



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**GOVERNMENT GENERAL DEGREE COLLEGE,  
MOHANPUR, PASCHIM MEDINIPUR**

**SRIRAMPUR SIYALSAI MOHANPUR PASCHIM MEDINIPUR  
721436**

<https://ggdcmohanpur.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**“We should know that the great task of our institution is to provide for the education of the mind and all the senses through various activities”.**

- *Rabindranath Tagore* (quoted by J.C Aggarwal in *Essentials of Educational Psychology*, p.10)

Government General Degree College, Mohanpur was established in 2015 at Srirampur village at an interior location of the district Paschim Medinipur to fulfill the aspiration of higher education and people of Mohanpur Block. Being affiliated to the Vidyasagar University the institute began its teaching learning process with 114 number of students only sporadically divided into 5 Honours subjects (Bengali, English, History, Philosophy & Sociology) and one general discipline (B.A. General). Gradually three science subjects (Botany, Physiology & Zoology) were added.

As we have said the institution was established to cater to popular aspirations, our college has been relentlessly meeting up educational requirements of hundreds of young men and women of and around Mohanpur. Most of them belong to financially backward farming villages, and are first generation learners as well. Our college has therefore made it a mission to uplift this marginalized section of the society by bringing up quality education to them. With dedicated teaching-learning services we envision moral and professional development amongst our students.

### Vision

1. Catering to comprehensive and effective quality higher education especially to the students with financial restraints and the female learners.
2. Ensure environment-friendly academic and co-curricular activities.
3. Encourage communal harmony and social integration.

### Mission

1. Caring the students and integrating the national and state level policies and schemes.
2. In the coming 10 years, we plan to elevate our Institution by offering various Courses for the benefit of students.
3. Providing an effective and affordable education with emphasis on empowering students, molding them to become successful entrepreneurs and leaders.
4. Strengthening physical, mental and emotional health of students.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

1. Introduction and successful delivery of multidimensional educational spectrum, with subjects in Arts and Sciences.
2. Facilitation of female students greater in number than male students. Almost 90% of the total students enrolled are female.
3. Boasting of an ambience where teaching and nonteaching staffs are motivated and cooperative.
4. Implementation of Active-learning centric teaching methodologies.
5. The faculty members frequently publish the outcome of their studies and researches.
6. The college has set up upgraded and research-friendly labs and facilitates academic requirements of the students of Botany, Zoology and Physiology.
7. Upgraded and fully systematized central library with provisions of departmental collections cater to the curiosity and intellectual referencing of the students.
8. Various extension activities are organized by the NSS and other sub-committees of the college to ensure overall growth of the students.
9. Our college holds mostly first generation learners and coming from farmer families. So that no student is deprived of education we make fee concessions en masse.

### **Institutional Weakness**

1. The college is located in an interior place with minimum availability of communication and transportation.
2. Since the students of the college come from rural areas and most of them are first generation learners they find it difficult to communicate and express their needs in appropriate manner. We are facing great challenges in implementing proper communicational modes in the academic courses.
3. We have great shortage of teaching and non-teaching staff. All the departments are being managed by two or three teachers, and one of them, i.e. English is managed by one teacher only.
4. Fund crunch is a great hindrance for implementation of more programmes.
5. We are yet to introduce vocational courses because of the lack of staff strength and fund crunch.

### **Institutional Opportunity**

1. **Research Centre:** Our location on the Bengal-Odisha border offers a unique opportunity to establish a research center focused on the shared historical and cultural aspects of these two regions.
2. **Academia-Industry Integration:** There is ample scope to integrate academic learning with industry practices.
3. **Infrastructural Growth:** Expanding our infrastructure can enhance the institution's capabilities.
4. **New Academic Courses:** As a newly established college, we have the opportunity to introduce more academic courses, including Commerce/B.Com., to foster entrepreneurship among the youth.
5. **Skill-Oriented Programs:** We can introduce skill-oriented courses to strengthen the students' practical skills.
6. **Socially Relevant Programs:** We envision launching programs with strong social relevance.
7. **Coaching for Government Jobs:** Offering coaching classes for students aspiring to government jobs is a key opportunity.
8. **Remedial Classes:** We are committed to the academic development of academically backward students and plan to introduce remedial classes.
9. **New Forums and Units:** There is potential to establish an NCC Unit, Science Forum, and Women's Forum.

10. **Career Counseling and Placement:** Enhancing our career counseling and placement cells can advance students' career prospects.
11. **Historical Programs:** Highlighting the rich history of the Medinipur district's freedom struggle. Add-on or programs courses can enrich our institution's cultural offerings.

### **Institutional Challenge**

1. We must work towards the inclusion of our institution into the greater level of national education and build up research oriented cells.
2. Meeting up infrastructural shortcomings and human resource shortages we wish to introduce Postgraduate courses.
3. We need to make our campus a place of greater orientation of education. To do so we need to chart out plans and implement the same.
4. Allotment of more funds and aids will help us deliver greater output.
5. We need to make efforts to increase internal resource generation.
6. Increase in the infrastructural development shall bear good results towards the inclusion of greater number of students.
7. We also desire to prepare the students to meet up challenges of life by assisting them from various ends.
8. We need to decrease the rate of drop-outs.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- Our college is affiliated to Vidyasagar University. We are to strictly follow the academic guidelines, regulations and curriculum of the said university.
- At present our college is following Choice Based Credit System and new education Policy CCFUP in Under Graduate programs.
- Apart from B.A. Hons. & General (now Major & Minor) and B.Sc. General (now Major & Minor) courses our college is also offering greater opportunities of learning to the students by conducting career oriented/ career counseling courses.
- In an attempt to implement and actualize heterogeneous and multidisciplinary vision of modern education our college has framed curriculum to make students aware of more immediate and pertinent issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics.
- Academic Calendar is prepared by the Academic Calendar Committee in strict compliance with the Academic Calendar circulated by Vidyasagar University. The Academic calendar in regularly updated and uploaded on the college website.
- Class Routine is prepared by the Class routine Committee in strict compliance with the Academic Calendar circulated by Vidyasagar University. The Academic calendar in regularly updated and uploaded on the college website.
- During the Academic Session the Academic Sub-committees, Teachers' Council, Academic Calendar Committee and Class Routine Committee supervise preparation of framework and delivery of teaching and learning of the curriculum.
- Our college is involved in year-wise observation of academic, co-curricular activities, special days, commemorations, Independence Day, Republic Day, Sports Day, etc. we also take great care of the social and community development of the student's personality by making them aware of their

responsibilities towards society and community. Our students are also made to understand Gender, Environment and Sustainability, Human Values and Professional Ethics.

### **Teaching-learning and Evaluation**

- Being a Government college and affiliated to the Vidyasagar University we maintain transparency and strict compliance to Government and University instructions and guidelines regarding Online Admission Process. In both formats we have followed required norms and regulations, published all relevant notices on website and newspapers, and are updated time to time.
- Following relevant Government and University circulars and orders merit lists are published online and transparency in admission process is maintained.
- Government Reservations Rules and Guidelines are followed in admission of SC, ST, OBC & EWS students.
- In the beginning of the Academic Session students are oriented in the process of academic courses through Induction Programs.
- We constantly monitor the academic progress of the students.
- We have also opened Student's Help Desk to help financially needy students and expose them to scholarships and other government financial assistance schemes.
- In view of modern education requirements our college has attempted amalgamation of online and offline study methods: our teachers used online and digital resources, like Google Meet, G-suite accounts, LMS with study materials, and practice/ mock tests during COVID-19 Pandemic. We have established official Facebook page, built YouTube channel and e-Library to facilitate academic requirements of the students.
- All of our class rooms are well furnished and well equipped with amenities conducive to the nourishment of educational spirit. Whole college building is now covered under CC TV.
- For the convenience of students we have installed Wi-Fi and LAN in the college campus. Students are availing free and strong internet connectivity through college installed Wi-Fi and LAN.
- In today's world our teachers are constantly keeping effective communication with the students through WhatsApp groups.
- Our teachers prepare lesson plans in advance and bring them to fruitful conclusion. The syllabi and all the learning programs are available on the college website.
- Our college conducts internal assessment following guidelines and procedures published by Vidyasagar University. Time to time, thus, students' progress is evaluated.
- Our teachers arrange tutorial classes for the students who lag behind in academic progress. Special care is taken of these students.

### **Research, Innovations and Extension**

- We may have a small faculty with 17 teachers and 1 librarian, but all of them are well engaging and active in research and innovation. Out of the 17 faculty members 7 are Ph.D. holders and 1 M.Phil.
- Though, the college boasts of admission of 379 students in a single session of 2023-24.
- Though we have teacher-student ratio of 01:42 we expect to improve it by receiving a greater number of faculty recruitment and student enrollments.
- Our college has adopted research friendly environment; teachers are encouraged to pursue further academic courses and researches; students are encouraged to build critical understanding. This is a reflection of our whole-hearted adoption of New Education Policy that states research oriented study as

an important objective of Higher Education.

- In the period of COVID-19 pandemic our college had organized programs to reach to the needy people in and around the locality. A couple of programs were conducted to alleviate the poor section of the immediate surroundings.

### **Infrastructure and Learning Resources**

- Located in an interior place of Mohanpur Block, our college possesses total campus area of 18988 sq. mts. or 4.692037 acres. The built up are of our college is 1382 sq. mts.
- Our campus is well equipped with WiFi and LAN with a bandwidth of 150 mbps, which is renewed regularly.
- The college has a well stocked library run by a permanent librarian. The library boats of almost 2500 books and numerous online journals.
- Teachers of the college use online platforms, like Google Meet, to encourage students participation more in digital education with positive spirit.
- Our science subject departments, Botany, Physiology and Zoology are well equipped with modern laboratories. All necessary equipment and materials are present in our laboratories.

### **Student Support and Progression**

- Our college has made it a mission to facilitate the students of all sections of the society. We have, therefore, maintained an environment that inclusive in nature. We also maintain SC, ST, OBC & EWS reservation in strict compliance with the Government policy.
- Though our college is located in an interior place and transportation is not quite convenient, students' enrolment is satisfactory, and we deem it as a result of goodwill of our institution.
- Because of its location we get students who are mostly financially backward. In order to help them we arrange freeships, fee concessions, etc. it is our goal that no student is deprived of quality education because of any restraint.
- We also try to maintain contacts with various government agencies and NGOs to help those needy students.
- We have built up a vibrant and effective Alumni Association to keep our students involved in an effective social communion. We hope that the Alumni will play a crucial role towards the upliftment of the college through financial and or support services.

### **Governance, Leadership and Management**

- Our institution is a Government College, controlled and funded by the Government of West Bengal only. Established in the year 2015 our college has always tried to maintain a strict compliance with Government rules and regulations.
- Posts of teaching and non-teaching staffs, librarian and the Principal of our college are created, sanctioned and financially substantiated by the Government of West Bengal only. The Principal, teachers and librarian are Group A cadres of the Government of West Bengal and are under administrative control of the Higher Education Department of the Government of West Bengal.
- We have ensured decentralization of management responsibilities by forming Teachers' Council and various sub-committees to coordinate and conduct academic curricular and co-curricular activities.

Further, in order to build and maintain a vibrant and engaging academic environment we have formed IQAC, Heads of Departments and NSS. They supervise many curricular and co-curricular activities performed by the students.

- We have also ensured that committees and sub-committees of the college grow autonomous spirit and take up programs and events without unnecessary intervention from the college authority. In this way we hope that the conveners and joint conveners of those committees and sub-committees engage in the academic growth of the students, unhindered.
- Transparency and consistency have always been our main objectives while delivering our services to the students' community. To that purpose, we have formed NAAC Committee, IQAC and many other committees and sub-committees. Academic output of the teachers are regularly monitored and bolstered with encouragement and further assistance.
- To the same purpose mentioned above we have initiated continuous evaluation and assessment of the pedagogical delivery of the teachers by allowing our students to give their valuable feedbacks and suggestions.
- Our departments regularly keep records of the different activities performed by their teachers and students, so that a continuous evaluation of teaching-and-learning is maintained.
- IQAC of our institution plays an important part in the overall academic environment of the college. By coordinating the departments and monitoring their activities IQAC has been constantly attempting to improve the quality of our education.

### **Institutional Values and Best Practices**

- Displaying the principal objective of an educational institution our college has accepted it as a mission to promote institutional values and best practices among the students.
- A majority of the students are female. Therefore, our college has taken greater care of gender equality and gender sensitization. To that end we organize events that address issues related to gender.
- Most of the students are coming from financially backward section of the society. Therefore, we conduct our activities and events in such a way that they are well aware of the opportunities of financial sectors arising in the picture of national economy.
- Our college is located in place known for its harmonious coexistence of agriculture and natural habitat. To record and preserve this harmonious coexistence we have conducted Green Audit and Environmental Audit.
- Safety of the students is of paramount importance to us. To ensure adequate safety and security in the campus we have installed CCTV cameras in and around the college building.
- We have arranged for a help desk for the female students, so that any SOS raised by them may be met with immediacy.
- Rain water harvesting is an important part of our institutional management.
- Solid waste management is likewise an important part of contemporary institutional management. We have maintained vermicompost units with a purpose of solid waste recycle.
- With a purpose of extending the reach of our institutional commitment we are attempting to encourage our students to participate in various social activities. The NSS Unit of our college has made it a motto that with engaging participation of our students we fulfill our pledge to contribute to the well being of the locality. To that end time to time we conduct events and programs that bear our social commitment. Our NSS Unit has conducted Dengue Awareness Camp, Literacy Drive, Awareness on Child Marriage, Awareness on Use of Plastic, and Awareness on AIDS.
- Value based subjects are being already implemented by universities by prescribing relevant syllabuses to the affiliated colleges under NEP. We ensure an effective implementation of such prescriptions by the

affiliating university.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE, MOHANPUR, PASCHIM MEDINIPUR
Address	Srirampur Siyalsai Mohanpur Paschim Medinipur
City	Mohanpur
State	West Bengal
Pin	721436
Website	<a href="https://ggdcmohanpur.ac.in">https://ggdcmohanpur.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nimai Chand Masanta	03222-9339592831	9339592831	-	ggdcmnp@rediffmail.com
IQAC / CIQA coordinator	Ramesh Chandra Mondal	03222-7001813023	9434378381	-	rameshmsociology@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Vidyasagar University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	08-01-2019	<a href="#">View Document</a>
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Srirampur Siyalsai Mohanpur Paschim Medinipur	Rural	4.69	1382

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Department Of Bengali,Bengali with Hons. or Research	48	Higher Secondary	Bengali	60	47
UG	BA,Department Of Bengali,Bengali	36	Higher Secondary	Bengali	60	0
UG	BA,Department Of English,English	48	Higher Secondary	English	49	30
UG	BA,Department Of English,English with Hons. or Research	36	Higher Secondary	English	49	0
UG	BA,Department Of History,History with Hons. or Research	36	Higher Secondary	Bengali	60	0
UG	BA,Department Of History,History	48	Higher Secondary	Bengali	60	32
UG	BA,Department Of Philosophy,Philosophy	48	Higher Secondary	Bengali	60	34
UG	BA,Department Of Philosophy,Philosophy with Hons. or Research	36	Higher Secondary	Bengali	60	0
UG	BA,Department Of Sociology,Sociology	36	Higher Secondary	Bengali	60	0

	y with Hons. or Research					
UG	BA,Department Of Sociology,Sociology	48	Higher Secondary	Bengali	60	35
UG	BSc,Department Of Bio Science,Multidisciplinary with Life Science	36	Higher Secondary	English,Bengali	38	19
UG	BSc,Department Of Bio Science,General with Botany Physiology Zoology	36	Higher Secondary	English,Bengali	38	0
UG	BA,Department Of Humanities,Multidisciplinary with Humanities	36	Higher Secondary	Bengali	171	140
UG	BA,Department Of Humanities,General with Bengali English History Philosophy Sociology	36	Higher Secondary	Bengali	171	0

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				34			
Recruited	0	0	0	0	0	0	0	0	17	0	0	17
Yet to Recruit	0				0				17			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	5	1	0	6
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	6	1	0	7
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	9	0	0	9
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	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	81	0	0	0	81
	Female	256	0	0	0	256
	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	9	12	10
	Female	17	25	25	17
	Others	0	0	0	0
ST	Male	1	0	1	2
	Female	6	5	1	2
	Others	0	0	0	0
OBC	Male	40	17	40	20
	Female	94	71	54	63
	Others	0	0	0	0
General	Male	70	75	79	50
	Female	131	117	101	154
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		379	319	313	318

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Government General Degree College, Mohanpur, organized a sensitization programme of 4-Years' Degree Program under the National Education Policy, featuring prominent scholars and education
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	<p>experts. The college is affiliated with Vidyasagar University and adheres to the university's prescribed curriculum. Currently, Government General Degree College, Mohanpur is revising its academic offerings to incorporate interdisciplinary courses as elective options. All programs at the college follow the CCFUP and CBCS, ensuring students have the flexibility to select electives across departments. As a tradition, the college regularly offers a variety of interdisciplinary certificates and value-added courses each academic year. It is evident that the college is actively embracing and implementing the recommendations outlined in the NEP guidelines.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution currently offers credit-based courses and projects as part of its curriculum, along with community engagement and social service activities to meet program requirements. We have established partnerships and Memorandums of Understanding (MoUs) with various institutions and universities, underscoring our commitment to internationalizing education. Our faculty members contribute significantly to curriculum design and pedagogy, particularly in the development of value-added courses.</p>
<p>3. Skill development:</p>	<p>The institution currently offers skill enhancement courses prescribed by the affiliating university from Semester III to VI across its programs. Through partnerships with various organizations, the college conducts courses and programs focused on improving English communication, digital skills, and other soft skills. It boasts a dedicated Career Counselling Cell that regularly hosts workshops and seminars aimed at enhancing and refining students' technical, vocational, and soft skills, aligning them with the demands of evolving social and industrial landscapes.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>At our institution, we have established a regular practice of conducting all NSS activities in the adopted village and nearby schools in the local language to promote local art, culture, and heritage. We commemorate significant national events such as Republic Day, Independence Day, Teachers' Day, and the Birth Anniversary of Nobel Laureate Rabindranath Tagore through various cultural events that involve both teachers and students. Our college publications, including the college magazine and wall magazines, are published in Bengali and English,</p>

	<p>providing students with a platform to showcase their creative works and express their views in their preferred language. In classrooms, except in language departments, the medium of instruction is bilingual. Students have the option to write their exams in Bengali. The curriculum acquaints students with the rich social ideologies of prominent Indian scholars and scientists such as Mahatma Gandhi, Rabindranath Tagore, B. R. Ambedkar, G. S. Ghurye, Irawati Karve, C. V. Raman, Jagadish Chandra Bose, Prafulla Chandra Roy, Meghnad Saha, S. N. Bose, P. C. Mahalanobis, and Ramanujan. It also exposes them to the diverse social and cultural practices of communities across India. Additionally, students gain insights into the rich heritage of Bengali language and literature through the AECC (Ability Enhancement Compulsory Course), which is mandatory for all students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The NEP outlines objectives for Outcome-Based Education (OBE) focused on competencies, standards, benchmarks, and achieving targets. OBE encompasses three core components: educational theory, a structured educational framework, and a defined approach to instructional methods. Government General Degree College, Mohanpur, is fully equipped to meet these objectives and attain the specified targets through the structured curriculum provided by Vidyasagar University.</p>
<p>6. Distance education/online education:</p>	<p>Throughout the Covid pandemic, faculty across all programs conducted online classes efficiently. Teaching and evaluation were facilitated using a variety of software tools, while different apps were employed for communication among students and faculty members. The entire college campus is equipped with Wi-Fi connectivity, and there are two smart classrooms furnished with advanced projectors and audio systems.</p>

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Government General Degree College, Mohanpur, has established an Electoral Literacy Club aimed at educating students about their democratic rights, particularly the importance of voting in elections. As</p>
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	<p>a government college, all faculty members, being government officials, are routinely assigned polling duties during Parliamentary, Assembly, or Panchayat/Local Body elections. They undergo comprehensive training in electoral processes to ensure the efficient conduct of polling activities.</p>
<p>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?</p>	<p>The Institution has the ELC functional with the following office bearers: 1. Puspendu Bikash Sahoo, Assistant Professor 2. Nayan Shit, Assistant Professor 3. Uttam Barik, Student 4. Imon Kanungo 5. Rahul Kumar Sahoo 6. Anwasha Simai 7. Jayita Singha, Alumni</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>Our students engage in campaigns designed to raise awareness and generate interest among faculty and fellow students through workshops. These initiatives aim to educate the targeted audience about voter registration, the electoral process, and related matters through practical experience.</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 Electoral Literacy Club (ELC) undertakes socially relevant initiatives focusing on electoral issues. Awareness campaigns emphasize the role of each voter in promoting democratic values, which are integral to our nation. These efforts aim to educate the audience about the significance of their votes, encouraging them to exercise their suffrage confidently, comfortably, and ethically. The programs are geared towards fostering a culture of active electoral participation, promoting informed and ethical voting practices, and adhering to the principles of 'Every Vote Counts' and 'No Voter Left Behind'</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>Students aged 18 and above who have not yet registered as voters are educated about their democratic rights and encouraged to enroll as voters as soon as possible. Additionally, our students actively participate in Youth Parliament sessions aimed at raising awareness about electoral and democratic processes.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
759	662	602	572	500

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 24

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
17	18	20	23	15

### 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
20.57203	25.64771	37.40811	33.19249	60.00149

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

#### **Curriculum Design and Implementation at Government General Degree College, Mohanpur**

Being affiliated with Vidyasagar University, GGDC Mohanpur follows the curriculum designed by the university. Although the college has limited scope in direct curriculum design, it actively participates in university-organized workshops where college representatives provide valuable input and suggestions for syllabus modification or new curriculum development. The college plays a crucial role in implementing the curriculum promptly and efficiently through various modes.

#### **Academic Sub-committee**

At the beginning of each academic session, an academic sub-committee is formed under the chairmanship of the Principal or Officer-in-Charge during the Teacher's Council meeting. This committee is responsible for preparing a central master routine for all departments within the institution. Based on this master routine, individual departments create their own class schedules. Regular meetings of the committee ensure that all academic matters, including the schedule of internal examinations and projects, are discussed and decisions are conveyed to departmental heads for implementation.

#### **Academic Calendar**

The college prepares a comprehensive academic calendar that aligns with the university's academic calendar. This calendar outlines all academic activities, including holidays, annual cultural competitions, annual sports events, fresher's welcome, schedules for internal assessments, tentative dates for end-semester form fill-up, and end-semester examinations.

#### **Syllabi Distribution**

At the beginning of each academic session, the syllabus for all subjects under the CBCS (Choice Based Credit System) is circulated among students via the college website. Each academic department conducts meetings to distribute the syllabus and share it with students, ensuring transparency and clarity.

#### **Blended Mode of Learning**

GGDC, Mohanpur is committed to promoting blended learning for effective curriculum delivery. In addition to traditional chalk-and-talk methods, the college incorporates online classes as needed to enhance student learning. Various digital techniques, audiovisual content, and ICT tools are utilized to

create an engaging and interactive learning environment. Regular practical classes in science departments play a significant role in achieving course objectives.

### **Seminars, Special Lectures, Workshops, and Wall Magazines**

To support the interdisciplinary nature of the curriculum, the college regularly conducts seminars, webinars, workshops, special lectures, and memorial lectures. These events are organized by various departments to provide students with additional exposure and learning opportunities. Additionally, several departments publish wall magazines, offering students a platform to showcase their creativity and knowledge.

### **Tutorial and Remedial Classes, Field Visits**

The college identifies advanced and lagging students based on their performance, teacher-student meetings, and feedback analysis. Tutorial classes are arranged for advanced students to further their knowledge, while remedial classes address the needs of lagging students. Field visits and academic tours are conducted to complement theoretical knowledge with practical, real-life experiences.

### **Strict Monitoring of Class Attendance and Parent-Teacher Meetings**

The college maintains strict monitoring of student attendance. Any attendance issues are addressed in parent-teacher meetings to ensure students become more regular in class and focus on their studies. These meetings foster a collaborative environment between teachers and parents, promoting the academic well-being of students.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **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: 15**

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

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 48.05

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
602	304	95	196	290

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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



**Response:**

The curriculum in Sociology, Philosophy, Bengali, English and History emphasizes human values, and ethics. Courses in Sociology, English, History, Bengali, and Philosophy include gender-inclusive content, focusing on the social construction of gender and its intersections with work, violence, and politics. The curriculum explores how gender ideas shape various social dynamics. The curriculum integrates cross-cutting topics such as professional ethics, gender, human values, environment, and sustainability. Specifically, the curriculum of Botany, Zoology, Physiology, and the Ability Enhancement Compulsory Course 1(AECC1) focuses on environmental issues and sustainability. Environmental Studies is a mandatory course in the first semester for all students, aiming that cultivating a deep understanding of global challenges and fostering social and environmental responsibility. On International Women's Day, students and faculty engage in discussions about women's rights and their social status, further promoting awareness and understanding of gender issues.

The college administration and faculty members are actively involved in raising awareness about social and environmental issues among students. The college has an Internal Complaints Committee (ICC) dedicated to addressing gender-related matters and organizes lectures and events on topics like gender equality and women's rights. Departments also conduct seminars, workshops, and special lectures on relevant issues, aiming to provide a comprehensive education that reflects contemporary concerns.

The college follows the Choice Based Credit System (CBCS) curriculum mandated by the University of Burdwan for both undergraduate and postgraduate levels. The curriculum integrates cross-cutting topics such as professional ethics, gender, human values, environment, and sustainability. Specifically, the curriculum of Botany, Zoology, Physiology, and the Ability Enhancement Compulsory Course 1 (AECC1) focuses on environmental issues and sustainability. Environmental Studies is a mandatory course in the first semester for all students, aimed at cultivating a deep understanding of global environmental challenges and fostering social and environmental responsibility.

The college's NSS unit promotes environmental conservation through various activities, such as tree planting, community service, and campaigns for environmental sustainability. These initiatives include promoting home composting, cleaning and restoring ponds, and advocating for a plastic-free campus. The NSS also organizes awareness programs to prevent the spread of diseases like dengue. Additionally, the college implements sustainable practices, such as using LED lighting, and has facilities for vermicomposting and rainwater harvesting.

The curriculum in Sociology, Philosophy, Bengali, and History emphasizes human values, with students participating in NSS activities that promote altruism and cooperation. These activities include outreach projects and celebrating special days, which help students develop a sense of community and empathy.

Gender equality is addressed through both the curriculum and various programs. Courses in Sociology, English, History, Bengali, and Philosophy include gender-inclusive content, focusing on the social construction of gender and its intersections with work, violence, and politics. The curriculum explores how gender ideas shape various social dynamics. Departments, in collaboration with the Internal Quality Assurance Cell (IQAC), organize gender sensitization programs to instill inclusive values. On International Women's Day, students and faculty engage in discussions about women's rights and their social status, further promoting awareness and understanding of gender issues.

Overall, the college's initiatives and curriculum reflect a commitment to developing well-rounded

students who are informed and engaged with the pressing social and environmental issues of our time.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 35.97

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

Response: 273

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 81.09

##### 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
379	319	314	318	312

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

2022-23	2021-22	2020-21	2019-20	2018-19
410	410	395	405	405

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 86.95

##### 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
171	166	171	149	136

### 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
185	185	178	182	182

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 44.65

## 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:**

The Government General Degree College (GGDC), Mohanpur, emphasizes student-centric methods to enhance the teaching-learning experience through various approaches:

**Experiential Learning:** The college operates a functional vermicomposting unit, providing students, many of whom come from agricultural backgrounds, with practical learning experiences that can improve their family livelihoods. This hands-on approach bridges theoretical knowledge and real-world application.

**Participative Learning:** Active student participation is encouraged through involvement in NSS activities, seminars, workshops, and collaborative events. These initiatives foster a sense of community, teamwork, and resilience, contributing to the students' holistic development.

**Problem-Solving Methodologies:** The college's Science and Mathematics departments integrate problem-solving into the curriculum through experiments and practical applications. Humanities departments also engage students in creative problem-solving, such as writing essays on imaginary wars in History or reciting self-written prose and poetry in Bengali and English.

**ICT-Enabled Tools and Online Resources:** GGDC, Mohanpur, is equipped with modern technology, including WiFi, LAN, LCD projectors, and smart boards, facilitating digital education. Teachers utilize online platforms like Google Meet and YouTube to enhance student engagement and learning. Selective online resources are also incorporated to broaden students' knowledge base.

**Advanced Laboratories:** The science departments, including Botany, Physiology, and Zoology, boast well-equipped laboratories with all necessary materials, enabling students to conduct experiments and engage in scientific inquiry.

In addition to these methods, GGDC, Mohanpur, features two significant initiatives that contribute to intellectual and cultural enrichment:

**Museum of the Bengali Department:** The museum preserves Bengal's rich cultural and literary heritage, showcasing rare manuscripts, first editions of literary works, and artifacts reflecting the region's traditions. It includes writings by Rabindranath Tagore, Kazi Nazrul Islam, and Sarat Chandra Chattopadhyay, along with historical photographs, traditional costumes, and musical instruments. The museum serves as an educational resource, allowing students and researchers to engage with primary sources and deepen their understanding of Bengali culture. It regularly hosts exhibitions, lectures, and workshops, fostering a deeper appreciation of Bengal's heritage.

**Student's Seminar:** The annual seminar, organized by the Departments of Bengali, Sociology, and Philosophy, promotes academic inquiry and interdisciplinary dialogue. Students present research on relevant themes, such as literary analysis in Bengali, social structures in Sociology, and ethical theories in Philosophy. This platform allows students to refine their arguments, enhance public speaking skills, and understand the real-world applications of their studies. Faculty involvement ensures high academic standards, with professors mentoring students throughout the process.

Both the museum and the seminar contribute to GGDC, Mohanpur's engagement with the local community, promoting cultural and intellectual enrichment. Future plans include expanding the museum's collection and enhancing the seminar with more interactive elements and guest speakers, ensuring these initiatives continue to inspire and educate.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 56.71

#### 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
34	34	34	34	28

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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
17	18	20	23	15

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:**

#### **Academic Assessment and Grievance Redressal at GGDC, Mohanpur**

Government General Degree College (GGDC), Mohanpur, implements a structured academic calendar that facilitates continuous internal assessments throughout the academic year. The college follows the Choice Based Credit System (CBCS) and conducts end-semester university examinations at the conclusion of each semester to evaluate student progress.

#### **Continuous Internal Assessment and Grievance Redressal**

GGDC, Mohanpur, conducts internal assessments twice per semester as mandated by the affiliating university. Additionally, some departments administer regular class tests to further evaluate student performance. The average scores from these assessments are recorded under the CBCS system and submitted to the university during the End Semester Examination (ESE).

The Academic Sub-Committee, also known as the Internal Assessment Committee, issues central notices for these assessments, based on which individual departments schedule and conduct the evaluations. If students have grievances regarding their internal assessments, they can report them directly to the Head of the Department or any faculty member. Departments then hold meetings to address these issues, ensuring that all grievances are resolved to the satisfaction of the student. In cases where students are unable to attend the scheduled assessments due to valid reasons, alternative test dates are arranged. While the university's norms prevent the disclosure of internal assessment marks, remedial classes are organized for students who need additional support in specific areas.

#### **External Assessment and Grievance Redressal**

End-semester examinations at GGDC, Mohanpur, are conducted by Vidyasagar University at external centers, not at the students' home centers. Examinations for odd semesters are typically held between



December and February, while even semester exams occur between July and August. Vidyasagar University assigns examination centers for theory papers, while practical examinations for laboratory-based departments are conducted on campus. Additionally, GGDC, Mohanpur, often serves as an examination center for theory papers for students from other colleges.

### **Post-Publication Scrutiny of Answer Scripts**

Students at GGDC, Mohanpur, have the option to request post-publication scrutiny or self-inspection of their answer scripts through the Right to Information (RTI) Act. The university provides a prescribed format for this process, which students must complete and submit to the college office within a specified timeframe. The college office then forwards these requests to the university for processing.

Once the university processes the request, a copy of the answer script is sent to the college office and delivered to the student within 30 days of the application's receipt. After reviewing the answer script, the student can submit observations in a specified format within ten days. These observations are then verified by the Head of the Department and forwarded by the Principal or Teacher-in-Charge to the office of the Controller of Examinations (COE).

It is important to note that post-publication scrutiny does not involve re-examination or re-assessment of the answer scripts. Instead, it focuses on verifying the accuracy and fairness of the evaluation process. Overall, the internal and external assessment mechanisms at GGDC, Mohanpur, are transparent, and the grievance redressal system is efficient, time-bound, and robust.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **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:**

#### **Academic Programs and Outcomes at GGDC, Mohanpur**

Government General Degree College (GGDC), Mohanpur, offers various undergraduate courses in the Choice Based Credit System (CBCS) format, following the curriculum provided by its affiliating institution, Vidyasagar University. The curriculum outlines clear program outcomes and course outcomes, providing a detailed understanding of what students can expect to achieve upon completion.

The Academic Sub-Committee at GGDC, Mohanpur, plays an active role in facilitating the teaching-learning process, ensuring that the program and course outcomes are attained. At the beginning of each academic session, these outcomes are clearly communicated to the students and are displayed on the

college's official website.

### General Course Outcomes for Undergraduate Courses

The general outcomes for all undergraduate courses at GGDC, Mohanpur, are as follows:

1. Passion and Career Motivation: Students develop a genuine passion for their chosen subject and are motivated to pursue promising careers.
2. Communication Skills: Students learn to confidently interact on discipline-specific topics and effectively communicate concepts.
3. Skill Enhancement: The courses enhance students' skills, preparing them for professional challenges.
4. Social Responsibility: Students become aware of issues related to gender, environment, and sustainable development, understanding their role and duties as responsible citizens.

### Program Specific Outcomes for Honours Courses

- Bengali: The program equips students with comprehensive knowledge of Bengali literature, including its historical and socio-cultural contexts.
- English: Students gain a deep understanding of English literary texts and their relevance to historical and cultural frameworks.
- History: The curriculum offers insights into historical events, movements, and their impact on the present and future.
- Philosophy: The program provides students with critical thinking skills and an understanding of philosophical theories and ethics.
- Sociology: Students develop the ability to analyze and understand social structures, cultural dynamics, and societal issues.

### Program Specific Outcomes for General Courses

- B.Sc. General (Zoology, Botany, Physiology): This program covers fundamental and applied aspects of biological sciences, including the study of animal and plant biology, human physiology, and ecological interactions.
- B.A. General: The course provides a broad understanding of humanities and social sciences, equipping students with critical thinking, analytical skills, and a well-rounded perspective on social, cultural, and historical contexts.

GGDC, Mohanpur, is committed to providing a holistic education that not only imparts academic knowledge but also fosters personal growth and societal awareness. The college continually strives to create an environment that nurtures intellectual curiosity, ethical behavior, and a commitment to lifelong learning.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

### **Evaluation of Course and Program Outcomes at GGDC, Mohanpur**

Government General Degree College (GGDC), Mohanpur, is dedicated to ensuring that students achieve the expected outcomes of their courses and programs. The evaluation process involves both direct and indirect methods, implemented through two key committees: the Programme Assessment Committee (PAC) and the Departmental Advisory Board (DAB).

#### **Programme Assessment Committee (PAC)**

The PAC comprises faculty members from each department, the Principal, and the IQAC Coordinator. This committee is entrusted for the direct assessment of students' performance, ensuring that course and program outcomes are met.

#### **Departmental Advisory Board (DAB)**

The DAB includes the Principal, the IQAC Coordinator, and two external advisors. The board's responsibilities include offering constructive feedback and suggestions to enhance the teaching-learning process, thus ensuring the attainment of desired outcomes.

### **Direct Assessment Methods**

1. End Semester Examination: The end-semester exams, both theoretical and practical, serve as a primary tool for assessing students' knowledge and skills. The marks or grades obtained by students indicate their level of attainment of course and program outcomes. Almost hundred percentage student got pass marks.
2. Continuous Internal Assessment: This involves various methods, such as PowerPoint presentations, assignments, group projects, and laboratory work, to evaluate students' ongoing performance. The internal marks obtained by students are statistically analyzed to assess the attainment of program outcomes (PO) and course outcomes (CO). Departments use this data to create matrices that show how well students have achieved the expected outcomes each year.
3. Analysing Students' Progression: The progression and achievements of students in their professional fields are monitored as indicators of the effectiveness of the programs and courses. Departments analyze these progressions to demonstrate the attainment of program and course outcomes.

### **Indirect Assessment Methods**

1. Departmental Meetings: Faculty members hold regular meetings to evaluate and refine the teaching-learning process. These meetings also include discussions with students and their guardians to address any concerns or queries. These sessions are scheduled regularly each semester.

2. Feedback Analysis: Feedback is collected from outgoing students about their experiences with the course and program outcomes. This feedback is analyzed and discussed with the department heads (HODs) to make necessary improvements in the teaching-learning process. The analysis also helps identify slow and advanced learners, guiding the development of targeted support strategies.

### Implementation and Outcome Tracking

All departments at GGDC, Mohanpur, employ these methods to ensure that students achieve the expected outcomes. For instance, the Geography department has used a matrix to correlate internal marks with program and course attainment, providing a clear measure of students' progress and success.

Through these comprehensive assessment strategies, GGDC, Mohanpur, continuously strives to enhance the quality of education, ensuring that students are well-prepared for their future careers and contributions to society. The collective efforts of the PAC, DAB, faculty, and students contribute to a robust and effective educational environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 99.49

#### 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
138	132	134	101	77

#### 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
139	133	134	101	78

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.86**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the 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

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

#### **Integration of Indian Knowledge System and Cultural Heritage at GGDC, Mohanpur**

In alignment with the recommendations of the National Education Policy (NEP) 2020, Government General Degree College (GGDC), Mohanpur, has integrated the Indian Knowledge System (IKS) and Common Curriculum Framework (CCF) into its academic offerings starting from the 2023-24 session. Even prior to this formal introduction, the college had been dedicated to familiarizing students with India's rich intellectual, cultural, and scientific heritage through both curricular and extracurricular activities.

Students at GGDC, Mohanpur, are exposed to the profound thoughts and philosophies of Indian thinkers, sociologists, anthropologists, political scientists, and scholars. The curriculum includes the exploration of nationalist themes in the works of luminaries like Rabindranath Tagore, Swami Vivekananda, Sri

Aurobindo, Mahatma Gandhi, and others. Bengali literature and the rich cultural heritage of Bengal are integral parts of the syllabi, offering students a deep connection to their regional and national identity.

The scientific achievements of Indian pioneers such as Srinivasa Ramanujan, C. V. Raman, Jagadish Chandra Bose, Prafulla Chandra Ray, and Meghnad Saha are celebrated through seminars, conferences, and academic discussions. These events not only highlight their contributions but also inspire students to appreciate and pursue scientific inquiry.

To instill social responsibility, moral values, and the duties of an ideal citizen, the Departments of Education and Sociology offer value-added courses on Fundamental and Constitutional Values, Human Rights, and Social Equity. Science departments enhance students' practical skills and understanding of subject applicability through similar courses.

The college regularly organizes special lectures, student seminars, field visits, and excursions to provide students with real-world experiences that complement their theoretical knowledge. These activities are designed to foster a comprehensive understanding of social realities and encourage hands-on learning.

Additionally, students actively participate in various college events, including Independence Day and Republic Day celebrations, Annual Sports, Intra-College Competitions, Annual Fest, Freshers' Welcome, Farewell Ceremony, and Teachers' Day Celebrations. These events not only enhance their cultural awareness but also build a strong sense of community and belonging within the college.

Through these diverse initiatives, GGDC, Mohanpur, strives to cultivate well-rounded individuals who are not only academically proficient but also culturally enriched and socially responsible.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 0

**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
0	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 1.17

**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
18	0	8	2	0

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 0.33

**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
6	2	0	0	0



File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

**‘He alone lives who lives for others’ – Swami Vivekananda.**

Government General Degree College, Mohanpur provides an environment conducive to the holistic development of students. Extension activities not only instill a sense of community responsibility but also effectively sensitize young women and men of our college towards important social issues. The National Service Scheme (NSS) unit, organise various social outreach programmes to facilitate its students with the concept and practice of social responsibility. Some extension activities organised are:

**Service to Neighbourhood Community:**

- **NSS Extension Activities:** The college has one NSS unit and students under the guidance of respective Programme Officer undertake various activities in the neighbourhood like awareness rallies on all issues of social and national importance. The annual Winter Camp of NSS is held in a nearby village.
- **Village Adoption:** Keotkhalisa village have been adopted by the college under Unnat Bharat Abhiyan (UBA).

**Environment Sustainability programmes:**

- **Environment Awareness Camp::** Tree plantation and eco-awareness activities
- Promoting minimum Plastic Use
- Routine Social Service/Cleanliness drives by NSS Volunteers inside and around the college campus.
- **Fit India Campaign:** Launching of Fit India Campaign and its implementation from 11th of January 2019. Activities conducted are
- **Special Yoga and Meditation programme:** Camps are organized in our campus. Community Service during Covid Outbreak:
- **Swachh Bharat:** The college also actively participates in various cleanliness activities under the

SwachAbhiyan Mission. Our student NSS volunteers carried out social service activities in the contiguous areas of the college.

### ACADEMIC PROGRAMMES

- **Seminar on Financial Literacy.**
- Workshop on Soil, Mushroom cultivation and animal husbandry

### Celebration of days/programmes of national Importance:

- Environment Awareness Camp
- Independent India -Amtanirvar India
- Women Self Dependence Camp
- Youth Capacity Building Programme

### AWARENESS PROGRAMME AND HEALTH CAMPS:

- **Free Eye Checkup Camp.**

### SENSITIZATION PROGRAMME

- **Gender sensitization seminar**

### SPECIAL PROGRAMME

- **Youth Survey by Govt. of India**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

**Awards and recognitions received for extension activities from government / government**

## **recognised bodies**

### **Response:**

The NSS unit of Government General Degree College, Mohanpur has not only participated in various community-oriented activities but has also received more than 9 recognitions from both government and non-governmental organizations, including local panchayats and Block Development Offices (BDO).

The NSS unit of Government General Degree College, Mohanpur, has been instrumental in organizing a wide range of programs aimed at community welfare and social awareness. These initiatives include health camps, cleanliness drives, literacy campaigns, environmental conservation projects, and awareness programs on crucial issues such as child marriage, health, and sanitation. The unit's dedication to these causes has not gone unnoticed. Local governing bodies, such as the village panchayats and the BDO, have recognized the unit's efforts, acknowledging its contributions to the community's well-being.

One of the notable recognitions received by the NSS unit came from the local panchayat, which applauded the volunteers for their relentless efforts during the COVID-19 pandemic. The unit played a pivotal role in spreading awareness about health and safety protocols, distributing masks and sanitizers, and assisting in vaccination drives. Their work was crucial in supporting the local administration's efforts to curb the spread of the virus in rural areas, where access to healthcare resources can be limited.

The BDO's office also recognized the NSS unit for its environmental initiatives, particularly in organizing tree plantation drives and conducting workshops on sustainable practices. These activities not only enhanced the local environment but also educated the community on the importance of environmental conservation. Such initiatives are especially valuable in rural settings, where traditional practices may sometimes conflict with modern sustainability goals.

Additionally, the NSS unit has been lauded by non-governmental organizations for its literacy and educational outreach programs. These programs have targeted marginalized groups within the community, offering basic education and skills training to adults and children alike. The recognition from NGOs highlights the unit's role in promoting lifelong learning and empowering individuals through education.

The consistent recognition from various bodies has not only boosted the morale of the NSS volunteers but has also elevated the college's standing in the community. It underscores the college's dedication to producing well-rounded individuals who are not just academically proficient but also socially conscious and active participants in community development.

In conclusion, the NSS unit accompanied by other learners too has made significant contributions to the local community, earning accolades from both government and non-governmental organizations. These recognitions reflect the unit's commitment to social service and the college's broader mission of nurturing responsible citizens. The continued support and appreciation from various bodies inspire the students as a whole to persist in their efforts, making a positive impact on society and setting an example for others to follow.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 39

**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
16	3	2	06	12

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

**Response:** 11

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Our institute has continuously and systematically improved its infrastructure which is located on 4.7 acres of land. The campus buildings that cater to the various infrastructural needs of undergraduate programs. The buildings are surrounded by open and green spaces. The institute offers 8 undergraduate programs with Arts and Science courses (Bengali, English, Philosophy, History, Sociology, Botany, Zoology, Physiology).

The campus features 12 classrooms and three laboratories for classroom learning. Two rooms are equipped with projector facilities and all science departments have well-equipped well-furnished laboratories. Other amenities include seminar halls, a concert hall, reading room, staff common rooms, principal office, administrative office, ladies common room, boy's common room, NSS department.

- In the campus all the computers connected by LAN and have Wi-Fi access.
- All laboratories are equipped with advanced instruments and equipment.
- There are one well-furnished canteens on campus that serve hygienic food at discounted rates. Purified drinking water is available throughout the campus.
- The college also provides a first aid facility and has fire extinguishers installed in all laboratories and administrative offices.
- The college is known for its cultural richness and hosts cultural programs throughout the year in the college campus.
- The College offers indoor sports facilities in the college campus. The institute students qualify for sports events at the university levels. In the common room has a variety of sports equipment carom, chess, ludo etc.
- In the college campus institute offers a space for students, staff and faculty members to practice yoga as a form of exercise and relaxation. In the campus institute organize yoga classes for the students, staff and faculty member. The classes may be led by trained and certified yoga instructors who are able to guide participants through proper alignment, breathing techniques and meditation practices.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 37.2

**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
1.81408	0.55	0.98825	14.72187	47.69997

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

**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:**

Library has rich collection of reading resources. It is spread over the 1531 sq. ft area including spacious reading space. The total collection of library is as - Books - 2485, Journals/ Periodicals – 0. For classification of books library has adopted Dewey decimal classification 23rd edition.

- The Library conducts the orientation program for newly admitted students regarding the use of the library. It displays the lists of new arrivals. Closed Access is given to all stakeholders.

- The library has different sections for regular administration i.e. Issue-Return, Stacking Area, Reading Hall, Property Counter.
- Library has 1 computer and a printer. All the sections of the library are under CCTV Surveillance.

## POLICY FOR DIVYANG

Services to Divyang are given on a priority basis.

For the Divyang student book on the table service is given by the librarian.

### 1. INTERGRATED LIBRARY MANAGEMENT SYSTEM

Library is automated using Integrated Library Management System (ILMS). The automation of Library services started in 2023 with KOHA software. The present version of this software is 23.11.04

The Central library has been equipped with 1 computer for the smooth functioning of the services. Some distinctive features of automation are:

Web-OPAC services are available.

- KOHA is a cloud-server based software. It has been integrated with the college website, remote access to the library holding is available. Faculty and students can access the library collection through his/her mobile or PC from home.
- The users have a number of search modules/fields, viz., title, subject, author, publisher, call number, accession number and ISBN number etc., and can locate and even reserve the book.

### 1. AMOUNT SPENT ON PURCHASE OF BOOKS, SUBSCRIPTION OF JOURNALS

As per the allocated budget to the library, the text and reference books required according to curriculum are purchased and after acquisition they issued to readers. Total expenditure on purchasing books are as follows-

Academic year	Amount spent on book(Rs.)
2018-2019	1,79,969
2019-2020	0
2020-2021	0
2021-2022	0
2022-2023	0



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:**

The institute has an advanced IT infrastructure that is intended to improve the teaching and learning experience for both teachers and students. This includes a robust Wi-Fi network that covers the entire campus providing seamless internet connectivity to all members of the Institute. The Institute also has 18 computers that are regularly updated to align with current best standards and to accommodate the evolving needs of faculty and students. These computers are also equipped with licensed copies of software and antivirus protection to ensure their security and reliability.

Faculty of the institute use LCD projectors and a range of software such as PowerPoint, video lectures, Google Meet and Zoom for online teaching. This allows them to make use of the latest technology to deliver their lectures and make the learning experience interactive and engaging for students. The college also has 2 lecture halls with LCD facilities, scanners, printers and photocopy facilities in the administration sections and all departments making it easy for students and faculty to access the necessary resources.

The institute has Wi-Fi in all Departments. This ensures that all members of the institute have access to the internet and can collaborate and share information seamlessly. The institute also has 3 ICT classrooms, including one smart classroom, one seminar hall, one conference hall all equipped with LCD projectors, Wi-Fi and audiovisual aids. This allows for interactive and technology-enabled learning experiences.

The computer systems of the institute are regularly updated with licensed software and antivirus protection. This ensures the security and reliability of the systems. The college website is regularly updated. The library has a OPAC system making it easy for students and faculty to access the necessary resources.

Finally the institute has set up Wi-Fi facilities and CCTV surveillance systems in the campus to maintain discipline and ensure the safety and security of students and faculty.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.3.2**

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

**Response:** 84.33

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

Response: 9

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>

**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:** 5.93

**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
1.50152	2.48306	4.03734	1.063	1.39724

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:** 42.88

**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
528	285	132	180	202

#### File Description

#### Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

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

### 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:** 0

**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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 12.2

**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
38	12	11	05	05

**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
138	132	134	101	77

File Description	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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>

## 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: 0**

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

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 22.6

**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
21	24	22	24	22

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

GGDC Mohanpur boasts a diverse network of alumni who have ventured into various sectors across the country. These alumni maintain a strong connection with their alma mater, contributing to its growth and standing by in times of need. The college's alumni association, known as the "GGDC Mohanpur Alumni Association," is going to be registered (Application Id no. AIN-210212407000001005) entity under the West Bengal Societies Registration Act, 1961, reflecting the formal structure and organization of this supportive community.

## **Alumni Activities and Contributions:**

### **1. Cleanliness Drive and Health Awareness Campaign:**

Alumni organized a cleanliness drive and a health awareness campaign in nearby villages. This initiative aimed to educate the local population about hygiene, health, and the benefits of a balanced diet. The campaign successfully raised awareness about maintaining good health and nutrition.

### **2. Digital Literacy Seminar for Underprivileged Students:**

The alumni association held a seminar focusing on basic digital literacy for socially and economically disadvantaged students. This initiative provided essential knowledge and skills, enabling students to navigate the digital world more effectively.

### **3. World Environment Day Rally :**

To promote environmental conservation, the alumni, alongside current students, organized a rally on June 5th. The event fostered a sense of responsibility towards the environment and was met with enthusiastic participation from the college community and beyond.

### **4. Feedback and Continuous Improvement:**

The college regularly collects feedback from alumni to gather insights on various aspects, including academics, infrastructure, sports activities, and career opportunities. The suggestions provided by alumni have been instrumental in guiding the institution's improvements and development.

## **Additional Contributions:**

The alumni association has consistently supported the college through various challenges and initiatives. Notably, during the aftermath of Cyclone Amphan, alumni contributed to the restoration efforts on campus. They also played a crucial role during the COVID-19 pandemic, distributing masks, sanitizers, and medicines to the local community. Beyond these efforts, alumni have actively participated in sports, cultural events, and other college activities, showcasing their ongoing commitment to their alma mater.

GGDC Mohanpur's alumni network continues to be a vital pillar of support, contributing significantly to the institution's growth and the well-being of its community.



<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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:

#### Vision

1. Catering to comprehensive and effective quality higher education especially to the students with financial restraints and the female learners.
2. Ensure environment-friendly academic and co-curricular activities.
3. Encourage communal harmony and social integration.

#### Mission

- Caring the students and integrating the national and state level policies and schemes.
- In the coming 10 years, we plan to elevate our Institution by offering various Courses for the benefit of students.
- Providing an effective and affordable education with emphasis on empowering students, molding them to become successful entrepreneurs and leaders.
- Strengthening physical, mental and emotional health of students.
- Support the development of the Indian Knowledge System through teaching, learning, and research. It can be observed in the subsequent institutional practices:

#### 1. Sustained Institutional Growth

Over the past five years, there has been significant and continuous growth in several areas of our institution.

- **Administration:** We have implemented and executed infrastructure development in the administration domain and introduced software applications and e-governance systems based on identified needs.
- **Academics:** Implementation of clearly defined academic planning and teaching-learning process that includes regular classroom teachings, Learning Management System, Language Laboratory, e-learning materials, practical demonstrations, and field works.
- **Institutional Social Responsibility - Outreach Initiatives**
  - Joyful Learning Program.
  - HaateKolome Vigyan.
  - Preserve Nature to protect the future.
  - Community engagement through NSS.

## 2. Initiatives for NEP Implementation

- A preparedness committee was established in the College to ensure the seamless implementation of NEP 2020.
- Starting from the academic session 2023-2024, the admission methods, course design, and durations have been developed following the NEP 2020 guidelines set by the Affiliating University.
- A workshop was organized to inform students, teaching personnel, and non-teaching staff about the Academic Bank of Credits (ABC) based on the DigiLocker Framework.

## 3. Decentralization

The IQAC, Teachers' Council, and Administrative Committees, along with their respective sub-committees, involve faculty members, staff members, and student representatives to participate actively in the decision-making process and its implementation.

## 4. Long-Term Perspective Plans

The College's current Long Term Perspective Plans aim to promote academic interests by efficiently utilizing its existing resources, aligning with its Vision and Mission.

- The College aims to facilitate research activities, particularly in multi-dimensional heritage studies. This will be achieved by establishing the Centre for Heritage Studies, which will create opportunities for entrepreneurship and empower women through national and international heritage tourism.
- Inculcate the Indian Knowledge System through awareness activities among the students.

## 5. Short-Term Perspective Plan

- In addition to facilitating regular classes, we organize and implement capacity-building and skill enhancement programmes, establish connections between industry and academia, conduct student-centred research on Know Your Mohanpur, provide hands-on training and field trips, organize workshops and seminars, and facilitate student-faculty exchange programmes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:

To fulfill its vision and mission, GGDC Mohanpur develops and implements institutional initiatives through strategic planning and committee meetings involving the Teachers' Council, IQAC, and Principal. During the review period, the institution successfully executed several initiatives for seamless operation.

**1. Curriculum Planning and Execution:** GGDC Mohanpur ensures quality education through well-defined curriculum planning and routine structure.

**2. Digital Cataloguing and E-Resources:** The Central Library's book collection is digitally catalogued using KOHA software, accessible online via the OPAC site. Students can also access various e-resources through academic portals and INFLIBNET (N LIST).

**3. Student Mentoring:** A structured mentoring system was implemented to enhance academic performance and provide mental support, especially during COVID-19.

**4. Add-on Courses and Certificate Programs:** The IQAC recommended mandatory Add-on courses for all students to offer additional learning opportunities and improve employability. Certificate Courses were also introduced for topic-based skill development.

**5. Institutional Readiness for NEP 2020:** A committee was established to implement NEP 2020. The College organized a workshop on May 29, 2023, to educate students, faculty, and staff about the Academic Bank of Credits (ABC) based on the DigiLocker Framework. The College began implementing NEP 2020 in the academic year 2023-2024 in accordance with the guidelines.

## Strategic plans deployed in the Student enrichment process

- **Co-curricular activity classes are introduced into the college curriculum:** Specific classes were allocated in the routine structure for various activities such as quiz competitions, student seminars, value and ethics education, career counselling, gender sensitization/sexual harassment issues/anti-ragging, remedial classes, and others in order to support the students' overall development. Every department regularly arranged a number of value-added courses to educate their students outside of the traditional classroom setting.
- **Collaboration with Professional Organizations:** Collaborating with professional organizations, institutions, and agencies: To support the students' overall growth, specialized classes were set up to help them expand their skills and capabilities.
- **Collaboration with Social Organizations:** Collaboration with various social organizations was carried out to foster social awareness among students. This was done to encourage students to participate in the college's social outreach programmes and to promote value education.
- **Departmental Magazine Publication:** To encourage students' interest in current topics in their respective professions and to improve their writing skills, a departmental effort was launched to print E-Magazines, Vlogs, etc. and wall magazines.

### Strategic Plans Deployed in Students' Outreach activities and Institutional Social responsibility

- **Joyful Learning:**The educational outreach programme Joyful Learning was created by GGDC Mohanpur as a component of their Institutional Social Responsibility efforts. It was first made available in the 2022–2023 school year.
- **Social work outreach initiatives organised by the NSS unit at GGDC Mohanpur**

The NSS unit at the college invites all of its students to get involved in outreach, community engagement, and extension work. It also organises a variety of social outreach initiatives both inside and outside the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>

### 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:**

#### **Appraisal System**

GGDC Mohanpur implements a comprehensive appraisal system for all college staff, ensuring regular assessment and development. The system includes various components:

**1. Self Appraisal Report:** Teaching staff maintain records of daily attendance, classes taught, and academic and administrative duties. This data is documented in Self Appraisal Reports.

**2. Annual Confidential Report:** For teacher confirmation in service (W.B.E.S.) and promotion, the Head of Institution (HOI) submits Annual Confidential Reports to the Director of Public Instruction (DPI) at the Education Directorate, Department of Higher Education, Government of West Bengal. These reports include evaluations of twelve aspects related to the teacher's performance, as well as comments on honesty, character, physical condition, and qualifications.

**3. Special Confidential Report:** During the confirmation process in the W.B.E.S., the HOI submits a Special Confidential Report to the DPI, detailing additional aspects of the teacher's performance.

**4. Self Appraisal Report (S.A.R. Online):** Annually, all teachers and librarians in the W.B.E.S. submit an online Self-Assessment Report through the West Bengal Integrated Financial Management System (W.B.I.F.M.S.). These reports are forwarded by the HOI to the DPI with appropriate endorsements.

**5. Performance Based Appraisal System (PBAS):** The PBAS is used to determine the career advancement of teachers and librarians under the Career Advancement Scheme (CAS).

**6. Performance Report for Group-B and Group-C Employees:** The HOI prepares performance reports for the promotion of Group-B and Group-C employees. Group D employees, including data entry operators, security personnel, electricians, and housekeeping staff, also maintain daily attendance records.

## Welfare Measures for Staff Members

Permanent staff members at the college receive various welfare benefits provided by the Government of West Bengal:

### 1. Health and Financial Benefits:

- West Bengal Health Scheme
- Loan from General Provident Fund

### 2. Leave Facilities:

- Medical Leave
- Maternity Leave
- Child Care Leave
- Paternity Leave
- On-Duty Leave
- Half-Pay Leave
- Casual Leave
- Study Leave
- Festival Advance
- Leave Travel Concession (LTC)
- Pension and Family Pensionary Benefits
- Gratuity Benefit
- Leave Encashment
- Ad-hoc Bonus

**3. Recreational Facilities:**

- Indoor games such as Table Tennis, Chess, Carrom
- Television in the Common Staff Room

**4. Academic Resources:**

- Information about journals available in the library
- Access to open-access resources

**5. Other Facilities:**

- Ramps and washrooms for differently-abled individuals, elevators
- Paperless governance initiatives
- Water purifiers
- Campus security, housekeeping staff, electricians
- Vehicle parking facilities

**Avenue for Career Development/Progression (Career Advancement Scheme)**

The Career Advancement Scheme governs the promotion of teachers under the West Bengal Education Service (W.B.E.S.) and librarians, in accordance with guidelines from the University Grants Commission (UGC) and the Government of West Bengal. The promotion of non-teaching staff follows regulations set by the Government of West Bengal. This system aims to support the professional growth and career progression of all college staff members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>

**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:** 15.63

**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
4	7	8	0	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](#)

**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:**



Government General Degree College, Mohanpur, Paschim Medinipur has a meticulously devised and methodical approach to manage funds. The institution upholds a financial system that is both transparent and responsible, ensuring the efficient allocation of resources for funding purposes. The college necessitates financial resources for remuneration(salary), infrastructure enhancement, regular academic and non-academic pursuits, athletics, recreational activities, artistic endeavors, cultural initiatives, and contests. The primary source of funding for the college, being a government institution, is derived from the Government of West Bengal. Regularly, the college submits a proposal to the Higher Education Department of the Government of West Bengal to seek grants.

**West Bengal government funds are primarily used for other office expenses and infrastructure development.**

- Following receipt of the funds for the purchase of books, lab supplies, equipment, etc., the Principal meets with the Secretary of the Teachers' Council and the Department Heads. The fund is allocated proportionately, fairly, and rationally to each department. The Office of the Principal receives submissions from the Department Heads outlining their requirements as well as any repairs or renovations that the Department may require.
- The PWD handles construction, maintenance, and renovation activities.
- Quotations are invited for the acquisition of new books and instruments. Orders are typically placed based on the lowest quote, which is prepared by the Purchase Subcommittee and included in a comparative summary of the quotations. As per West Bengal government regulations, some equipment, supplies, etc. for the college administration and some items for classroom instruction are bought from Small Scale Industries (SSI).

### Audits

- After each fiscal year, the Institution performs Internal Audits on all internally controlled accounts for every financial transaction. The finances and work reports of each Committee Convener within the Teachers' Council are presented to the appointed Internal Auditor, who then conducts audit checks.
- External auditors conduct audits and inspections on all grants provided by agencies, ensuring that any objections and inquiries are addressed.
- The government audit is carried out by designated auditors in accordance with the timetable established by the Higher Education Department.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the**

**quality assurance strategies and processes. 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 institution is heavily dependent on the provision of high-quality education. Merely relying on classroom lectures delivered by professors is insufficient to promote the holistic growth of students. The acquisition of conceptual knowledge necessitates the articulation of ideas and the cultivation of effective communication abilities, encompassing both verbal and written forms. To accomplish this objective, the IQAC has established the practice of arranging Seminars as an institutional practice. During the period of the pandemic, individuals such as students, academicians, and research scholars engaged in the preparation of their presentations and actively participated in online presentations on the Google Meet platform. These presentations were conducted as part of several seminars organized by the institution. Several departments, such as Bangla and English, published Wall Magazines that provided students with a platform to showcase their creative abilities.

The IQAC diligently monitors the quality of the teaching and learning process. The IQAC has implemented the following crucial measures:

- The committee collaborates closely with the academic departments and cells/study centres of the college in order to establish and determine the most efficient methods for delivering the curriculum.
- A committee has been established to oversee and evaluate the teaching and learning process, infrastructure, and operational approaches, as well as the learning results, on a regular basis.
- Additionally, it serves a crucial function in gathering and evaluating feedback from stake holders. The feedback reports are subsequently examined in order to implement appropriate measures by individual teaching and non-teaching personnel. Additionally, the Action Taken Reports are closely monitored to identify any necessary modifications.
- The Committee also arranges seminars and webinars for students, as well as training programmes for both teaching and non-teaching personnel. It has successfully maintained the uninterrupted progression of the teaching and learning process, even within the challenges posed by the Covid-19 pandemic.
- The Committee has frequent meetings to assess the performance of academic departments and develop strategies to maintain uninterrupted teaching and learning processes, while also ensuring continuous development in their quality.
- The institution does an annual Internal Academic Audit to verify that every department has successfully executed all curricular, co-curricular, and extra-curricular activities, while also maintaining accurate documentation of those activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or more of the above

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

## 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:**

GGDC Mohanpur is committed to empowering women, particularly those from socially and economically disadvantaged backgrounds, by providing access to higher education. The college ensures a secure environment through on-campus closed-circuit television (CCTV) surveillance and security personnel stationed at the front gate. A robust redressal mechanism, including Internal Complaints, Grievance Redressal, and Anti-Ragging Committees, is in place to address any issues that may arise.

The college employs highly skilled guards who work 24/7, with security officers stationed at the gate in pairs to verify the identity cards of all students and visitors. The campus is well-protected by formidable barriers, deterring unauthorized access. Ensuring student safety is a top priority, both during regular academic days and events involving outsiders.

In accordance with the Sexual Harassment at Workplace (Prevention and Prohibition) Act of 2013 and UGC norms of 2015, GGDC Mohanpur has established an Internal Complaints Committee (ICC). The committee includes members from teaching and non-teaching staff, student representatives, and external members. Details of the ICC members are prominently displayed on campus and the college website. Additionally, the college has constituted an Anti-Ragging Committee and a Discipline Committee to safeguard students' interests.

An offline mode for complaint registration is available for female students experiencing violations of women's rights. To spread awareness, the college offers a special paper titled 'Some Perspectives on Women's Rights in India' (GE-3 in Honours and GE-2 in General) in the History syllabus.

#### **Organization of Events**

The institution prioritizes the safety and well-being of women. During the Covid-19 pandemic, GGDC Mohanpur highlighted women's contributions across various fields. On January 14, 2021, a virtual event discussed the challenges women face in the workplace. Students and lecturers from multiple departments participated, presenting lectures to help identify these issues. National Women's Day was marked on March 8, 2021, with a virtual event focusing on women's rights, domestic abuse, and their current status in India. The Sociology Department organized a classroom lecture and panel discussion.

On March 8, 2022, National Women's Day was observed again, addressing similar issues, including the government's 'Beti Bachao, Beti Padhao' mission. The Sociology Department organized another classroom lecture and panel discussion on April 23, 2022, focusing on 'Gender Equality and Women

Empowerment.' Students and teachers from all departments participated, highlighting women's strength.

Special lectures by invited speakers and alumni associations are occasionally organized to spread awareness of gender rights, domestic violence, and issues like acid attacks. The Bratachari team organizes cultural events to encourage girl students about social responsibility, citizenship duties, spiritual and idealistic life, and to showcase their talents, ensuring they do not feel marginalized.

Health awareness programs are also conducted for girl students to educate them about their health and well-being. Through these initiatives, GGDC Mohanpur strives to create a supportive and empowering environment for all students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** D.1 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

**3. Clean and green campus initiatives****4. Beyond the campus environmental promotion activities****Response:** A. All of the above

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

**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:**

GGDC Mohanpur adheres strictly to the reservation policies for admissions as directed by the Central and State Governments, as well as the affiliating university. The college's SC ST Cell actively works to create an inclusive environment by raising awareness among all members of the college community.

The Women's Cell at GGDC Mohanpur regularly organizes seminars and webinars to educate students on gender inclusivity, fostering a more equitable campus culture. The Electoral Literacy Cell conducts awareness programs on voting rights and ethics, ensuring that students understand the importance of participating in the democratic process.

The NSS units at GGDC Mohanpur are dedicated to assisting socially and economically underprivileged individuals. NSS volunteers frequently visit nearby slums with their teachers to engage in various sensitization programs, contributing to the welfare of the local community.

The college celebrates International Mother Language Day on February 21st every year, emphasizing cultural and linguistic diversity and promoting tolerance and respect for different cultures among students. Additionally, the institution regularly observes Independence Day and Republic Day, with lectures highlighting constitutional obligations and instilling a sense of national pride among students

and staff.

Through its curriculum, GGDC Mohanpur sensitizes students to the importance of diversity, particularly in subjects like Sociology, Education, English, and Bengali. The institution emphasizes the development of competent, disciplined, and innovative individuals while instilling the fundamental ethics and values necessary for good citizenship.

Value Added Courses offered by various departments not only provide academic knowledge but also focus on imparting humanitarian values. These courses aim to produce well-rounded individuals who are not only knowledgeable but also compassionate and ethical. GGDC Mohanpur is committed to fostering an environment that nurtures both academic excellence and the holistic development of its students.

## 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**

**Title of the Practice: Empowerment of Women**

**Objectives of the Practice:**

The “Empowerment of Women” initiative aims to create an environment that empowers women through education, health awareness, financial independence, and holistic well-being. It seeks to provide women with the necessary tools, knowledge, and opportunities to make informed decisions, contributing to a more equitable society.

**Context of the Practice:**

Women’s empowerment involves enabling women to control their lives and make decisions that benefit themselves and society. It is crucial for achieving gender equality, promoting financial independence, and building confidence among women. This practice focuses on key areas such as education, health, self-defense, and economic empowerment to ensure the overall well-being of women and girls.

**The Practice:**

Recognizing the ongoing challenges related to gender equity, the institution has implemented the “Empowerment of Women” as a best practice for five consecutive academic years since 2019. Each year, an awareness program was held, focusing on various aspects of women’s empowerment, aligning with the institution’s mission of promoting holistic development.

- **2019: "Beti Bachao, Beti Padhao: Empowerment of Girl Child"**  
This program highlighted the importance of educating and empowering girls, raising awareness about gender equality, and protecting their rights.
- **2020: "Empower Through Nutrition: A Guide to Women's Well-being"**  
This session emphasized the role of proper nutrition in women's health, offering insights into balanced diets and the impact of nutrition on overall well-being.
- **2021: "Yoga and Meditation Program for Improved Menstrual Health"**  
Focused on yoga and meditation's benefits in managing menstrual health, this program educated women on natural ways to alleviate discomfort and promote mental peace.
- **2022: "Women's Success: Entrepreneurship and Financial Independence"**  
This program encouraged women to explore entrepreneurship and financial literacy, empowering them to achieve financial independence.
- **2023: "Empowering Your Health: Managing Premenstrual Symptoms"**  
This session addressed strategies for managing premenstrual symptoms, offering tips for physical and emotional well-being.

#### **Evidence of Success:**

The practice's success is evident in the active participation of female students and the Collegiate Women Development Cell (CWDC). Over five years, increased student engagement in both curricular and co-curricular activities was observed, along with a significant rise in female students' pass percentages. The positive impact of these initiatives was further reflected in the students' appreciation for the CWDC's efforts.

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

Challenges included initial resistance to the concept of women's empowerment, balancing program timing with academic schedules, and difficulties in conducting field programs during the COVID-19 pandemic. However, these challenges were managed through careful planning, use of digital platforms, and support from the institution, including infrastructure, security, and expert speakers.

#### **Conclusion:**

The "Empowerment of Women" practice has significantly contributed to the holistic development of female students, fostering an environment of equality and justice. This initiative remains a cornerstone of the institution's efforts to promote gender equity.

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#### **Best Practice 2**

**Title of the Practice: Green Initiatives in and Around Campus**



### **Objectives of the Practice:**

To systematically execute green environment initiatives for maintaining biodiversity and creating a pollution-free environment within and beyond the campus, ultimately improving the quality of life for local community members.

### **Context of the Practice:**

Located in an rural and interior area, GGDC Mohanpur's campus has a lush green campus, hosting a variety of flora and fauna. The college community, including students and faculty, is committed to environmental sustainability, integrating it into learning and creating awareness of sustainable practices.

### **The Practice:**

- 1. Plantation Drives:** Students regularly participate in plantation drives initiated by the college NSS Unit.
- 2. Post-cyclone Restoration:** Efforts were made to restore the green cover after the damage caused by Cyclone Amphan.
- 3. Eco-Friendly Felicitations:** Guests and dignitaries are felicitated with saplings.
- 4. Campus Cleanliness Drive:** Organized by the NSS to maintain campus hygiene.
- 5. 'No Plastic Zone':** The campus is designated as a 'No Plastic Zone,' with strict adherence to this policy.
- 6. Digital Communication:** Utilizing the college website, & email for communication to reduce paper usage.
- 7. Waste Management:** Properly labeled dustbins for different types of waste and separate pits for biodegradable and non-biodegradable waste.
- 8. Sanitization and Sewage Measures:** Planned and implemented as part of the building plan by PWD, Government of West Bengal.
- 9. Environmental Projects:** Environmental issues are a key component of the AECC in the UG curriculum.
- 10. Promotion of Sustainable Practices:** Encouraging the use of recyclable materials and public transport among students and staff.

**11. Carbon Neutrality:** The greenery on campus helps neutralize harmful carbon dioxide emissions.

**12. Maintenance and Safety:** Regular maintenance of instruments to ensure proper energy utilization and minimize hazards.

**12. Rainwater Harvesting:** Provision for rainwater harvesting within the campus.

**Beyond Campus Initiatives:**

**a. Environmental Awareness Rallies:** Conducted in nearby communities to raise awareness about environmental pollution.

**b. Community Cleanliness Drives:** Organized in local areas and along roadsides.

**c. Environmental Education:** Screening movies on environmental issues for local community members.

**d. Tree Plantations:** Distribution of saplings and community tree-planting initiatives.

**Evidence of Success:**

A comprehensive Rain Water Harvesting System is operational on the college campus, aimed at recharging groundwater and reducing harmful contaminants. Collected rainwater is stored in a large tank and used for watering campus plants. At the community level, there has been an increase in green coverage due to plantation drives, and subsequent visits have shown a noticeable improvement in local cleanliness.

**Problems Encountered and Resources Required:**

Implementing green campus initiatives is challenging and requires a sustained long-term commitment from all stakeholders. A low level of environmental awareness among students and the local community poses additional challenges. The practice is resource-intensive, necessitating expert advice and the deployment of various resources, including manpower.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 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:**

Since its inception, GGDC Mohanpur has cultivated an inclusive culture that extends beyond academics, fostering a community of accountability and equity. Under the guidance of the Principal, the college has developed a three-tiered approach focusing on students, the environment, and the community. This holistic approach emphasizes student engagement, environmental sustainability, and community integration.

**Engagement with Students:**

GGDC Mohanpur prioritizes inclusive education, catering to students from diverse backgrounds, including economically weaker sections and first-generation learners. Being a government college, the college offers affordable tuition and admission fees, and provide a safe environment, particularly for female students. Security personnel and CCTV cameras ensure safety. The college also provides barrier-free access for differently-abled students, including, special washrooms, and ground-floor classes. Visually challenged students receive support through audio lectures and appointed writers during exams.

**Key highlights of student engagement include:**

- **Anti-Ragging Measures:** The anti-ragging cell maintains vigilant oversight of student activities on campus.
- **NSS Activities:** The NSS units organize year-round activities, promoting community service and student participation.
- **Cultural and Sports Events:** Various cultural activities and competitions, along with an annual sports event, engage students.
- **Information Dissemination:** Important information is shared instantly via the college website and social media, with video instructions and flow charts for clarity.
- **Gender Sensitization:** The Women's Cell conducts regular gender sensitization activities.
- **Digital Literacy Program:** This program helps students develop digital skills, while an English Literacy program addresses communication and language skill gaps.
- **Blended Learning:** The college facilitates learning through online and offline classes, with study

materials and audio notes available on the college website and social media.

**Engagement with Environment:**

Situated in a rural setting, GGDC Mohanpur embraces environmental sustainability. The college's Green Campus initiative includes mapping local flora and conducting a green audit to manage renewable energy resources. Efforts like rainwater harvesting raise awareness about the importance of conserving natural resources.

**Engagement with Community:**

GGDC Mohanpur is deeply connected to the local community, many of whom come from rural backgrounds. The college integrates community needs into its activities, both curricular and extracurricular. Initiatives include:

- **Dengue Awareness Camps:** These camps provide crucial health information to students and the wider community.
- **Blood Donation Camps:** Regularly organized to support community health needs.
- **Awareness Campaigns:** In collaboration with the local bodies, the college educates first-time voters about their constitutional rights and duties. The NSS units conduct awareness campaigns on various issues, including environmental degradation, menstrual and maternal health, in nearby communities.
- **Educational Resources:** The college's educational resources, including video lectures and digital library, are freely available on YouTube and college website, benefiting students beyond the campus.

GGDC Mohanpur's commitment to inclusivity, environmental stewardship, and community engagement underscores its distinctive character, fostering a supportive and enriched learning environment.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

- The college has taken initiatives to develop online courses.
- In addition to teaching, most of the faculty members are engaged in various study and research centers, promoting the ideas and contributions of notable personalities.
- The college has organized numerous national and international conferences, seminars, and workshops in collaboration with various government and non-governmental organizations.
- The college has its own publishing house, which regularly publishes books and edited volumes.

### **Concluding Remarks :**

Government General Degree College, Mohanpur, has made significant strides since its establishment in 2015, emerging as a beacon of higher education in a remote area. Despite its location and resource challenges, the college has successfully provided quality education to a predominantly rural and financially underprivileged student body, with a notable emphasis on female students who constitute 90% of the enrollment. This institution has maintained a strong commitment to inclusivity and equity, ensuring that all students, regardless of their background, have access to educational opportunities.

The college's diverse curriculum, spanning both arts and sciences, is complemented by a dedicated faculty, many of whom hold advanced degrees and engage actively in research. This academic rigor is supported by well-equipped laboratories, a rich library, and a comprehensive infrastructure that includes modern teaching tools and digital resources. The institution's alignment with the National Education Policy (NEP) 2020 reflects its forward-thinking approach, integrating modern pedagogical methods and a multidisciplinary curriculum to address contemporary issues such as gender equality, environmental sustainability, and professional ethics.

However, the college faces significant challenges, including a shortage of staff, financial constraints, and limited infrastructure. These hurdles impact its ability to expand its academic offerings, including vocational and skill-oriented courses, which are crucial for the holistic development of students in today's competitive world. The college's strategic location at the Bengal-Odisha border presents unique opportunities for cultural and historical research, further underscoring the potential for growth and academic exploration.

The institution's strong emphasis on governance, leadership, and management has fostered a transparent and supportive academic environment. The proactive involvement of various committees ensures continuous evaluation and improvement of academic and administrative processes. Moreover, the college's commitment to community engagement, through initiatives like the NSS and environmental audits, underscores its role in fostering social responsibility among students.

In conclusion, Government General Degree College, Mohanpur, stands as a model of resilience and commitment to education, striving to overcome its challenges while continuing to serve as a vital educational hub in the region.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification : 16 Answer After DVV Verification :15</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>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>602</td> <td>304</td> <td>95</td> <td>296</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>602</td> <td>304</td> <td>95</td> <td>196</td> <td>290</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	602	304	95	296	290	2022-23	2021-22	2020-21	2019-20	2018-19	602	304	95	196	290
2022-23	2021-22	2020-21	2019-20	2018-19																	
602	304	95	296	290																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
602	304	95	196	290																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 276 Answer after DVV Verification: 273</p>																				
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.2	<p><b><i>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</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
178	127	134	118	116

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
171	166	171	149	136

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
196	196	188	188	188

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
185	185	178	182	182

**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
24	1	14	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	0	8	2	0

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	24	3	2	0



Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	3	2	06	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	3	2	06	12

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

Answer before DVV Verification :

Answer After DVV Verification :11

Remark : Values have been updated as per the supporting documents excluding the MOUs signed for Awareness camp, Eye testing camp, Indian Heritage and culture, Environmental awareness, International seminar has not been considered Also excluding the collaboration signed without the MOU has not been considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.90809	2.367804	2.614547	2.170390	5.284878

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.81408	0.55	0.98825	14.72187	47.69997

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.45594	7.97967	11.26264	11.48859	7.50394

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.50152	2.48306	4.03734	1.063	1.39724

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
528	285	132	180	202

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
528	285	132	180	202

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	31	32	33	33

Answer After DVV Verification :

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

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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
0	0	0	0	0

Answer After DVV Verification :

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

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li><b>Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li><b>Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li><b>Collaborative quality initiatives with other institution(s)</b></li> <li><b>Participation in NIRF and other recognized rankings</b></li> <li><b>Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li><b>Alternate sources of energy and energy conservation measures</b></li> <li><b>Management of the various types of degradable and nondegradable waste</b></li> <li><b>Water conservation</b></li> <li><b>Green campus initiatives</b></li> <li><b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: D.1 of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li><b>Green audit / Environment audit</b></li> <li><b>Energy audit</b></li> <li><b>Clean and green campus initiatives</b></li> <li><b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 24 Answer after DVV Verification : 24</p>