higher education, providing students with the necessary skills and knowledge to thrive in their respective fields. The institution is dedicated to becoming a beacon of opportunity for talented students from economically disadvantaged backgrounds, facilitating their academic and personal growth. The unwavering support from parents and the local community has been instrumental in the college's ongoing development and success.

The college boasts state-of-the-art infrastructure, including modern classrooms, well-equipped laboratories, a comprehensive library, and access to digital resources, all designed to support a robust educational framework. Additionally, the institution places significant emphasis on co-curricular activities, providing various clubs and societies that enable students to explore and develop their talents and interests.

The steadfast commitment of the Higher Education Department, Government of West Bengal, and all stakeholders has been paramount to the college's achievements. Government General Degree College, Gopiballavpur-II, invites collaboration with governmental agencies, industry partners, and the community to collectively realize its vision. By embarking on this journey together, the college aspires to support every student in achieving their career goals, contributing to a brighter and more prosperous future.

Concluding Remarks :

In conclusion, Government General Degree College, Gopiballavpur-II, Jhargram, stands as a testament to the transformative power of education in the Junglemahal region. Established with a vision to decentralize higher education and enhance the intellectual and personal development of students, the college has made significant strides since its inception in 2015. With its affiliation to Vidyasagar University and a robust academic framework supported by a dedicated faculty and staff, the institution is committed to providing quality education and fostering an environment conducive to excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 167 Answer after DVV Verification: 166</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>212</td> <td>184</td> <td>168</td> <td>181</td> <td>214</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>207</td> <td>184</td> <td>168</td> <td>181</td> <td>214</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>299</td> <td>299</td> <td>310</td> <td>355</td> <td>290</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>299</td> <td>299</td> <td>310</td> <td>353</td> <td>290</td> </tr> </tbody> </table> <p>Remark : Values have been updated as per the supporting documents.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	212	184	168	181	214	2022-23	2021-22	2020-21	2019-20	2018-19	207	184	168	181	214	2022-23	2021-22	2020-21	2019-20	2018-19	299	299	310	355	290	2022-23	2021-22	2020-21	2019-20	2018-19	299	299	310	353	290
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
299	299	310	353	290																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>44</td> <td>44</td> <td>44</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	44	44	44	44	32																														
2022-23	2021-22	2020-21	2019-20	2018-19																																					
44	44	44	44	32																																					

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	44	44	32

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

2.6.3.1. Number of final year students who passed the university examination year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	120	93	63	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84	121	112	64	38

2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	120	93	63	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85	121	112	64	39

Remark : Values have been updated as per the result provided by the HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	9	13	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	4	9	2

3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>14</td> <td>14</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10</td> <td>7</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	10	14	14	3	3	2022-23	2021-22	2020-21	2019-20	2018-19	8	10	7	2	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	14	14	3	3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	10	7	2	2																	
3.4.3	<p>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1055 1046 1189"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0</td> <td>1</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1267 1046 1402"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	5	0	1	2	0	2022-23	2021-22	2020-21	2019-20	2018-19	4	0	0	1	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	0	1	2	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	0	0	1	0																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1682 1046 1816"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>4</td> <td>6</td> <td>10</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1895 1046 2029"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>4</td> <td>2</td> <td>7</td> <td>8</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	11	4	6	10	11	2022-23	2021-22	2020-21	2019-20	2018-19	8	4	2	7	8
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	4	6	10	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	4	2	7	8																	

Remark : Value has been updated as per the supporting documents.

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

6.5.2 **Quality assurance initiatives of the institution include:**

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

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

Answer After DVV Verification: B. Any 3 of the above

7.1.2 **The Institution has facilities and initiatives for**

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

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

Answer After DVV Verification: B. 3 of the above

Remark : Input has been updated as per the supporting document.

7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The**

institutional environment and energy initiatives are confirmed through the following

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations