



# **SELF STUDY REPORT**

**FOR**

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

## **KABI JAGADRAM ROY GOVERNMENT GENERAL DEGREE COLLEGE**

**P. O.- MEJIA, DIST.- BANKURA**

**722143**

**[www.kjrggdc.ac.in](http://www.kjrggdc.ac.in)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Kabi Jagadram Roy Government General Degree College (Lat: 23.57736°N; Long: 87.10085°E) is the successor to Government General Degree College at Mejia (Gopalpur), established in 2015. On May 25, 2017, with the approval of the Cabinet, Government of West Bengal, the college is renamed in the honor of Late Jagadram Roy, an eighteenth-century poet and writer of the *Advuta Ramayana* in Bengali, and a resident of a nearby village, Bhului (Lat: 23.5817°N; Long: 87.0655°E). It is a sole Public-funded co-education institution, set up by the Department of Higher Education, Government of West Bengal. The college campus spreads over 5.42 acres of land and is located beside the NH-60 in Mejia block of Bankura District, West Bengal. The college was a gift of enthusiasm and dedication of the local people who had truly understood the necessity of higher education in such rural area of Bengal.

Initially, the college was affiliated to the University of Burdwan to offer 3-year undergraduate (UG) B.A., B.Sc., and B.Com. (Honours and General) courses in (1+1+1) pattern. Since January 01, 2017, it is permanently affiliated to the Bankura University with the introduction of 3-year (06-semester) UG courses (Honours and Programme) under Choice Based Credit System (CBCS) in 09 disciplines, namely, Bengali, Commerce, Economics, English, Geology, History, Mathematics, Philosophy and Physics. The NEP 2020 based New 4-year UG Course Curricula (Honours and Honours with Research) have been introduced in the academic year 2023-2024.

Since its inception, the primary aim of the college has been to provide quality education to the needy and meritorious students of the neighbouring areas. In spite of several constraints, the institution constantly endeavours to carry forward the legacy of good and sincere education for its students. The college gives equal importance to every student irrespective of their sex, caste, merit and means. The college is recognized under section 2(f) of the University Grants Commission (UGC) Act, 1956. The Governing Body (GB) of the college is yet to be constituted.

### Vision

The visions of the college are:

- to transform the college into a Centre of Excellence in the arena of higher education and contribute to the inclusive development of the country by generating quality human resources,
- to ensure holistic development of the young learners by inspiring in them the ideals of honesty and integrity so that they grow up to be morally upright and spiritually enriched citizens along with being academically sound and professionally qualified,
- to encourage greater number of student enrolment from the weaker sections of the society,
- to establish strong partnership with other academic institutions and industries, and
- to explore the potential of resource persons for generating future resources.

### Mission

The thrust areas of the mission of the college are:

- to emphasise the holistic development of students' personality and character to make them responsible citizen of the nation,
- to provide advanced knowledge and skills to the students that will lead to empowerment and subsequently to the benefit of both the individual and the society,
- to sensitize the students towards human rights, gender, environmental and ecological issues through arrangement of seminar, plantation programme, medicinal garden, use of solar energy etc.,
- to enrich learning experience through introduction of ICT-enabled teaching,
- to motivate the students to achieve the highest level of excellence in their academic, professional and social life,
- to promote awareness of our heritage and culture and to assure their harmonious development,
- to encourage innovative approach both for teaching and learning,
- to ensure a safe and sustainable working environment for the well-being of all stakeholders, and
- to work hard for the successful implementation of the objectives of NEP 2020.

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

### Institutional Strength

- Luxuriant green college campus amidst the pollution-threat borne open cast coal mine belt of Raniganj Coalfield and Mejia Thermal Power Station of Damodar Valley Corporation.
- The college, a Public-funded institution, offers quality education at a low-fee structure compared to Government-aided and Private institutes.
- Twenty-three highly skilled and motivated young faculty members appointed by the Government of West Bengal under the recommendation of Public Service Commission ensuring best quality of teaching in the institution. More than half of the teachers hold doctoral degrees.
- A good teacher-student ratio provides more attention to students' individual learning needs. Faculty members are easily approachable by the students and take every initiative to provide necessary guidance to the students in all respect.
- The introduction of Undergraduate CBCS curricula from academic session 2017-18 has led to conduct courses with multidisciplinary/interdisciplinary approach, skill development and ability enhancement.
- High enrollment of girl students upholds equal opportunities in education.
- Satisfactory students' performance at University Examinations.
- It is the only college under Bankura University to run the undergraduate programme in Geology.
- The college has a Museum in the Department of Geology with collections of minerals, ores, rocks, fossils etc. The museum is a site of immense interest, enthusiasm and benefit to the UG as well as school-level students.
- Regularised scholarship system for the students through a separately functioning scholarship unit.
- The college regularly publish the wall magazine *Ekushe* with the involvement of students and faculty members.
- Installation of CCTV cameras at the key locations of the campus for thorough surveillance to ensure the safety of all stakeholders.
- The college being located besides the NH-60, is well-connected by bus services. Also, the Raniganj Railway Station (on the Eastern Railway) is within 03 km distance from the campus.
- The college provides separate common rooms for boys and girls. The girls' common room is also equipped with a napkin-vending machine for emergency usage.

- The academic-cum-administrative building of the college is accessible to differently-abled (Divyangjan) persons, having a well-lit and ramp-enabled entrance.
- The college has a Digital Pollution Parameter Display Unit, which is regularly monitored by the West Bengal Pollution Control Board.

### **Institutional Weakness**

- The institution lacks the requisite infrastructure as it is comparatively a newly set up Government College.
- Insufficient classrooms and laboratory space in the college building hinders the allotment of requisite number of classes in accordance with the CBCS curriculum.
- The library lacks adequate number of books. No library automation software is used for the maintenance of library. There is no librarian and library staff. The college library is maintained by the faculty members and office staff in all respect.
- Computer facilities are quite limited compared to the strength of students in different departments as well as for the office administration.
- Insufficient Government funds and their irregular disbursement system pose problems for the college to plan and execute projects for infrastructural development, purchase of equipment, providing AMC of instruments, hiring casual staff, etc.
- Shortage of administrative staff and faculty members, especially in the Department of English. Shortage of Group-D staff has deprived the science departments of their non-teaching laboratory assistants and adversely affected the office as well.
- Students are mostly first-generation college students from rural areas and thereby lack adequate social exposure and academic expertise.
- The college has been unable to conduct sufficient number of various capacity-building and skill enhancement classes like UGC career-oriented courses, seminars and workshops due to lack of infrastructure and fund.
- The College has no playground of its own.
- There is no NCC unit and NSS wing in the college.

### **Institutional Opportunity**

- A vast number of the students are from economically and educationally disadvantaged communities. Therefore, the college has the opportunity to enhance the accessibility of college education to these disadvantaged sections of the population and integrating them into the educational mainstream.
- Students get the opportunity of hands on training and experience during field work and educational tours with a view to skill and ability enhancement beyond the classroom teaching, necessary for building their bright future career.
- The college maintains and encourages communal harmony and national integrity as there are representations from different communities in the institute in terms of both the students and the staff.
- The college with its limited funds, encourages education beyond the curriculum by regularly organizing certificate courses, seminars and workshops on different topics of academic and social interest. Even during the pandemic, webinars were hosted online to keep up students' interest in various subjects.
- The institution organizes various socially relevant programmes related to vaccination, anti-tobacco counseling, gender sensitization, awareness on road safety etc. in collaboration with several Government and Non-Government organizations to promote the holistic development of the students.

- The college being located on the Gondwana rocks of the Raniganj Coalfield amidst Chottnagpur Granite Gneiss Complex, provides an ideal setting for teaching-learning of Geology.

### **Institutional Challenge**

- The college faces a great challenge to improve the condition of ongoing trend of poor attendance of the students. Due to several factors, most of the students nowadays do not turn up to the classes regularly. There is considerable number of dropouts among the students due to social factors related to marriage obligations in the rural areas and financial factors related to employment opportunities.
- To increase number of admitted students in certain programs and to augment students' enrolment in a few subjects.
- Since most of the students admitted to this institution hail from vernacular medium background, they happen to reflect rather poor communicative skills in English. Empowering them with adequate skills of communication in English, therefore, necessarily emerges as one of the major challenges, especially with only one faculty member in the Department of English and no scope for outsourcing the specialised trainers
- To implement the NEP 2020 in its proper spirit.
- Due to crisis of funds from the Government leading to a deficit of proper infrastructure, the college faces a challenge to utilize the knowledge and skills of so many learned faculty members to provide quality education to the students.
- There is a constant demand for paperless official and administrative work. However, it has become challenging to implement the online system due to the lack of proper infrastructure and regular training programs for non-teaching staff.
- The college faces a challenge to improve the library with recruitment of librarian and other staff, increase of number of books, and installation of library automation softwares.
- The college must have a playground of its own within its campus, the lack of which makes the conduct of the sports activities of the college, a challenging one.
- The college is in immediate need of the commencement of NSS and NCC units without which carrying out extension and outreach social programmes becomes an overwhelming challenge.
- To go for energy conservation in near future in a more desperate way.
- To upgrade the institution into a Centre of Excellence.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- Kabi Jagadram Roy Government General Degree College is a constituent college of the Bankura University and follows the CBCS curricula prescribed by the university.
- Some teachers of the college being members of the Undergraduate Board of Studies of the university provide valuable suggestions in curriculum planning, designing and development according to their areas of expertise.
- Curricular and extra-curricular activities of the college are executed by preparing an academic calendar at the beginning of each semester.
- The syllabus is distributed among the faculty members in departmental meetings and lesson plans are prepared accordingly. There are arrangements for central academic routine, departmental routines, tutorial classes, library classes etc.

- E-learning resources have been strengthened during the pandemic. The ICT-based classes are conducted in two audio-visual rooms.
- The teachers attend orientation programmes, refresher courses, seminars, webinars, and workshops for competent handling of the curriculum.
- For the fair assessment of the students, Internal Assessment is conducted continuously, methodically and transparently.
- The students have the opportunity of skill development through varied certificate courses, compulsory field works, excursions and project work.
- Regarding curriculum enrichment, the institute promotes to create awareness among students regarding different cross-cutting issues related to *Professional Ethics, Gender, Human Values, Environment* and *Sustainability* adhering to the prescribed curriculum and also beyond the curriculum.
- The college has developed a feedback system involving students, teachers and parents. After analysis of the feedback, a report is communicated to the affiliating university and action taken as and when required.

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

- The institution exhibits a strong commitment to improve the Teaching-Learning and Evaluation processes within its academic framework.
- The students get admitted through online mode on the basis of their merits, following the Government reservation policies and the rules and regulations of the affiliating university. The Admission Committee under the Teachers' Council monitors fair and transparent admission process.
- The college has an extremely decent students-teacher ratio ensuring a dedicated and devoted teaching-learning environment.
- All teachers meticulously and timely complete their assigned workload of the syllabus. The classes are conducted strictly following the timetable. Some departments take their students for outdoor studies, field works and excursions as part of experiential learning. The students are encouraged to participate in classroom events such as debate, quiz etc.
- Apart from conventional methods, different ICT tools and teaching aids are used to make teaching-learning attractive and interesting to the learners. During the COVID 19 pandemic, regular classes were held virtually.
- More than half of sanctioned teaching posts are filled. The teachers are recruited by the Government of West Bengal following the recommendation of Public Service Commission. All faculty members are qualified with NET/SET/Ph.D. degrees.
- The college conducts regular class tests, seminars, project work, field work and compulsory Internal Assessment as a measure of continuous evaluation. Grievances of the students related to the examinations are taken care off as the need arises. The overall success of the students in the university examinations is quite satisfactory. The average pass percentage for last five academic year is 74.58%.
- In compliance with the objectives of CBCS curricula, the respective Departments maintain the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs). The feedback on POs, and COs is analysed and communicated to the affiliating university for further necessary action.
- Students are satisfied with the completion of syllabus, learning quality and skills of teachers, study materials provided and opportunities offered by the college.

## **Research, Innovations and Extension**

- The College pursues continuous innovations and research work aiming quality education and knowledge transfer. Research activities of the institution are monitored by the IQAC, and Seminar and Research Sub-committee under the Teachers' Council. Necessary infrastructures are provided by the college to carry out research activities. Onduty-leave is also granted to the teachers to participate in seminar/workshop/conference.
- The research output of the institution is substantial. More than half of teachers hold doctorate degree. Other teachers are pursuing research work leading to Ph.D. degrees. Almost all the teachers have publications to their credit. During the assessment period, they have published a considerable number of research papers and book chapters in different national and international peer-reviewed journals and books respectively. They present their research works in various national and international seminars/conferences on regular basis. A few of the faculty members are presently involved in guiding research scholars.
- A total of 25 numbers of seminars/webinars/workshops has been organised during the last five academic years, to ensure research-oriented work culture. Special lectures by eminent academicians/researchers are conducted by different departments.
- Students are encouraged to participate in seminar/workshop/poster presentation to enhance their research aptitude. Field trips, educational excursions are conducted aiming initiation of their research propensity in future.
- College publishes the annual wall magazine to boost up the students for their independent innovative thinking. Department of Geology takes special care to develop research potentiality of their students.
- This college endorses the culture of Indian Knowledge System (IKS), appearing in the academic curricula of different humanity disciplines.
- In absence of the NSS/NCC units, the college pursues with active participation of students, an extension programme to meet the zeal for knowledge amongst the primary school students of nearby locality, and an outreach programme for raising awareness and aiding women of neighbouring tribal community in health and hygiene related issues. These two Extension and Outreach Programmes are later named as PRAYASH and SUCHETANA respectively.
- The college believes in sharing resources and knowledge exchange for academic and research excellence. In this regard, the college has agreement for 24 functional MoUs/Collaborations with reputed institutions.

## **Infrastructure and Learning Resources**

- The college is equipped to offer quality teaching and learning in the UG-level for 09 subjects. Infrastructure limitation constitutes one of the major hindrances in the smooth running of the institution. There is a genuine shortage of rooms and ICT-support.
- The institute has 02 (two) buildings, a three-storied Administrative cum Academic building, which hosts college Office, Principal's Room, Classrooms, Laboratories, Computer laboratory, Library, Faculty Room, Yoga Room etc.; and a one-storied Students' Activity Centre accommodating separate Common Rooms for boys and girls and Canteen. There is a cycle stand and a car shed at the basement of the Academic cum Administrative building.
- Basic amenities such as water filters, clean toilets, wash basins have been provided by the college. Also, the college has installed a sanitary-vending machine in the Girls' Common Room.

- The college has provided 02 (two) ICT-enabled classrooms. There are 30 (thirty) numbers of computers, out of which 22 (twenty-two) are used by the students. Most of the computers are connected with high-speed internet facilities through LAN. Students can avail Wi-Fi facility in and around the library.
- The library infrastructure in the college is insufficient. There is no librarian and also no library automation software as well. Teaching and Non-teaching staff of the college maintain the library in all respects. There is provision for a reading space inside the library and it also has two computers for browsing learning materials.
- The buildings are maintained by the Public Works Directorate (PWD), Government of West Bengal, and the furniture is purchased from and maintained by West Bengal Small Industries Development Corporation Ltd. Maintenance of LAN-connected internet, scientific instruments and computers are conducted by specialized chartered mechanics.
- An amount of Rs 73.95 lakhs has been expended during the last five years for infrastructural development/expansion while Rs. 26.02 lakhs were expended on maintenance of infrastructure.
- The abovementioned facilities are regularly supervised and maintained by the college. In spite of several infrastructural limitations, the college endeavors to constantly upgrade its existing ones with plans for betterment in future.

### **Student Support and Progression**

- The college upholds a student-centric environment endorsing an amiable teacher-student relationship. The website of the college is regularly updated for the sake of all of its stakeholders.
- Students avail different Government and Non-Government-funded scholarship schemes namely, National, Swami Vivekananda Merit-cum-Means, Kanyashree, Oasis, Aikyashree, Sitaram Jindal, JM Sethia Charitable Trust, Priyamvada Birla, etc.
- The students are guided through career counselling programs by distinguished academicians and industrial experts, as well as by the faculty members of the college. They also get support for their progression from different ICT-enabled curricula.
- Seminars and lectures on popular and specialised topics are organised for students on regular basis promoting special interest and better understanding.
- Students have qualified different national and state-level competitive examinations e.g., JAM, CUET, TET etc. The students also get the opportunities to carry out Summer Internship in various reputed central Organisations/Institutions.
- Several among the passed-out students pursue higher studies in different reputed Universities/Institutions. Many of them have been placed in Government/Private Sectors.
- Students are encouraged to participate in different intra- and intercollege activities, such as, seminar, conference, district youth convention, inter college state championship etc.
- Students actively participate in various cultural programs related to the celebration of the Independence Day, the Republic Day, Rabindra Jayanti, Saraswati Puja, Freshers' Welcome, Basanta Utsav, Cultural competitions etc.
- The college publishes the annual magazine *Ekushe* on 21st February every year to commemorate the International Mother Language Day.
- The college adopts a zero-tolerance policy towards issues related to sexual-harassment and ragging. Grievances from students are taken care of as and when required.
- So far, the college does not have any registered Alumni Association. However, considering its importance, the college as a whole and the departments always try to keep in touch with its alumni and maintain the alumni profile.



## **Governance, Leadership and Management**

- The college is dedicated to enlightening the local community through knowledge, with a mission to provide quality education, foster research and innovation, and instil values of integrity, inclusivity, and social responsibility. The college's governance, leadership, and management structures are closely aligned with this mission, ensuring sustained growth, decentralized management, and active stakeholders' participation.
- The college operates through a decentralized administrative system involving various statutory and non-statutory committees, including approximately 22 sub-committees responsible for academic and administrative functions. The governance model is participatory, with the Principal/Officer-in-Charge consulting with all stakeholders, including the Internal Quality Assurance Cell (IQAC), Teachers' Council, and non-teaching staff. The IQAC plays a crucial role in driving academic and administrative improvements, ensuring regular meetings and consultative decision-making processes.
- The institution has implemented the NEP 2020, integrating its objectives into academic programs, curriculum design, assessment methods, and faculty development. This has led to significant growth in academic programs, infrastructure, research output, and student enrolment. Decentralization fosters efficiency, accountability, and innovation, with departments and administrative bodies empowered to make decisions aligned with institutional goals.
- Shared governance is characterized by the active participation of faculty, staff and students in decision-making processes. Inclusive dialogue and collaborative decision-making ensure that diverse perspectives shape institutional policies and programs. The college's institutional perspective plan is effectively deployed, adhering to guidelines set by the Department of Higher Education, University Grants Commission (UGC), and the affiliating university. Regular meetings of key bodies ensure the smooth execution of plans, utilizing stakeholders' feedback for continuous improvement. Governance structures and strategic infrastructure development initiatives are aligned with regulatory frameworks, ensuring compliance and operational excellence.
- The college prioritizes staff welfare and professional growth, offering comprehensive welfare measures, an effective performance appraisal system, and career development opportunities. This commitment is evident in the participation of the staff in development programs and efficient resource utilization.
- The college demonstrates operational excellence through effective governance, strategic management, and continuous quality improvement, ensuring it remains a dynamic and evolving institution.

## **Institutional Values and Best Practices**

- The college preaches for gender equity, inclusiveness and social awareness with the development of basic human values. The college ensures the safety and security of students with security personnel and CCTV cameras at key locations of the campus. The college has active grievance redressal system. Gender Audit has been done by external experts.
- The college maintains a lush green campus with more than two thousand trees, medicinal plant garden, butterfly garden, kitchen garden and variety of rare indigenous plants. Van Mahotsav (Tree Plantation) is organized every year. The college has support systems for the divyangjan such as, ramp with railing at the entrance, wheel-chair and books in Braille.
- The college has an Environmental Committee. The Green Audit has been carried out for the last two academic sessions. Colour coded dustbins are used for different types of solid waste. A tiny vermicompost plant unit has been set up.
- The college organises Fresher's Welcome, Annual Sports, Saraswati Puja, Basanta Utsav etc. in which students actively participate irrespective of caste and creed. Special Electoral camps are organized in

collaboration with the Mejia Block Development office to enlighten the students about their rights and duties as responsible citizens.

- The college takes pride in championing green practice as one of best practices entitled *Aranyak: a practice of protecting greenaries and biodiversity*. It has been achieved through plantation, and their maintenance and protection since the establishment of the college. With the continuous efforts of students and staff for nearly a decade, the college campus has turned from grey to green amid a heavily polluted area.
- *Vasundhara: knowledge dissemination through geology museum* is another best practice which serves as an important platform for sharing knowledge about Earth's history, processes, and resources. The activities of setting up of the museum started since the establishment of the college and now it has become a site of immense interest for students and others.
- The institution gets its distinctive character by empowering first-generation college students and excels in the promotion of multiculturalism as well as intercultural understanding in such a rural area of Bengal.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KABI JAGADRAM ROY GOVERNMENT GENERAL DEGREE COLLEGE
Address	P. O.- Mejia, Dist.- Bankura
City	Mejia
State	West Bengal
Pin	722143
Website	<a href="http://www.kjrggdc.ac.in">www.kjrggdc.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Aloke Kumar Das	03241-250250	9476313551	-	naackjrggdc@gmail.com
IQAC / CIQA coordinator	Asesh Kumar Maji	03241-	9434646687	-	askmaji@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	11-11-2019	<a href="#">View Document</a>
12B of UGC		

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

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	P. O.- Mejia, Dist.- Bankura	Rural	5.42	3087

## 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/Co 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,Bengali,	48	Higher Secondary	Bengali	55	33
UG	BA,English,	48	Higher Secondary	English	55	15
UG	BA,Philosophy,	48	Higher Secondary	English,Bengali	50	21
UG	BA,History,	48	Higher Secondary	English,Bengali	55	26
UG	BSc,Economics,	48	Higher Secondary	English,Bengali	30	0
UG	BSc,Geology,	48	Higher Secondary	English,Bengali	35	3
UG	BCom,Commerce,	48	Higher Secondary	English,Bengali	30	1
UG	BA,Ba Programme,	36	Higher Secondary	English,Bengali	85	0
UG	BCom,Bcom Programme,	36	Higher Secondary	English,Bengali	20	0
UG	BSc,Physics,	48	Higher Secondary	English,Bengali	15	1
UG	BSc,Mathematics,	48	Higher Secondary	English,Bengali	20	4

### **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				1				40			
Recruited	0	0	0	0	1	0	0	1	17	5	0	22
Yet to Recruit	0				0				18			
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						9
Recruited	3		0		0	3
Yet to Recruit						6
Sanctioned by the Management/Society or Other Authorized Bodies						10
Recruited	7		0		0	7
Yet to Recruit						3

<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				0
Recruited	0	0	0	0
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>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	8	4	0	13
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	8	1	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>Others</b>	<b>Total</b>
		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	28	0	0	0	28
	Female	76	0	0	0	76
	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	10	15	14	13
	Female	16	13	18	11
	Others	0	0	0	0
ST	Male	1	1	1	1
	Female	3	3	3	0
	Others	0	0	0	0
OBC	Male	3	11	12	11
	Female	14	11	9	14
	Others	0	0	0	0
General	Male	30	42	39	20
	Female	53	61	45	36
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		130	157	141	106

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The college has already begun to develop ways to incorporate the values of multidisciplinary/interdisciplinary approach in its regular teaching-learning system by introducing NEP 2020-based New
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	<p>Curriculum of the affiliating University from A. Y 2023-2024. It attempts to do so by making the students choose courses from varied disciplines. But considering the limited infrastructure, the college faces a challenge to provide maximum flexibility to the students. To educate the students and staff on importance of multidisciplinary/interdisciplinary approach of the NEP 2020, the institution has organized several lectures.</p>
2. Academic bank of credits (ABC):	<p>The ABC ensures a systemic and digital record of students' progression with 'credit transfer' mechanism from one programme to another and the freedom to study across the Higher Education Institutions. The institution follows the guidelines of the affiliating university and the Higher Education Department, Govt. of West Bengal for implementation of ABC. At present, the ABC Ids of all enrolled students have been generated and they are using their Ids for different academic purposes.</p>
3. Skill development:	<p>The college has already been conducting several Skill Enhancement Courses as a part of the CBCS curriculum. Seminars, workshops, field trips etc. are regularly organized in order to assist the students in shaping their future career. The courses place great emphasis on teamwork and collaboration. Therefore, the students learn how to effectively work with diverse individuals, and manage conflicts for achieving common goals. These experiences develop strong interpersonal skills which are essential for success in the professional world. In the NEP-based curriculum, the students get opportunity to undergo internship and the affiliating university has created a university-institute linkage to give special emphasis on skill development through internship.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college promotes the local/regional language, art and culture, yoga through various activities integral to the curriculum. Presently, UG programmes in Bengali, Philosophy and Value Aided Courses (VAC) like understanding India, Basics of Indian Constitution, Historical Tourism in West Bengal and Arts and Crafts of Bengal integrate Indian Knowledge System. Classes are conducted in local language along with English. In order to encourage the students to participate in academic exchange, seminar, workshop and conferences are conducted in bilingual and trilingual modes. Excursion and field</p>

	trips are conducted to historical places to inculcate among the students a sense of historical and cultural awareness with regard to the Indian tradition and culture.
5. Focus on Outcome based education (OBE):	The outcomes of programme and courses (PO, PSO and CO) have been mentioned in the CBCS curricula of the affiliating university in order to improve the chances of employability. Different approaches in the process of teaching-learning like field trips, seminars, workshops, practical and project-based learning have been undertaken to achieve the outcomes.
6. Distance education/online education:	During COVID-19 pandemic, the college conducted teaching-learning and evaluation processes in online mode through various platforms and the college website. Teachers provided e-contents to the students. Seminars, workshop and cultural programmes were conducted online. Due to paucity of infrastructure and scarcity of adequate bandwidth, the college could not provide enough networking facility to the students. Almost all students and teachers are now trained in online modes of teaching-learning and evaluation processes.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Kabi Jagadram Roy Government General Degree College does not have any Electoral Literacy Club (ELC) but there are plans to form one in near future.
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?	No
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.	Kabi Jagadram Roy Government General Degree College does not have any ELC. However, the faculty members of Students' Welfare Committee under the Teachers' Council of the institution conduct special electoral camps in order to educate the students regarding their democratic rights, voting privileges, ethical voting, and the importance of casting vote.

<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 college conducts special electoral campaigns from time to time to promote voting among the students and to urge them to exercise their right as voters. The awareness programmes are generally organized in collaboration with the local Block Development Office in which an Election Officer demonstrates the process of casting vote to the first-time voters through an Electronic Voting Machine (EVM).</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>The college and the local Block Development Office jointly organize special Electoral camps in the college to educate and motivate the students regarding the voting processes. During these programmes, the Election official usually brings an Electronic Voting Machine to give the students first-hand experience of casting vote through the machine. During these camps, the institution tries to identify students who are above 18 years but yet to be enrolled as voters and actively encourage them to register themselves as voters.</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
363	359	282	243	237

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: 28

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
23	22	21	18	17

### 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
17.17745	16.70466	12.5248	29.40719	68.53807

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:**

As a constituent college affiliated to the Bankura University, the institution since 2017-2018 follows the university prescribed undergraduate CBCS curriculum which has been revised in 2022-2023. Since 2023-2024, the college has introduced NEP 2020 based new undergraduate curriculum. Some of the faculty members participate in the University Board of Studies and Core Committee of curriculum revision, and thus, play an important role in the development and implementation of the undergraduate curriculum of the university. Teachers also regularly set question papers and actively participate in the university evaluation process.

Academic Calendar is prepared at the beginning of each semester following the academic schedule of the university and the annual holiday list after consulting the Heads of each Department. It includes tentative schedules of the Internal Assessment and the External Examination of the Bankura University, along with a probable list of the institutional programs and activities to be conducted during the semester.

All classes are conducted as per the schedule of the master routine prepared for each semester by the Routine Sub-Committee constituted under the Teachers' Council. The duration of every class is as per the UGC stipulations. Departmental faculty members conduct meetings to devise departmental routines and distribute syllabi among the faculty members. Accordingly, the curriculum plans are prepared by the faculty members to complete the course curriculum well within the time frame. Attendance registers are maintained by all departments. Apart from regular classes, the routine also includes tutorial classes. Diverse teaching techniques ranging from chalk-and-talk method to an ICT-enabled lecture delivery system are used. In keeping with a learner-friendly module of teaching-learning, most departments conduct extra classes for slow learners. Beyond classroom learnings, students undergo compulsory project work/field work in Environmental Studies and Geology following the curriculum and submit reports.

Evaluation is a continuous process through class tests, home assignments, class presentations along with compulsory Internal Assessment and external End Semester Examinations, constituting an integral part of the CBCS curriculum. This helps to ascertain the academic progression of students throughout the year. The College Examination Sub-Committee, constituted under the Teachers' Council, makes necessary arrangements to conduct the compulsory Internal Assessment centrally and the marks are uploaded in university portal within stipulated time. The evaluated scripts are shared with the students to point out their weaknesses and strengths..

During the pandemic, each department conducted classes through the online modes. Subject-wise WhatsApp groups were opened for students to keep them informed of all activities. Digital study

materials were regularly shared to ease them into the new method of learning. Webinars, counselling programs, awareness activities and even cultural events were conducted online to ensure the well-being of the students and staff.

Students are encouraged to use the library which is equipped with internet connectivity and boasts of a significant number of books. The institution also conducts several co-curricular activities, such as, cultural events, and sports and games etc. The IQAC regularly invites feedback from stakeholders regarding academic performance and ambience of the institution and effective implementation of the curriculum.

<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:** 17

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
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### 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:** 18.6

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
107	92	0	77	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
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 college has institutionalized mechanisms to create awareness regarding various social and environmental issues among the students and other stakeholders through its interdisciplinary approach and various curricular and extracurricular endeavours. The college has its Internal Complaints Committee (ICC) that regularly organizes programmes to sensitize students on issues like gender equality, women's rights, etc. The institution promotes environmental protection through tree plantation and maintenance of the lush green campus amid the polluted zone of open cast coal mine belt and thermal power station. Awareness camps are also organized in the college to make the campus plastic and tobacco-free. Different workshops, seminars, webinars, awareness programmes, plantation programmes are held regularly to integrate the aforesaid cross-cutting issues beyond the curriculum.

In CBCS curricula of the affiliating university, the following courses deal partly with various cross-cutting issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability:

- Environmental Studies (AECC-1) in the First Semester for both Honours and Programme students raises awareness among students regarding environmental issues. Students submit project work on topics like the study of common plants, insects, birds, local polluted sites etc. The curriculum of Geology contains courses like Earth and Climate, Oceanography and Marine Science, Medical Geology, Natural Hazard and Disaster Management, and Urban Geology, which

address the aspects of environmental concern in various forms. The syllabus of Philosophy includes issues like environmental ethics. Topics like Environmental Economics are dealt within the curriculum of Economics. Courses in Bengali provide a scope for the students to acquire knowledge on the relationship between environment and literature in the 20th and 21st centuries.

- Courses in English, Philosophy, and History offer studies on Feminism, Women Empowerment, Women's Writing, Human Rights, Women's Studies, Gender, and Education in India etc. The courses in Bengali explore the condition of women in society through literary works like 'Stri Jatir Abanati'. Topics like gender issues and development are part of the curriculum of Economics.
- Literatures like Bengali and English essentially deal human values extensively throughout the curriculum. The Curriculum of Philosophy covers topics like ethics and morality.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 29.75

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

Response: 108

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:** 43.3

##### 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
130	157	141	106	90

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

2022-23	2021-22	2020-21	2019-20	2018-19
283	283	295	290	290

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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:** 37.75

##### 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
47	54	56	50	38

**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
127	127	133	131	131

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 15.78

## 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 college has made significant efforts to actively and comprehensively promote experiential learning, participative learning, and problem-solving methodologies among students in the following ways:

In the realm of experiential learning, the institution involves the students directly in all academic activities to make learning student-centric and for their holistic development. They are always encouraged and urged to interact with their respective teachers to beget a fruitful and interesting learning atmosphere. The college has well-equipped laboratories for the students of Physics and Geology Departments. The science students perform laboratory experiments as a part of their curricula and thereby contribute to learning. Beyond classroom teaching, the students of Geology Department often visit opencast and underground coal mines along with their compulsory field works. Students of History Department regularly visit historical places and perform ethnic surveys, cross-cultural and multicultural studies.

Participative learning is promoted through many extracurricular events such as, wall magazine, debate, extempore speech, essay writing, ICT presentation, group discussion, assignment, departmental students' seminar, quiz contest, project/class assignment writing, recitation, singing, dancing, drama etc. The students regularly participate in different intra and inter-college sports competitions/state championship. The students have participated in the Mock Youth Parliament conducted by the District Collector's office and sponsored by the Government of West Bengal.

The college has a high-speed internet connection. The college faculty members use the latest ICT tools to enable better and swifter communication, presentation of ideas in an effective and relevant way to enrich the conventional teaching-learning processes and to make learning more interesting and student friendly. The college has a Computer Laboratory which provide access to different softwares like Origin, Python, GNU Plot, Corel, Photoshop, C and C++. The students get opportunity to learn MS Word, MS Power point, MS Excel, and other ICT tools for preparation of presentations, assignments, project and field reports. The college has 02 (two) ICT-enabled virtual classrooms having computers and projectors which help in the e-learning process. Teachers also use ICT in their routine teaching-learning work like class tests, internal assessment, record keeping of academic and administrative work. Since COVID-19 pandemic period, uses of ICT tools have increased significantly. During the pandemic, the college had organized webinars using the virtual platforms. During pandemic, the students appeared the university examinations and submitted their answer scripts using ICT tools. The use of geo-tagging for photography, as well as the preparation and uploading of reports on the college website marks the profuse use of ICT tools.

As problem-solving methodologies, the students use the Wi-Fi facilities in and around the library to get the updated information. The teachers regularly share class notes, e-books and other study materials through web platforms (e.g. e-mail, WhatsApp group etc.).

<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>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 52.33

#### 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
41	41	41	35	35

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

### 2.4.2

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

**Response:** 99.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	22	21	18	16

<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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The college has developed a robust mechanism to ensure the transparency of internal/external assessment; and efficient redressal of the grievances by strictly adhering to the college and university guidelines.

**Internal Assessment**

Regular class tests, seminars, project work and fieldwork are conducted for students as a measure of continuous evaluation. In the CBCS framework of the affiliating university, the examination system has two key components, namely, compulsory Internal Assessment (10 marks) and External End Semester Examination (40 marks) in each course. The College Examination Sub-committee conduct the compulsory Internal Assessments with utmost care and precision. The schedule of the assessment is decided in the Teachers' Council meeting. The newly admitted students, are properly oriented with the whole process before appearing for the Internal Assessment.

The questions are set following the question pattern of the affiliating university. During COVID pandemic, the assessments were conducted online. The examiners evaluate the answer scripts and submit the marks to the Examination Sub-committee. Each department displays marks statement on the departmental notice boards for internal transparency and finally upload the marks in the university portal.

The college takes the internal examination very seriously and therefore, after the evaluation, the students are allowed to discuss with the concerned teachers for a thorough understanding of the academic performance of the students. Students whose performance are not satisfactory in the Internal Assessment, are counselled in the presence of their guardians by the Head of the Institution and the concerned teachers in the Parents Teachers' Meeting.



## External Assessment

The External End Semester Examinations are controlled by the Controller of Examination's office of the affiliating university. However, some of the teachers being the members of the University Board of Studies contribute significantly to set and moderate the question papers. Most of teachers act as examiners and reviewers in external examinations. The college also acts as a venue of the external examination. The college ensures timely enrolment, issuance of admit cards, intimation of examination schedule, issuance of mark sheet etc. for its own students.

The college plays an intermediary role between the university and students for post-publication review and scrutiny of the result of the University Examination. The college authority makes considerable efforts to redress the complaints related to external examinations expeditiously.

## Grievance Redressal System

In case any student raises any grievance, the matter is taken into consideration of College Student Grievance Redressal Committee (CSGRC). Two Complaint and Suggestion boxes have been kept at key locations in the academic and administrative block of the college for submission of complaints by the students. The grievances are finally resolved at the presence of all the concerned students, faculty members and the Head of the Institution. The Complaint and Suggestion boxes are regularly checked and it is under CCTV surveillance. All staff cooperate the CSGRC in making the environment of the college free from any kind of threat or hindrance.

The Code of Conduct for all stakeholders is displayed on the college website and the common notice boards. All are encouraged to follow the same.

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

The Programme Outcomes (POs) and Course Outcomes (COs) are stated and displayed on the college website for the benefit of both students and faculty members, so that the curriculum delivery becomes easier and the students get a prior information about their expectation in a particular programme and course. This also helps students to select their optional/generic courses. The faculty members of the college are well aware of the curricula and POs and COs. The newly admitted students are centrally

oriented with the syllabus and the outcomes of their chosen programme (POs).

At the institution level, the respective Departments maintain the POs, and COs for all semesters. At the beginning of academic session, the departmental faculty members in an induction programme give a clear idea about the Program Specific Outcomes (PSOs). The details of the outcomes that are expected from each course are explained by teacher(s) assigned for different courses. During the classroom interactions teachers always attempt to orient students effectively towards POs and COs. The soft copies of POs, PSOs and COs are also sent to the students through e-mail/WhatsApp group for their information.

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:**

The attainment of Programme Outcomes (POs) and Course Outcomes (COs) is evaluated by the institute through several direct and indirect assessment criteria. In every curriculum, the courses are the fundamental units of a programme. Hence, the result of attainment of COs is used to evaluate the attainment of Programme Specific Outcomes (PSOs) and Programme Outcomes (POs). The attainment of Course Outcomes (COs) is obtained by the following Direct Method to a greater extent and Indirect Methods to a certain percent.

**1. Direct Methods:** Involves the performance of students in two key components, namely, continuous Internal Assessment and external End Semester Examination.

- Continuous Internal Assessment: Understanding of a subject and related skill and ability development is ensured and evaluated through class test, student assignments, projects, laboratory performance, seminars etc.
- End Semester Examination Performance Analysis: The Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) obtained in the End Semester Examination are the direct measures of attainment of specific Course Outcomes (COs).

**B. Indirect Methods:**

- **Feedback mechanism:** The college practices a robust feedback mechanism for the evaluation of attainment of POs and COs. The feedback from students is taken in every academic year for this purpose in compliance with the IQAC. The students feedback on teachers performances regarding

concept, delivery, timely completion of curriculum assigned, evaluation etc. is analysed. Finally, result of the feedback analysis is discussed with the college authority and action taken accordingly. It is also communicated to the affiliating university for their action.

- **Student's progression:** The most important and ultimate parameter to judge the attainment of POs is the progression of the students to higher levels of education in various institutions and employment in different organisations. After completion of the UG programmes, many of the students have pursued their PG studies in various institutes within and outside the state. Many students have qualified different national and state-level competitive examinations e.g., JAM, CUET, TET etc. The students also get the opportunities to carry out Summer Internship in various reputed central organisations/institutions. Several among the passed-out students have been placed in Government/Private Sectors.

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

### 2.6.3

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

**Response:** 74.86

##### 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
60	84	47	57	20

##### 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
100	85	50	73	50

<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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.14</b></p>	
<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

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:**

Kabi Jagadram Roy Government General Degree College, in spite of being a small newly established rural college, appreciates research and understands its true value. It encourages students and teachers for research and innovation with a view to promote research-oriented learning and to enhance the academic quality of the institution. Research activities of the college are monitored by the IQAC, and a 'Seminar and Research Sub-committee' under the Teachers' Council. The college provides available infrastructure and facilitates for research activities. Faculty members of Geology and Mathematics are engaged in collaborative research work with renowned international and national institutions. The research output of the institution is substantial. Many of the teachers hold doctorate degree. Other are continuing research work leading to doctoral degrees. The teachers have publications in national and international journals. A few of the faculty members act as Research Supervisors as well.

The college promotes the local/regional language, art and culture, yoga through various activities integral to the curriculum. Classes are conducted in local language along with English. In order to encourage the students to participate in academic exchange, seminar, workshop and conferences are conducted in

bilingual and trilingual modes. Excursion and field trips are conducted to historical places to inculcate among the students a sense of historical and cultural awareness with regard to the Indian tradition and culture. The students are introduced to the writings of Rabindranath Tagore, Swami Vivekananda, Rishi Aurobindo, Mahatma Gandhi and others. The students actively participate in the Independence Day and the Republic Day celebrations, Annual Sports, Annual Intra-College Competitions, Freshers' Welcome, Teachers' Day Celebration etc.

As per the recommendation of NEP 2020, Indian Knowledge System (IKS) have been incorporated in Common Curriculum Framework introduced by the affiliating University from academic session 2023-2024. But even before the introduction of NEP 2020, the students of the college were introduced to rich heritage of Indian thought, philosophy, arts, and culture through the CBCS curricula and extra-curricular activities. A large portion of the students of the college belong to Arts discipline. The subjects like Bengali, History and Philosophy focus on integrating Indian values with global perspectives and thereby promotes Indian Knowledge System and the Indian Philosophy as a whole. The curriculum of Bengali is designed in such a way that the students can understand traditional Indian life and philosophy through *Charyapad*. The Folk life of a particular area and its daily culture usually emerges in folklore. *Vadugan, Tusugan and Bhatiali* songs are the hallmarks of the culture of West Bengal in general and Bankura District in particular. The postcolonial history of India focusses the partition literature and the reservation of backward community. The curriculum of Philosophy covers Indian philosophy and India's rich intellectual heritage integral to Indian Knowledge System.

The college has a Museum in the Department of Geology with collections of minerals, ores, rocks, fossils etc. The knowledge dissemination on the mother Earth to students and others through the museum has become one of the best practices of the college.

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: 25**

**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
15	6	1	2	1

<b>File Description</b>	<b>Document</b>
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:** 0.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	4	6	4

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<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>

#### 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:** 0.32

**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
2	2	3	2	0

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<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:**

Kabi Jagadram Roy Government General Degree College is located in rural area of Bankura District, West Bengal. Majority of its students belong to economically unprivileged section of the society. The college recognizes their struggles for life and values their individual social background. Since the inception, in spite of several limitations, the institution made an effort to set off the practice of sensitizing the students to social issues for their holistic development and also motivated them in extension and outreach activities.

In the absence of NSS and NCC units in the college, the faculty members with active participation of enthusiastic students took initiative for social extension and outreach activities under the guidance of IQAC. The Extension Social Programme involves interactive exposure through visit of students from two nearby Primary Schools to the college. The students are imparted lessons and hands-on training on storytelling, essay-writing, drawing, recitation, music, pronunciation, simple mathematical games; and visit to garden, science laboratories and geology museums etc. in a joyful learning ambience beyond their routined class work at the school. An Outreach Social Programme has been adopted on Women's health and hygiene related issues of tribal community in a nearby village. Both the programmes are funded by the faculty members of this college voluntarily. These two noble endeavours endorse the culture of well-being in the adjacent society and aim to place an impact in the locality.



Student Welfare Committee (Cultural and Sports), Green and Campus Beautification Committee, ICC and the individual departments take special interest in making the students aware of their socio-cultural values. As part of their personality development, the students are involved in campus-cleaning drives and tree plantation programmes. An herbal garden is carefully maintained with the help of the students. The college organizes programmes on several significant issues including Dengue awareness, World No-Tobacco Day, Yoga Day, Menstrual Hygiene Day, Value Education, Voter awareness, Safe Drive-Save Life, etc. to promote healthy and sensible living among the youngsters of present day. During COVID-19 Pandemic the college took initiative of a vaccination camp. The institution pays special attention for sensitizing the young learners towards gender issues. In this regard, ICC and Gender Sensitization Committee regularly organize sensitization and awareness campaign, seminar, workshop, drawing-extempore-poster presentation competition for students on various aspects of gender related issues. The institution celebrates International Women's Day with healthy participation from staff and student, both male and female. In all these initiatives, the College works in association with different Government Organisations such as, Block Development Office, Mejia; District Police, Bankura; Office of the Chief Medical Officer of Health, Bankura; Block Primary Health Centre, Mejia etc.

Integrating all these extension and outreach activities in neighbourhood communities in conjunction with awareness programmes, sensitization campaigns, sports and cultural events meant for the students, the institution ensures imparting a comprehensive education to its young learners with the aim of building sensible and responsible citizens dedicated towards their neighbourhood community.

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:**

In the absence of NSS and NCC units in the college, the Student Welfare Committee and the Scholarship Committee, under the supervision of IQAC, take special initiatives arousing general awareness on some vital health related issues (i.e., *ill-effects of tobacco*), and scholarship scheme meant for women empowerment in the educational field (*Kanyashree Prakalpo*).

Tobacco consumption is injurious to health, economy and social life. The anti-tobacco battle needs a collective effort to succeed. Aiming to build up anti-tobacco alertness, cultivate the deadly consequences of tobacco use and to promote a tobacco-free campus in our institution a number of awareness programmes were conducted in collaboration with the Chief Medical Office of Health, Bankura. The recognition received from them for this crucial move motivates us to carry forward our effort. Their appreciation always encourages us to put up hard-headed attitude towards tobacco use to protect our young apprentices from the adverse effect of this toxic habit.

The institution moves forward to ensure women's participation in higher education through implementation of 'Kanyashree' scholarship scheme of Government of West Bengal. Women empowerment is not a fringe issue; it's the cornerstone of a just, equitable, and prosperous society. Despite significant progress, the path towards the empowerment remains riddled with obstacles, specifically in the rural area like Mejia. Even in twenty first century many of our female students are forced to discontinue their ongoing studies due to financial crisis/fund compromisation for male siblings. Providing a reasonable amount of stipend (directly in the bank account of the candidate) is leading to amplify the tendency of continuing higher education for the girl students. It is our pleasure that Kabi Jagadram Roy Government General Degree College secured the second prize in facilitating the fund to girl student's i.e the 'Kanyashree Award' from the Department of Women Development and Social Welfare, Government of West Bengal (DWD&SW) in 2021. This award gives us confidence to encourage more and more female students in higher education through our institution wishing them a better and independent future.

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:** 0

**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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<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:** 18

<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 of year wise activities and exchange should be provided	<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:**

The college has infrastructure limitation as it is comparatively newly set up Government college. In spite of several constraints on infrastructure, the college is equipped to offer quality teaching and learning at the UG-level by using some of the rooms in dual/multipurpose ways. Thus, some classrooms are converted to classroom-cum-laboratory with/without ICT-enabled facilities.

#### **Infrastructure for teaching-learning and ICT-enabled facilities**

The institute has 02 (two) buildings, (i) a three-storied Administrative cum Academic Building, which hosts college Office (01), Principal's Room (01), Medical Unit (01), Classrooms (16), Laboratories (02) Classroom cum Laboratories (07), Galleries (02), Library (01), Geology Museum (01), Faculty Rooms (03), Yoga Room (01), Toilets (6 for male and 5 for female); and (ii) a one-storied Students' Activity Centre accommodating 02 separate Common Rooms for boys and girls with toilets for each; and a Canteen. There is a Cycle Stand and a Car Shed at the basement of the Academic cum Administrative building.

The college has no dedicated conference hall. However, 02 Galleries are used for organising seminars and various social and cultural programmes. The galleries are also used for regular conduct of common classes and for conducting examination.

The Department of Physics has one General laboratory and one Dark room with the modern equipment for performing various studies. The Department of Geology conducts all studies in classroom cum laboratories. The Geology Museum showcases spectacular geological specimens. One classroom cum laboratory in the Department of Mathematics is equipped with ICT-enabled facilities, one computer and high-speed internet facility.

There are 07 water purifiers, out of which 05 have cooling facilities. In the girls' common room there is one sanitary napkin vending machine. The college has two generators and 52 fire extinguishers. There are 6 air conditioners in the college.

The college has 02 ICT-enabled smart classrooms for conducting classes as well as seminars. Out of a total of 30 computers in college, 22 are dedicated for the students. The computers for students' use are kept in computer laboratories, various departments and office.

### **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor) etc**

The Institution doesn't have any playground. However, there is a public playground adjacent to the college. The college, with an understanding with the local people, uses this playground for regular practice of games and sports, and organisation of annual sports. In the Common rooms, there are facilities for indoor games like Carrom and Table Tennis.

There is a dedicated Yoga room for students and faculties. The college celebrates International Yoga Day every year. Even during COVID-19 pandemic, International Yoga Day was celebrated online.

Cultural programmes are organized to observe the Independence Day, the Republic Day, Teachers' Day, International Mother Language Day, International Women's Day among others. Swami Vivekananda's birthday, Netaji Subhas Chandra Bose's birthday, Rabindranath Tagore's birthday etc. are also celebrated with proper respect.

The college also conducts various awareness programmes for students, such as, anti-tobacco awareness program, awareness program on Students' Credit Card, Gender Sensitization program, environmental awareness campaign on prevention of Dengue etc.

<b>File Description</b>	<b>Document</b>
Upload 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:** 35.72

**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
3.56468	4.85097	0	2.30363	40.84828

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:**

The college has a dedicated central library for students and faculties. The library does not have Integrated Library Management System (ILMS).

Presently the Library has more than 4500 books. Books are categorised under 10 disciplines including environmental studies. The library has a well-equipped reading area with two internet connected computers for students. The zone is fully covered by Wi-Fi network.

All these books are stacked in 26 glass door almirahs in library. These almirahs are distributed to all the departments as per their need. New almirahs are periodically purchased to accommodate new books.

The college does not have any subscriptions for journals or e-journals.

**User Awareness Programme:** At the beginning of academic session, awareness programmes for the first semester students are organised to get them acquainted with the rules and regulations of the library.

**Reading room Service:** The Library has adequate space for students to sit and read. Separate tables and benches are made available to the students for reading. As there is no librarian in the college since its establishment, teachers of different departments take the responsibility to take the students to library so that students can avail the benefit of reading rooms. The presence of teachers in library motivates the students in reaping the benefit of library.

**Lending Services:** The College doesn't have any centralised lending system. Lending of books to students are looked after by the individual department. The departments maintain, what we call seminar libraries, for lending books to students. It is the responsibility of departmental teachers to lend & collect books and maintain the register. Most of the students of our college come from disadvantaged families and that's why the departmental teachers make sure that students have access to library books throughout the year.

**Online Journal:** The college doesn't have any subscription to online journals.

**Career Guidance Books:** Books related to different competitive examinations (such as NET/SET/GATE Exam, SSC, Bank etc.) and current events, news, information, general knowledge etc. for career or service and other documents are separately available presently for consultation only in the Reading Room of the library.

**Library Automation:** The college library doesn't have any dedicated software to manage the books. Information relating to all the books have been incorporated in the database using Ms-Excel and Ms-word. There is also a physical copy of stock register to maintain the database of books in the library.

**Average annual expenditure for purchase of books and journals during the last five academic years (in INR)**

2018-19	2019-2020	2020-2021	2021-2022	2022-2023
165000	374330	120000	250000*	Nil

\* The disbursement to the book-supplier was made in the month of August in AY 2022-23.

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:**

This institution is committed to e-governance to enhance the learning experience of students. The college doesn't have any dedicated software of its own to manage the students' record and administrative data. Instead, it uses Ms-office, Ms-excel, etc. to manage academic and administrative data. There are two dedicated desktops in Principal's room which are used only by HOI for official purposes. These two desktops are protected by 'Quick Heal' anti-virus software. The desktops in office are used for storing various record and administrative data. Apart from this, college uses 'Uni-Track system' of university of Bankura for examination management system. Using this Uni-Track system students can also view and download various information like enrolment status, examination form fill up, admit cards, marksheets etc.

The college has a free Wi-Fi zone at the vicinity of library. The college has broadband internet connection with speed up to 15 mbps. All the computers have internet connection through LAN.

The website of the college is well maintained and regularly updated. All the important information and notices are uploaded in the website on regular basis. Students are always advised to follow the website of the college and as well as that of Bankura University. The website has a dedicated tab as “students’ support’ through which students can access important information regarding grievances, anti-ragging, gender issues, different awareness programs, scholarships etc. Information regarding extra-curricular events such as sports, social and cultural events, wall magazine, education tour, etc. are also regularly updated for students to access. Apart from this, each department manages different WhatsApp groups for departmental students. College centrally manages different WhatsApp groups to disseminate information for students and faculties.

The college regularly purchases IT related spare parts or accessories to maintain the computers accessible. The number of desktops available for purely academic purpose is 22 and for academic and administrative purpose it is 8.

There are 24 CCTV cameras for the maintenance of safety and security in the campus.

*Details of IT infrastructure in the college are given below:*

<b>Total number of Desktop computers available for students</b>	22
<b>Number of computer labs</b>	01
<b>Number of ICT enabled room/Smart Class rooms</b>	02
<b>Total number of computers used for academic purpose</b>	22
<b>Total number of computers used for administrative purpose</b>	08
<b>Total number of laptops:</b>	01
<b>Total number of laser printers</b>	13
<b>Total number of scanners</b>	02
<b>Total number of LCD Projectors</b>	02
<b>Total number of Xerox machine</b>	01
<b>Total number of desktops with internet facility</b>	30
<b>Total number of Desktops with Anti-virus</b>	08

*Details of software based services executed by the university are furnished here.*

<b>Name of the software or digital service</b>	<b>Purpose of Use</b>
College Website (www.kjrggdc.ac.in)	Communication of official information
IFMS	Salary of teaching and non-teaching staff, payment to different suppliers and vendors.
WhatsApp	Dissemination of information on real time basis.
Online Admission system and college website	For admission
Uni-Track ( Bankura university)	Online examination management system



WB e-tender	Procurement
Online feedback system (Website)	To collect feedback from students, teachers, guardians and alumni.
<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

<b>4.3.2</b>	
<b>Student – Computer ratio (Data for the latest completed academic year)</b>	
<b>Response:</b> 16.5	
<b>4.3.2.1 Number of computers available for students usage during the latest completed academic year:</b>	
Response: 22	
<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

<b>4.4.1</b>				
<i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i>				
<b>Response:</b> 0.88				
<b>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)</b>				
2022-23	2021-22	2020-21	2019-20	2018-19
0.46439	0.1482	0	0.66443	0

<b>File Description</b>	<b>Document</b>
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:** 75.47

**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
304	283	195	179	159

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
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:** 11.39

**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
117	37	0	0	15

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
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:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
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:** 20.39

**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
9	24	12	21	7

**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
100	85	50	73	50

<b>File Description</b>	<b>Document</b>
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
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:** 2.11

**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
4	2	0	0	0

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<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>

## 5.3 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:** 9.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	3	9	7

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:**

Kabi Jagadram Roy Government General Degree College acknowledges the role of alumni in the overall development of the college and formation of Alumni Association in this regard. The institution as a whole and the departments in particular try to keep in touch with its alumni. A separate WhatsApp group has been opened to maintain regular contact with the former students of the institution. The ex-students' progression to higher education, jobs/employment or any other achievements are systematically recorded and updated.

So far, there is no registered Alumni Association in the institution. However, the procedure has been initiated in 2022 and is under progression.

**Alumni activities:**

- 1.Meetings/interactions are conducted on regular basis.
- 2.Feedback regarding CBCS and NEP curricular, extra-curricular and overall ambience of the institution.
- 3.Raising funds to help needy students in medical emergency.
- 4.Analysis of alumni feedback and action taken wherever applicable.
- 5.Alumni members often visit to college and are in touch through WhatsApp group. They attend different academic and cultural activities of the college. They bear a very good relationship with the faculty and current student members of this college.

Alumni Meet in the Department of Geology is planned to be conducted in October, 2024. An ample number of alumni has consented to attend the meet. The main objective of the meet will be to ensure direct interaction, constitution of alumni association and discussion on student progression, organizing reunion etc.

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



## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The institutional governance and leadership at Kabi Jagadram Roy Government General Degree College align with its vision and mission, and this alignment is visible in various practices such as NEP implementation, sustained growth, decentralization, participation in governance, and planning. Below are the key points and practices reflecting this alignment:

- The college has a clear vision of enlightening the local community with knowledge. The mission focuses on providing quality education, fostering research and innovation, and instilling values of integrity, inclusivity, and social responsibility. The administration, led by the Principal/Officer-in-Charge, ensures that all activities and decisions are commensurate with the institution's vision and mission.
- The college operates through a well-structured administrative system, functioning in a decentralized manner. Various statutory and non-statutory committees, involving teaching and non-teaching staff, manage different aspects of the college. Approximately 22 sub-committees are responsible for maintaining academic and administrative functions, ensuring student well-being.
- Governance is participatory, with the Principal/Officer-in-Charge seeking advice from all stakeholders, including the IQAC, Teachers' Council, and non-teaching staff. The IQAC plays a crucial role in academic and administrative improvements. Meetings are conducted regularly, and decisions are made after consulting the respective committees.
- The college has implemented the NEP 2020, which emphasizes holistic and multidisciplinary education. Governance structures have been adjusted to integrate NEP objectives into academic programs, curriculum design, assessment methods, and faculty development. Continuous dialogue and capacity-building efforts ensure that the NEP principles are embedded in the institution.
- The institution has seen significant growth in academic programs, infrastructure, research output, and student enrolment. Effective governance, visionary leadership, and strategic management have facilitated this sustained growth. The college adapts to evolving educational trends and meets stakeholders' changing needs, positioning itself as a dynamic institution.
- Decentralization promotes efficiency, accountability, and stakeholder participation. Departments and administrative bodies are empowered to make decisions aligned with the institution's goals. Delegation of authority and promotion of bottom-up initiatives foster a culture of autonomy and innovation.
- Shared governance involves active participation from faculty, staff, students, alumni, and community

representatives in decision-making processes. Inclusive dialogue, consensus-building, and collaborative decision-making ensure diverse perspectives that shape the institution's policies and programs.

- Plans developed through a participatory process provide a framework for institutional growth, resource allocation, and performance monitoring. Regular reviews and updates ensure these plans remain agile and relevant.

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:

Kabi Jagadram Roy Government General Degree College being a Government college functions under the purview of the Department of Higher Education, Government of West Bengal. The policies, administrative set up, appointment, service rules etc. are followed by the guidelines framed by the Higher Education Department from time to time. The faculty members are appointed by the Government of West Bengal under the recommendation of Public Service Commission following the guidelines of the UGC. All Faculty Members of the college, belong to the cadre of West Bengal Education Service (WBES). The job of the faculty members is transferable following the decisions of the Higher Education Department. The service rules of the teaching and non-teaching staff are governed by the West Bengal Service Rule (WBSR). Their promotion is through Career Advancement Scheme (CAS) following UGC guidelines and executed by the Department of Higher Education.

The governance of the college is in accordance with its vision and mission. The college administration is headed by the Officer-in-Charge (OIC) with full administrative and financial power of the Principal. The OIC lays out strategies for development of the institute in consultation with the IQAC. These plans are then executed with the help of the Teachers' Council and College Office. The OIC is the Ex-officio Chairperson of the Teachers' Council. The secretary of the Teachers' Council (TCS) is the representative of all the teachers. There are different Sub-committees under the Teachers' Council to look after various academic and administrative works of the college. Various cells involving the teachers, non-teaching staff and students have also been constituted by the college for smooth conduct of the academic and administrative activities. The Teachers' Council as well as the Cells meet regularly and provide useful recommendations to the competent authority to frame effective and efficient policies.

The college has set out the following strategic and perspective plans for its holistic development by focusing the weaknesses and challenges.

### 1. Academic Improvement

- Special emphasis to improve the trend of poor attendance of student.
- Conduct of more remedial classes for slow learners.
- Mentor-Mentee programmes.
- Approaches of teaching towards experiential learning, problem solving approach and skills enhancement among learners.
- Emphasis on organizing seminar, conference, workshop etc.
- Implementation of NEP 2020 curriculum successfully.

### 2. Human Resource development

- Conducting Community Development Programmes and other extension activities through NSS and NCC.
- Soft Skill Development Programmes for students.
- Career Counselling Programmes and Internship for students.
- Encouraging teachers to actively engage in research and publication.
- Skill Development Programmes for non-teaching staff.

### 3. Infrastructural development

- Building infrastructure augmentation for housing more classrooms, laboratories, seminar hall etc.
- Library upgradation through recruitment of a librarian, acquiring more physical and digital resources.
- Language laboratory set up to enhance soft skill among students.
- Laboratory renovations with state-of-the-art equipment.
- IT infrastructure development to support academic activities.
- Installation of grid-integrated RCC roof-top solar panel system.
- Renovation of the existing pond for aquaculture.
- Rainwater harvesting to conserve water.
- Vermicompost plant to manage organic waste and to generate nutrient-rich compost for our campus gardens.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<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:** D. 1 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:**

The college recognises the importance of fostering a conducive work environment and providing comprehensive welfare measures for both teaching and non-teaching staff. As a government college under the Department of Higher Education, Government of West Bengal, the employees are entitled to various welfare schemes and benefits specifically allocated for government employees. Additionally, a robust Performance Based Appraisal System (PBAS) for Career Advancement has been implemented to ensure the professional growth and well-being of the staff.

The institution has established a systematic performance appraisal system for teaching and non-teaching staff to evaluate their contributions, achievements, and areas for improvement. For teaching staff, the Teachers' Daily Performance Report (TDPR) is a mandatory requirement where faculty members record their daily activities, including class timings, academic engagements, and leave details. Additionally, the introduction of the Self Appraisal Report (SAR) through the West Bengal Integrated Finance Management System (WBIFMS) enables faculty members to assess their performance based on predefined criteria such as character, conduct, and professional qualities. The processes in SAR involves multiple levels of review, ensuring a comprehensive evaluation of the faculty members.

For non-teaching staff, performance appraisal occurs during confirmation and promotion processes, where their performance is assessed by higher authorities based on established criteria and job responsibilities. This ensures accountability and transparency in the evaluation process, facilitating career progression opportunities for non-teaching staff members.

As government employees, both teaching and permanent non-teaching staff members of the institution

are entitled to various welfare schemes provided by the Government of West Bengal. Notably, the employees have access to the West Bengal Health Scheme (WBHS), which offers comprehensive medical insurance coverage for medical treatments and diagnostic services. This scheme provides employees and their families with access to medical facilities in government hospitals, nursing homes, and medical institutions, ensuring their well-being and financial security in times of medical emergencies.

Additionally, the institution is committed to providing a conducive work environment and promoting the welfare of the staff. The college gives emphasis on timely payment of salaries, provision of necessary infrastructure and resources, and support for professional development activities. Through regular communication, feedback mechanisms, and grievance redressal procedures, we ensure that the concerns and welfare needs of our employees are effectively addressed.

The college recognizes the importance of career development and progression opportunities for the staff. The institution encourages continuous learning and professional growth through various avenues, including participation in workshops, seminars, conferences, and faculty development programs. Moreover, facilities are also provided for the opportunities of higher education, research collaborations, and skill enhancement initiatives to empower the staff to excel in their respective fields and advance their careers.

The college commits to promotes the welfare and professional growth of the staff through a comprehensive performance based appraisal system, effective welfare measures, and avenues for career development and progression. By prioritizing staff well-being and investing in their professional development, the institute strives to create a supportive and conducive work environment that fosters excellence and innovation in teaching and administrative practices.

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:** 17.88

**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
8	8	5	4	2

**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
10	10	10	10	10

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 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:**

### **Mobilization and Utilization of Resources:**

- The college is fully funded by the Department of Higher Education, Government of West Bengal.
- Annually, the college submits a budget proposal for salaries and other Non-planned expenses.
- For Planned expenses, like, equipment, books, chemicals, and other items, the college submits a demand with estimate to the Department of Higher Education, Government of West Bengal.
- All transactions related to salary, infrastructure, maintenance and miscellaneous are done through West Bengal Human Resource Management System (WBHRMS) and West Bengal Integrated Finance Management System (WBIFMS).

### **Procurement Process:**

- The college has a Store and Purchase Committee under the Teachers' Council.
- This committee publishes Paper Tender and e-Tender inviting quotations for the required items before the commencement of every financial year following Government rules. A Comparative Statement is prepared comparing the valid quotations to identify the government-empaneled Lowest Bidders (L1) for each of the quoted items.
- Accordingly, work orders are placed to the Lowest Bidders (L1) for procuring different items.
- All payments to the vendors are processed through WBIFMS.
- After procurement, the items are entered in the respective Stock Books of the college/departments.

### **Utilization Certificates:**

- At the expiry of each financial year, utilization certificates are submitted to the Department of Higher Education, Government of West Bengal for their perusal.

### **Financial Audit**

Kabi Jagadram Roy Government General Degree College, a newly set up college, established in 2015, by the Department of Higher Education, Government of West Bengal. The college started to operate its own DDO-ship by the Officer-in-Charge since 01.05.2017.

The sources of fund of the college is solely the State Government. All transactions related to income (allotment) and expenditure under the heads of Planned and Non-planned expenditures are done through West Bengal Integrated Finance Management System (WBIFMS). The buildings related infrastructures are maintained by the Public Works Directorate (PWD), Government of West Bengal.

As a matter of thumb rule, all financial transactions of a Government institution must be audited by the Office of the Principal Accountant General, West Bengal, under Indian Audit and Accounts Department headed by The Comptroller and Auditor General of India. **However, no compulsory financial audit had so far been conducted by the audit team of the office of the Principal Accountant General since its establishment.**

**Thus, in the absence of Audited Report by the competent authority, the Head of the Institute, along with the Head, Commerce Department, Cashier and concerned Upper Division Clerk meticulously**

**and correctly so far as practicable to the best of their knowledge and believe prepares the Financial Reports (may be treated as equivalent to Audited Report) with all WBIFMS generated supporting documents and other relevant documents for every year.**

Considering the gravity of the situation in relation to financial audit for the purpose of preparation of SSR for 1st cycle of Assessment and Accreditation by the NAAC, **an appeal has been submitted to the Deputy Accountant General (G & SS – I), Office of the Principal Accountant General, West Bengal.**

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:**

Kabi Jagadram Roy Government General Degree College has established an Internal Quality Assurance Cell (IQAC) following the guidelines of NAAC. The IQAC is dedicated to maintaining and enhancing quality through consistent and effective systems, aimed at improving academic and administrative performance, fostering a quality culture, and institutionalizing best practices. Regular meetings are held to address quality-related issues and initiatives, ensuring a productive teaching and learning environment.

The IQAC plays a crucial role in faculty development by encouraging participation in orientation and refresher courses, aiding in academic program planning, infrastructure development, and facilitating faculty promotions through the Career Advancement Scheme (CAS). It organizes a variety of events, including seminars, webinars, workshops, sports, cultural activities, and outreach programs, all aimed at comprehensive quality improvement.

In its efforts to maintain a high standard of education, the IQAC coordinates various quality-based activities. These include implementing best practices, anti-ragging measures, green campus initiatives, ethics education, grievance redressal, and career counselling. The cell engages in student and teacher counselling to foster a friendly environment, thereby improving attendance and involvement. The IQAC has made significant strides in promoting inclusivity by constructing ramps for differently-abled students.

The IQAC also emphasizes Value-added and Add-on/Certificate Courses to bridge the knowledge gap of



students. It participates in outreach programs, collaborating with local bodies and schools to promote and develop the college. To support academic endeavours, the IQAC conducts academic and awareness programs, including career counselling and environmental awareness events. The cell ensures the smooth operation of teaching and learning processes.

During the pandemic, the IQAC gave special emphasis on online classes, sharing study materials, conducting online exams, and addressing grievances. It ensures the availability of basic facilities such as clean drinking water, clean toilets, and basic medical aid by installing water filters and setting up a sick room on campus.

To further support the college community, the IQAC implemented a Mentor-Mentee program in collaboration with the Teachers' Council and actively collected feedback from all stakeholders for continuous improvement. The cell's efforts have institutionalized the quality assurance strategies and processes, leading to measurable incremental improvements in various college activities.

The IQAC is dedicated to maintaining and enhancing quality through a structured and systematic approach, ensuring the institution's growth and development in all aspects of academic and administrative performance.

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>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

#### **Gender Sensitization and Gender Audit:**

The college acknowledges the importance of Gender Sensitization raising awareness about gender equality and equity, and promoting a more inclusive equitable society. Gender Sensitization Committee, in association with IQAC and ICC of the college regularly conduct Gender Audit among the students, teachers and non-teaching staff. Different gender related activities are organized on regular basis with participation from both boys and girls. The college takes care of the gender-related facilities. Gender Policy of the college includes *No discrimination on the basis of gender, Equal opportunity for all genders, Freedom of expression, Unbiased and confidential grievance redressal cell, and Ensure the safety and security of all genders.* College has compassionately maintained gender equity as it is a co-educational college. Majority of the student strength belongs to female category.

Facilities for Women in the Campus:

The girls' common room is provided with indoor game accessories, toilet and a sanitary napkin-vending machine considering hygiene and cleanliness.

Kanyashree Scholarship Scheme of Government of West Bengal, exclusively dedicated for female students have been recommended and executed through the college office under the active supervision of Scholarship committee. The College secured the second prize in facilitating the fund to girl student's (Kanyashree Award) from the Department of Women Development and Social Welfare, Government of West Bengal (DWD&SW) in 2021.

#### **Gender issues in Curriculum:**

The college offers a number of courses highlighting gender related issues. Department of Bengali teaches on the following women authors- Begum Rokeya, Rassundari Devi, Mahasweta Devi, Swarnakumari Devi, Selina Hossain, Saonli Mitra, Mallika Sengupta among others. Department of English focuses on Women's writing and Contemporary India: Women and Empowerment, while topic like Women's studies in India and Gender and Education in India is discussed by Department of History. Department of Philosophy incorporate two topics-Feminism, and Gender issues and development in their curriculum.

**Women Empowerment beyond classroom:** The Internal Complaints Committee (ICC) of the college is led by female faculty representatives, presided under an experienced female Associate Professor and the external member (secretary of a NGO) is also a lady. The Different academic committees under Teachers' Council, Committee related to extension and outreach activities, IQAC and NAAC are convened or actively supported by the female faculty members. From 2017 to 2019 the Secretary of the Teachers' Council has been enlightened by a senior lady faculty member.

**Efforts for vigilance on gender equality:**

Annual Parent-Teacher meetings at department level, activities of ICC, Gender Sensitization Committee, Students' Grievance Redressal Cell collectively helps to address different gender related issues and action taken whenever required.

**Initiatives promoting well-being of the college community irrespective of gender:**

- Dedicated security personnel and CCTV surveillance, ID card issuance, boundary wall and fire extinguishers.
- Separate washrooms, common rooms for boys and girls, and common water cooler systems.
- Regular yoga sessions, encouragement for participation in sports events.

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

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** C. Any 2 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>
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:**

Being nestled in a rural area of Bankura district in West Bengal, Kabi Jagadram Roy Government General Degree College hosts a diverse tapestry of cultural, religious, and social backgrounds among its resident communities. It is clearly evident from the institution's policy on admission and scholarship that a firm commitment to inclusivity lies at the heart of its ethos. The college effectively implements government facilities to support SC and ST and OBC students, ensuring equal opportunities for all. Additionally, the college demonstrates its commitment to diversity and inclusion through specific measures like a special attention for OBC-A students and financial aid in terms of various scholarship schemes like Oasis, Aikyashree etc. from the Government of West Bengal for eligible students. Furthermore, the institution has a SC, ST, Minority Cell under Teachers Council to ensure impartial and fair treatment for all students.

- The college promotes inclusivity with events like Fresher's Welcome, Annual Sports, Sharad Utsav, and Basanta Utsav. It observes holidays for Durga Puja, Chatt Puja, Buddha Purnima, Muharram, Eid-ul-Zoha, Christmas, Good Friday, and the local festival Gajan. The Birthday of eminent local poet, Kabi Jagadram Roy is also celebrated after whom our college was renamed in 2017. Celebrations of Republic Day, Independence Day, Swami Vivekananda's birthday foster patriotism among students, staff and alumni. Events like Saraswati Puja, Yoga Day, International Mother Language Day, Teachers' Day, Earth Day, Rabindra Jayanti and Tree Plantation programs enhance cultural and community spirit. A Code of Conduct ensures a respectful environment for all the stakeholders. Student-staff friendly cricket matches during Annual Sports promote rapport. The ICC and Gender Sensitization Committee jointly conducts events like seminar/webinar, workshop, screening of related movies. International Women's Day is observed every year. An active Grievance Redressal committee ensures swift resolution of cases. Open air Classes, study tours and field excursions are regularly practiced by respective departments to create an inclusive environment among the teachers and students as well as to promote awareness for cultural heritage.
- Special Electoral camps are organized from time to time in collaboration with the Mejia Block Development office to enlighten the students about their rights and duties as responsible citizens of India. The college hosts various awareness campaigns on health related issues, such as Tobacco Consumption and Dengue. A vaccination camp for students and staff was organized during COVID Pandemic. These initiatives aim to alert the students and faculty alike as well as to promote a healthier lifestyle. The ICC and Gender Sensitization Committee have taken several initiatives like different webinars, seminars and screening of several movies.
- In the absence of NSS and NCC An extension programme through interactive exposé visit of students from two nearby Primary Schools was initiated on trial basis during 2021-22 and officially inaugurated in January, 2024 (entitled PRAYASH). This noble initiative aims to impart hands-on training on different extra-curricular activities fostering knowledge exchange and promoting socio-academic inclusivity.

<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>

## 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: ARANYAK**

**(A Practice of Protecting Greenery and Biodiversity)**

**Objectives of the Practice:**

Kabi Jagadram Roy Government General Degree College take the responsibility to educate the young learners regarding the importance of conserving the environment. The College believes in teaching through practice and therefore attempts to set an example for the students by adopting and encouraging a number of green initiatives. The college takes pride in championing the green practice achieved through plantation, and their maintenance as well as protection since the establishment of the college.

**The Context:**

The college is situated on the river bank of Damodar amidst the coal fields. Along with the coal dust this area is severely polluted because of the presence of two sponge iron plants, fly ash from the Mejia Thermal Power Plant and several Brick Kilns.

**The Practice:**

This Best Practice has been executed in two ways:

### **a. Environment Protection Activities:**

**Flora:**

#### **1. Native Plant Species:**

We have planted native species like Mahua, Piyasal, Kusum, Indian Gooseberry ,Bahera and Ashok which has become very rare because of rapid urbanization in this locality.

2. **Tree Plantation Drives:** Regular tree plantation drives are organized, involving students, faculty and staff, to increase the campus's green cover. Along with the native species we have planted more than 300 fruit trees containing species like Mango, Malabar Plum, Java Apple, Jackfruit, Banana, Falsa, Guava, Papaya, Star Fruit, Wood Apple, Tamarind and Elephant Apple in the college premises.

3. **Herbal Garden:** A designated herbal garden showcasing more than 30 varieties of medicinal plants has been set up for promoting the knowledge of indigenous medicine among the students.

4. **Flower Beds:** Colorful flower beds are maintained using organic gardening methods, adding vibrancy to the campus while supporting local pollinators.

5. **Vermicompost Plant :** A tiny vermicompost unit has been set up to turn decomposable waste into manure.

#### **Fauna:**

1. **Wildlife-Friendly Habitat:** We do not use any kind of chemical pesticide, herbicide and fertilizer so that the life of birds and butterflies are not jeopardized by any means.

2. **Butterfly garden:** A butterfly garden has been set up featuring both the host plants like Lemon, Passion flower, Oleander and nectar plants like Ixora, Tridax and Lantana.

#### **b. Environmental Awareness Program:**

1. **Quiz shows** related to environment are organized every year.

2. **Documentary films** based on environment are shown time to time to the students.

3. Every year **Van Mahotsav** is celebrated in collaboration with the forest department where tree saplings are distributed among the students and college staff.

#### **Evidence of success:**

The college now stands like an oasis amidst the heavily polluted locality. More than two thousand plants are thriving in the college premises. The Green audit of the campus was carried out from 2021 to 2023.

#### **Campus flora:**

During the green audit we have recorded plants of different families like Leguminosae, Asteraceae, Apocynaceae, Bignoniaceae, Amarantaceae, Euphorbiaceae, Lamiaceae and Myrtaceae. More than 100 varieties of plants can be seen in the college premises.

#### **Campus fauna:**

During the campus survey, different types of animal species were recorded including Mammals(8sp), Reptiles (10 sp), Amphibian (03sp), Birds (26sp), Butterflies(24 sp).



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

Financial constraint and shortage of manpower remains the biggest problem in implementing the practice. College has to depend on other institutions like Local Panchayat and Forest Department for the required fund and man power.

## **Best Practice-2**

**Title: VASUNDHARA**

**(Knowledge Dissemination through Geology Museum)**

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

The motto of the *Rajarshi Chatterjee Memorial Museum of Geology* is serving as an important platform for sharing knowledge on Earth's ancient episodes, processes and its resources. It is committed to uncover the narratives of our planet's evolution. The activities of setting up of the museum started since the establishment of the college and now it has become a site of immense interest for students and others. This initiative seeks to establish and uphold best practices in museum curation and presentation. The Museum of Geology aims to achieve the following objectives in line with best practices:

- **Geological Heritage Preservation:** Ensure the longevity and educational value of geological artefacts in the museum.
- **Educational Outreach:** Create popular interest for all ages to understand Earth's geological history and processes, and develop curriculum-aligned programs.
- **Research and Discovery:** Support scientific inquiry and provide access to collections for academic purposes.

### **Context:**

*Rajarshi Chatterjee Memorial Museum of Geology* showcases specimens from various geological periods and serves as an important platform for sharing knowledge about Earth's history, processes, and resources. Through the interactive exhibits, it educates visitors about geological phenomena like rock formation, fossilization, and landscape evolution. Extension activities with visitors from schools, colleges and others promote awareness and on Earth Science.

### **Practice:**

Sharing knowledge through geology museums involves several crucial steps aimed at engaging, educating and inspiring visitors about Earth's geological wonders:

- **Curating Diverse Collections:** Museums meticulously catalogue and preserve collections of rocks, minerals, fossils and artefacts collected from different geological formation.
- **Knowledge Execution:** Interactive exhibits and demonstration to visitors regarding various geological phenomenons like mineralization, rock cycle, ore formation, weathering and erosion, coalification and fossils provide basic knowledge on natural processes.

- Extension Initiatives: The College promotes transfer of knowledge regarding scientific literacy, conservation, and stewardship of our planet's geological heritage beyond museum walls.

**Evidence of Success:**

The success of geology museums is reflected through impactful interactions and impressions on visitors' book. Feedback highlights appreciation for geological phenomena and understanding of Earth's systems. Regular visit of schools and college students, other academicians, peoples from industry and corporate sectors underscore the museum's role in knowledge dissemination. Meaningful suggestions of visitors help in overall improvement of this museum.

**Challenges:**

Geology museums face challenges for expansion, maintenance, e-advertisement due to limited infrastructure and budget constraints.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
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:**

## **INSTITUTIONAL DISTINCTIVENESS**

### **A. Empowering First-Generation College Students: Excellence in a Remote Landscape**

In the midst of Eastern Indian Coal-field, far away from urban backdrop, Kabi Jagadram Roy Government General Degree College stands as a beacon of hope for first-generation college students in the entire locality. In spite of its rural location, this public funded institution plays a pivotal role in empowerment and advancement of the socially disadvantaged and economically weaker section of the society by providing quality education with a minimum cost. For nearly a decade, the institution has dedicated itself to the noble cause of societal elevation prioritizing comprehensive effort towards student support and progression.

- *Student-centric Learning Methodology*

Beyond class room teaching followings are organized on regular basis: excursions, field work, faculty exchange programmes, seminars/workshops, certificate courses, tutorial and remedial classes through departmental initiatives as well as MOU and collaboration. Methodologies are adopted to bridge the gap in traditional teaching, for knowledge transfer and to boost the students in developing communication skills, general awareness and encouraging their participation in healthy teamwork.

- *Technological Understanding*

Each science departments has its own separate laboratories for under graduate courses in order to utilize the facilities effectively. The college has necessary infrastructural facilities like Wi-Fi enabled reading room, Computer room with Internet facilities, Smart classrooms, White Interactive board with LCD Projectors with video conferencing facility.

- *Promoting Leadership Qualities*

Different intra collegiate group activities like Fresher's welcome, Saraswati Puja, Plantation drives, Campus cleaning and beautification programme etc. are organized by students. It enables them to imbibe planning & organizing skills, intra-interpersonal relationships, team spirit, time/stress/finance management and decision-making skills. Tasks like class representative, manager in field work enhance their sense of responsibility. Student representatives are incorporated into Cell/committee like ICC, Anti-ragging, Grievance redressal. It equips students with observation, monitoring, people handling and evaluation. Students actively participate in extension and outreach programmes of the college.

- *Guidance for Career and Skill-enhancement*

Beyond the classroom, faculty members regularly interact with students to understand their needs and challenges in pursuing higher education. Mentors are dedicated to provide guidance, support and encouragement to navigate academic, social, and personal hurdles of the first-generation learners throughout their college journey. During Parent-Teacher Meeting teachers motivate parents to encourage their siblings for higher education. Carrier-counseling programmes and guidance for competitive

examinations are conducted to help student progression. Events like drawing, essay writing, extempore and poster-making competitions, debate, quiz contests, student seminar, and publication of wall magazine are organized to accelerate students' creative thinking, communication and conceptualizing skills.

- *Financial Guidance*

Many Students come from low-income backgrounds like farmer's, daily worker's family and struggle to afford the costs associated with higher education. Many meritorious students are forced to stop their education due to economic constraints. Male students are compelled to join work to earn money for their family and in most of the cases the female students get married at an age when they should be continuing their studies. Institution puts effort towards financial guidance to all the students. Being a government college, the institution takes minimum fees for admission and offers multiple scholarship schemes, both Government sponsored as well as Private. Awareness camp and help desk promotes facilities of Student Credit Card.

- *Women Empowerment*

Majority of the student strength of the institution belongs to female category. They avail the Kanyashree Scholarship Scheme of Government of West Bengal, recommended and executed through the college. The College received an award in 2021 from the Department of Women Development and Social Welfare, Government of West Bengal for facilitating the fund to girl students. The girls' common room is equipped with indoor game accessories a sanitary napkin-vending machine attached to washroom considering hygiene and cleanliness. In all the activities of college girl students are promoted and encouraged to actively participate. The college acknowledges the importance of Gender Sensitization. Different gender related activities are organized on regular basis.

## **B. Celebrating Diversity: Cultural Excellence in a Remote Setting**

This institution has emerged as a vibrant hub of cultural diversity and inclusivity surrounded by a rural setting. Beside the overall academic support, the institution shows dedication in celebrating cultural diversity, promoting intercultural understanding and preserving indigenous cultures since the beginning.

- *Inclusive Cultural Environment*

The institution believes in fostering an inclusive cultural environment where every stakeholder feels valued, respected and encouraged. Throughout the academic year, the campus comes alive with a rich tapestry of cultural events, celebrations, and activities to familiarize students from diverse cultural backgrounds and celebrate the cultural heritage of the heterogeneous population that resides in the surrounding locality. In addition to celebrating diversity, the institution also prioritizes the preservation and promotion of indigenous cultures. Recognizing the rich heritage of the land upon which it stands, the institution exhibits cultural tolerance through meaningful representation of the local tribes and indigenous communities. Moreover, the college encourages the preservation and promotion of regional languages and dialects through cultural events and academic programmes. By celebrating linguistic diversity, the college fosters a sense of pride in students' linguistic heritage and promotes cross-cultural understanding and dialogue. Embracing cultural diversity the institution has created a campus environment that is not only inclusive and welcoming but also rich in opportunities for personal growth and exploration

- *Diversity in Festival Celebration*

Cross-cultural activities are executed through the celebration of significant religious and cultural festivals. Events like Basanta Utsab, Sarod Utsab, Saraswati Puja foster cultural harmony among the students. It observes holidays for Durga Puja, Chatt Puja, Buddha Purnima, Muharram, Eid-ul-Zoha, Christmas, Good Friday, and the local festival Gajan. The Birthday of eminent local poet, Kabi Jagadram Roy, after whom the college was renamed, is celebrated every year to acknowledge his significant contribution in Bengali literature. Events like Rabindra Jayanti, Nazrul Jayanti, International Mother Language Day, International Yoga Day, Annual sports, Teachers' Day, Earth Day, and Tree Plantation programs enhance cultural and community spirit. Celebrations of Republic Day, Independence Day, Swami Vivekananda's birthday foster patriotism. Despite its remote location, the institution has embraced technology as a tool for cultural enrichment and connection.

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

## 5. CONCLUSION

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### **Additional Information :**

Commencing its journey in 2015, Kabi Jagadram Roy Government General Degree College is comparatively new in the higher education system. It provides value-based and quality education at low fee structure to the youths of rural areas of South Bengal, many of whom are first generation college students and belong to the economically disadvantaged communities. Its non-biased inclusivity fulfils the needs of those who had remained beyond the periphery of academic development for a long time.

The college believes in providing a safe and healthy ambience to all its stakeholders. It conducts various curricular and co-curricular activities with utmost seriousness. The college has introduced Add-on or Certificate Courses for all students with a view to bridge their knowledge gap. It has established strong partnership with other reputed institutions for its academic development through exchange activities and collaborative research. As a part of Institutional Social Responsibility through Extension and Outreach Programmes, the college has focused two broad issues, such as, Education, and Women's Health and Hygiene in its neighbourhood.

The different Cells, Committees and Sub-committees under the Teachers' Council ensure the smooth day-to-day functioning of the institution. All basic needs of the students and staff are looked after. Many of the students are established and pursuing higher studies in educational institutions within and outside the state. The faculty members have exhibited significant achievements in terms of their research activities and publications. Thus, Kabi Jagadram Roy Government General Degree College is earnestly committed to ensure holistic development of the young learners with aims of building academically sound, professionally qualified, morally upright and spiritually enriched citizens.

### **Concluding Remarks :**

The college has set out future plans focusing its weaknesses and challenges. A brief outline of the plans along with institutional initiatives are as follows:

#### **FUTURE PLANS**

- Special emphasis to improve the condition of ongoing trend of poor attendance of student.
- Conduct of more remedial classes for slow learners.
- Keep close contact with students through Mentor-Mentee programmes.
- Approaches of teaching towards experiential learning, problem solving approach and nurturing critical thinking skills enhancement among learners.
- Emphasis on organizing seminar, conference, workshop etc.
- Implementation of NEP 2020 curriculum successfully.
  
- Conducting Community Development Programmes and other extension activities involving students to inculcate a sense of social responsibility among them. As per recent communication received from of the affiliating university, an NSS unit will be opened shortly.
- Soft Skill Development Programmes for students.
- Career Counselling Programmes and Internship for students.
- Encouraging teachers to actively engage in research and publication.

- Skill Development Programmes for non-teaching staff.
- Building infrastructure augmentation for housing more classrooms, laboratories, seminar hall etc. In this regard, the Public Work Directorate (PWD) has prepared a plan and estimate for a separate building and the college authority has submitted the same to the Department of Higher Education, Government of West Bengal for approval.
- Library upgradation through recruitment of a librarian, acquiring more physical and digital resources in compliance with UGC library resource guidelines.
- Setting up Language Laboratory to enhance soft skill and other learning opportunities among students.
- Laboratory renovations with state-of-the-art equipment to support advanced learning and research.
- IT infrastructure development to support academic activities.
- Installation of grid-integrated RCC roof-top solar panel system and solar street light within the campus. The college has applied to West Bengal Renewable Energy Development Agency and various nearby Central Government Organisations through their CSR funds.
- Rainwater harvesting to conserve water.
- Vermicompost plant to manage organic waste and to generate nutrient-rich compost for our campus gardens.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 110            Answer after DVV Verification: 108</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><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b>            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>47</td> <td>54</td> <td>57</td> <td>50</td> <td>38</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>47</td> <td>54</td> <td>56</td> <td>50</td> <td>38</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b>            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>128</td> <td>127</td> <td>134</td> <td>132</td> <td>132</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>127</td> <td>127</td> <td>133</td> <td>131</td> <td>131</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	47	54	57	50	38	2022-23	2021-22	2020-21	2019-20	2018-19	47	54	56	50	38	2022-23	2021-22	2020-21	2019-20	2018-19	128	127	134	132	132	2022-23	2021-22	2020-21	2019-20	2018-19	127	127	133	131	131
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2.4.1	<b>Percentage of full-time teachers against sanctioned posts during the last five years</b>																																								



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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	35	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	35	35

**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
14	15	6	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	4	6	4

**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
2	3	4	4	0

Answer After DVV Verification :

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

**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 : 24

Answer After DVV Verification :18

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
3.56468	4.85097	0	12.49905	53.03374

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.56468	4.85097	0	2.30363	40.84828

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

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

Answer before DVV Verification : 22

Answer after DVV Verification: 22

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
5.27951	3.29405	4.58084	7.87036	4.99843

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.46439	0.1482	0	0.66443	0

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: B. 3 of the above  
 Remark : Inputs has been updated as per the supporting documents.

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: B. 3 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	24	12	25	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	24	12	21	7

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	1	0

Answer After DVV Verification :

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

4	2	0	0	0
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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
25	16	3	12	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	3	9	7

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: D. 1 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
9	8	8	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	5	4	2

**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
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Answer After DVV Verification :

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

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

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

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

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

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

Answer before DVV Verification : A. 4 or All of the above  
 Answer After DVV Verification: D.1 of the above

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

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

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: C. Any 2 of the above  
 Remark : Input has been updated as per the supporting documents.

**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations