



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT GENERAL DEGREE COLLEGE SINGUR

GOVERNMENT GENERAL DEGREE COLLEGE SINGUR, JALAGHATA, SINGUR,
HOOGHLY

712409

singurgovtcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

“Creativity is Knowledge”: we believe in this pronouncement by Albert Einstein, as it carries the true essence of our motto, and acts as a motivation to develop our educational institution from a dream project to reality. Government General Degree College, Singur, was set up in 2013 as a new academic institute under the Higher Education Department of the West Bengal Government. It began functioning first within the premises of Mahamaya High School, a local High School, till our own three-storied building, playgrounds, laboratories, canteen, Students' Activity Centre and other relevant infrastructure were developed subsequently at Jalaghata, close to Singur Railway Station, where the College shifted to soon after. The College is now permanently affiliated with the University of Burdwan. The University Grants Commission (UGC), Government of India has affiliated this College with “2f” and “12B” certifications during 2017-18.

Legend has it that the brave monarch Simhala Bijoy Singha, who overcame the dark ocean waters to found Sinhal, present-day Sri Lanka, hailed from this land. Then, of course, it was not called Singur but Singhapur – of which the present name is a contraction. We are also aware of reforms by Sir Surendranath Mullick to bring the light of modern education here, including securing grants from Rockefeller's Foundation of USA in the late nineteenth century to fight the then-deadly Malaria. Its present fame resides in the now globally recognized mass protest by farmers of Singur. It generated a wider movement all over Bengal and India, resulting in a change in governance in West Bengal. We welcome all the students in this part of Bengal to pay a visit to our Institution and be a part of our endeavor to reach the pinnacle of success.

Vision

To impart holistic education to students, to provide them with ample learning experiences and opportunities, to guide them towards the optimum use of their knowledge and skill, and to empower them to become enlightened, empathetic, and socially responsible citizens of the future by instilling in them values of integrity, inclusivity, dedication, freedom, justice, love and confidence, thereby shaping them to be brave and competent agents of positive social transformation.

Mission

- To promote a multicultural, multilingual, and secular co-educational learning environment that is inclusive, tolerant, and supportive of the pursuit of knowledge that goes well beyond the explicitly stated demands of the syllabus.
- To provide education that is accessible to all and inexpensive in nature, thereby constructing a democratic space fostering academic excellence.
- To guide students toward the successful completion of their degrees and channel them towards the pursuance of higher degrees in their selected or allied fields of study.
- To train students for greater employability by imparting to them both the academic training and soft skills required to compete with confidence in the professional world.
- To be sensitive towards the distinct learning requirements of both advanced and first-generation learners, providing them with all necessary support by devising innovative teaching and learning

methods.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A multi-cultural, multi-lingual, and multi-religious milieu conducive to first and second-generation learners.
- Sixty-plus highly qualified and dedicated faculty members enhance the academic standards of the college. Almost all teachers hold doctoral degrees.
- A good teacher-student ratio provides more attention to students' individual learning needs.
- Commendable students' performance at University Examinations, bearing rank holders almost yearly. Many pursue further studies in reputed institutions.
- Successfully implemented the 'student-centric' CBCS curriculum in all its Honours courses from 2017.
- It is the only college under Burdwan University to successfully run two undergraduate courses in Anthropology and Psychology since 2015.
- The augmentation of e-resources and ICT-enabled teaching methodology immensely helped the students during the pandemic and beyond it.
- The College Central Library has INFLIBNET. The N-list facility is available for teachers and students for academic enrichment.
- Efficient IQAC ensures quality control, academic expansion, partnerships, and productive strategies for overall institutional development and growth.
- High enrollment of girl students upholds equal opportunities in education.
- The Grievance Redressal Cell, Anti-Ragging Cell, Internal Complaints Committee, Disciplinary Action Committee, and Career Counseling Cell protect and promote students' safety, dignity, and future prospects.
- College First Aid Unit and Psychological Counseling Cell ensure the physical and mental well-being of all stakeholders. Moreover, the College has spatial proximity to a Government Hospital and a Trauma Centre.
- Many faculty members pursue Extramural Research published in reputed UGC-CARE listed journals and cited widely.
- Active NSS unit performs various community outreach activities throughout the year.
- Philanthropic activities like the Students' Welfare Fund, Thalassemia screening, and free Covid vaccination drives help promote the welfare of students.
- Lush green pollution-free campus with a sufficient number of fruit and medicinal plants.
- College laboratories follow eco-friendly ethical practices. The outlet water from air-conditioners is recycled with laboratory-grade water, containing fewer ions.
- The campus is accessible to differently-abled (Divyangjan) persons, having a well-lit, ramp-enabled entrance and special toilets for convenience.
- The HEI is secured with security guards and the installation of a Close Circuit TV.
- The college canteen caters to students and faculty alike.

Institutional Weakness

- As a comparatively newly set up Government College, the institution lacks the necessary infrastructure which is easily available at established old colleges.

- The shortage of classrooms in the college building hinders the allotment of requisite classes in accordance with the CBCS curriculum.
- Lack of laboratory space and equipment act as deterrents to research conducted by faculty.
- Insufficient Government funds and their irregular disbursal system pose problems for the college to plan and execute projects.
- Meager recurring allotted funds restrict resources for running the establishment, providing AMC of instruments, hiring casual staff, etc.
- As a fully Government Institute, the college depends entirely on P.W.D for construction and renovation-related civil and electrical works, making quality assurance, maintenance, and monitoring difficult. A low administrative staff to Student/Faculty ratio poses a challenge to the college administration.
- Non-recruitment of Group-D staff has deprived the Science Departments of their non-teaching laboratory assistants and adversely affected the office as well.
- No funding or permission is available for starting vocational courses which promote placement opportunities for students.
- Due to dearth of funds, the library lacks an adequate number of books and staff. The college has no departmental libraries.
- Students are mostly first-generation learners from rural areas who suffer from a lack of socio-academic exposure. However, some have overcome all odds and aced tough competitive exams.
- The college has been unable to conduct various capacity-building and skill enhancement classes like UGC Career Oriented Add-on Courses.
- The College does not have any language laboratories.
- Due to the paucity of funds, there is minimum provision for organizing seminars. We have to depend on conducting webinars instead.
- Being a government institution, the College cannot sponsor faculty to either avail memberships of academic bodies or attend seminars/workshops. However, the College authority allows On Duty Leaves to the faculty for such endeavors. Moreover, teachers with extramural research are supported by grants from sponsors. Some faculty members are executive members/research associates of national associations such as the Indian Association of Chemistry Teachers, Inter University Centre for Astronomy and Astrophysics (IUCAA). They receive sponsorship from these parent organizations.

Institutional Opportunity

- Student catchment areas of the institute are mostly rural, and students are mostly first-generation learners. As their social exposure and academic expertise are lacking in many respects, it is relatively easy to groom and prepare them for their future academic journey.
- The college maintains and encourages communal harmony and national integrity as there are students from different communities in this Higher Educational Institution.
- The HEI promotes the wholesome development of students from all genders and across all sections of society.
- It promotes the potential of the students for attaining excellence in their fields under the guidance of the efficient faculty members of the institution, who provide them with constant motivation and support.
- The college encourages education beyond the syllabus by regularly organizing seminars and workshops on multifarious topics of academic and social interest. Even during the pandemic, webinars were hosted online to keep up students' interest in various subjects.
- Some of the departments conduct field trips to historical places or sites of biological diversity to enhance the learning aptitudes of students.

- The institution organizes various socially relevant programs (such as an AIDS awareness program, thalassemia detection, and counseling camp, water conservation awareness program, gender sensitization program, awareness program regarding abuse, awareness program on road safety, mental health awareness program) in collaboration with several govt. and non-govt. organizations to promote the holistic development of the students.
- The college is located in an area that is rich in biodiversity. This abundance of species present in the surrounding area, the diversity of genotypes, habitats, and ecosystems can be exploited as readily available resources for the Bio-Sciences Departments of this college.

Institutional Challenge

Student catchment areas are mostly rural, and students are mostly first-generation learners. They are more likely to face ‘discouraging’ inhibitors and barriers, such as social backwardness, and financial crisis, and are likely to experience lower levels of ‘encouraging’ factors, such as parental encouragement and motivation for higher studies and research.

- The institution struggles with a dearth of funds from the government, leading to a deficit of proper infrastructure. Despite having so many learned faculty members, the institute is unable to fully utilize its knowledge and skills because of a lack of classrooms or laboratory space.
- The college grapples with an acute shortage of classrooms and has to rely on a dynamic routine in order to accommodate simultaneous classes for all three academic years across sixteen departments.
- The college is trying to increase the number of computers, thereby increasing the student-computer ratio.
- The college tries to increase the soft skills of the students so that this upcoming generation of learners has the scope to learn and utilize these skills in the future.
- The college struggles with the ongoing trend of student absenteeism. Many students lack interest in general degree courses and do not show up for classes regularly. Sometimes, students get admitted just to avail scholarships and other benefits provided by the government. A large number of students also tend to drop out due to marriage constraints and job prospects.
- Being a government college, procedural delay caused due to administrative paraphernalia of the Government is a recurrent but unintentional obstacle that the Institution faces.
- The college has no authority or opportunity to fill up vacant teaching and non-teaching posts, which remain unoccupied unless filled at the sole discretion of the Department of Higher Education, Government of West Bengal.
- There is minimal scope for introducing innovative teaching-learning techniques given the strict constraints of syllabus completion within the stipulated annual academic schedule set by the affiliating University.
- Constant demands for a transition of administrative activities to a paperless, online system have become challenging to implement due to the lack of proper and regular training programs for non-teaching staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This HEI, affiliated with the University of Burdwan maintains the syllabus prescribed by University. College initiates organizing value-added and certificate courses on IT, Python, story-writing, web-writing and web-publishing. Academic activities including internal assessments are planned well ahead of each academic session streamlining with central and departmental academic calendars, timetables, and workloads.

College authority and faculties create awareness among students regarding social and environmental issues. The Internal Complaint Committee (ICC) sensitizes students on various issues through seminars and events. The syllabus of various disciplines incorporates diverse aspects of gender studies, ethics, human rights and aspects of environmental concern. Botany, Zoology,

Sociology and Anthropology train their students for fieldwork; Psychology, Sociology, Chemistry and Computer Science carry out project works.

In the 2021-22 students' satisfaction survey, about 90% of students expressed satisfaction regarding syllabus completion, communication skill of teachers, teaching-learning, evaluation process and with the internal evaluation process. More than 95% of students agreed that the institution provides various aspects of growth beyond the teaching-learning process.

More than 50% of teachers agreed to the appropriateness, significance, distribution and employment generation of the current syllabus, the balance of the syllabus between theory and practical, allocation of credits, curricular flexibility, importance and timely completion of test examination, conducive teaching environment, flexibility and teacher-friendly administration.

Similarly, 25.4% of teachers disagreed with the question related to a sufficient number of books in the library. In regard to the question of the suitability of the syllabus for slow and fast learners, 30.5% disagreed and 35.6% agreed. More than 50% of the teachers have shown their disagreement about the current college infrastructural facility and the canteen facility.

Teaching-learning and Evaluation

The college has a diverse mechanism for the effective delivery of 'Teaching-learning and Evaluation' through all 16 UG courses. With 66 highly qualified, full-time teachers & a decent teacher-student ratio, the Institution is in high demand in Hooghly District. The enrolment percentage is ranging from well over 76.12 and above. The admission process is inclusive and impartial as revealed by a high number of admission from the Reserved Category (36.96%).

A meticulous and timely completion of the syllabus is part of the very fabric of the College. The growing emphasis on documenting syllabus dissemination, student progression in terms of the academic calendar, and lesson plans which connect with the Time-Table are part of the constant upgradation of the teaching-learning system. Many teachers, including the Principal, are part of 'Board of Studies' of the affiliating or other State Universities. The courses are addressed to make students aware of the environment, interdisciplinary areas, gender issues, human rights, value education, professional ethics and sustainable development. Experiential learning is also part of the curriculum.

During the lockdown, regular classes were held using Google Classroom. Teachers participated in online Faculty Development Programmes and E-Contents were uploaded to the college website. Students participated in academic and cultural activities online. NSS activities, Ethics and Value Education Course were conducted by the college to ensure the all-round development of students.

The institution maintains a transparent system of evaluation and constantly sensitizes students about the outcomes of the curriculum so that, they can start planning for higher education and careers early.

Research, Innovations and Extension

The Institute believes in the continuous innovations and research necessary for quality education. Eight faculties of the college get Government grants from WBDST for their extramural research projects. College creates an ecosystem for innovations and has initiatives for the transfer of knowledge by encouraging to participate in NPTEL, different courses of SWAYAM, various seminars, webinars and courses organized about MOOC. One of the teachers holds a patent (published) in the field of Computer Science. Teaching faculties and IQAC members participated in seminars/workshops/ webinars on IPR and the college organized a webinar on IPR through NIPAM. The college arranged and organized almost 96 seminars/webinars/workshops in the last five years. The institution encourages an environment that promotes excellent research works and projects. The faculties have 93 book chapters and 106 research paper publications under the affiliation of the college. The college regularly engages in various extension activities in the neighborhood community, sensitizing students to social issues, for their holistic development by adopting a local village, organizing AIDS awareness program, Dengue awareness program, Swachh-Bharat, Beti Bachao Beti Padhao and Kanyashree programs, Vanomahotsav celebration, thalassemia camp, gender sensitization program through the NSS and ICC. The college organized workshops on depression and suicide prevention involving the students and teachers of local schools. Awareness program such as community development program on addiction and suicide was organized. The college has successfully arranged two MoU, one with Government Physical Education College for Women since 2018, and another one with Rani Rashmoni Green University (since 2020).

Infrastructure and Learning Resources

Established in 2013, the college has 16 Departments and 66 faculty members. The building has 30 classrooms, 8 laboratories and a spacious conference hall. There are two common rooms, including one for female students, and one canteen.

The campus contains handrails, wheelchairs and a ramp at the main entrance for the differently-abled. It also has a sick room. It also has a separate toilet for differently-abled female students.

The college has a total of 8 LCD projectors; two ICT-enabled smart classrooms, and a Seminar Hall with an overhead projector. Although the college is yet to have a central computing facility, the Computer Science department has two computer laboratories presently equipped with 27 desktop computers, 12 LaserJet printers and a laptop. The Science departments of the colleges are equipped with computers along with printers.

The college has a broadband internet connection of 300 MBPS. All the computer laboratories have internet facilities. Aside from this broadband connection, the college has another backup broadband connection with 200 MBPS. The college is wi-fi enabled.

The Central Library has 6800 books. The library is fully automated and uses Online Public Access Catalogue (OPAC). The college is registered on the N-List program of INFLIBNET which allows the students and teachers to access a large repository of academic resources. The average usage of the library in the year 2021-22 stands currently at 17.86. The College has established gymnasium and yoga facilities and encourages the students to be fit physically and mentally.

Student Support and Progression

Students of the HEI have been enjoying different scholarships funded by different Government and non-Government agencies like- SVMCM, Aikyashree, Nabanna, Oasis, and Jindal. The college has been conducting different capacity-building and skill-enhancement programs for students to help them further progress in their careers. Students are helped by different ICT-enabled curricula. The college has established gymnasium and yoga facilities to encourage students to be fit physically and mentally. Regular psychological counseling sessions are conducted in order to make the students stress-free and manage their mental health issues. A good

number of students have been guided by experts from academic and industry backgrounds in different career counseling programs. The College maintains a transparent mechanism for students to address any grievances, sexual harassment and ragging cases. Among the passed-out students, many of them opted for higher studies and others got jobs in Government/Private sectors. Students were also able to crack different state, national and International level examinations like NET-JRF, SET, JAM, IELTS, GATE, NET, and CUET. Students make the college proud by achieving awards in different activities at the state level through their praiseworthy performances (Youth parliament, Kanyashree-block and district-level programs). In annual sports, a large number of students have participated actively. Active participation of students in various cultural programs such as Rabindra Jayanti celebration, college social, Independence Day celebration, and cultural competition (both online and offline) make the cultural program successful.

Governance, Leadership and Management

The vision of the institution is to impart holistic education and make the students socially responsible citizens. The mission includes the promotion of a benign learning environment and channelizing students towards the pursuit of higher degrees, employability, etc. In consultation with the Governing Body, the Principal with the help of the IQAC, Teachers' Council and departmental heads, monitors the academic and administrative activities. It actively runs subcommittees to execute strategic plans.

The college follows e-governance systems like HRMS and WBIFMS. The e-tender system is compulsorily used for purchasing goods through NIC. We obtained four digital signature certificates for implementing an e-procurement system.

The college runs the admissions process through an online portal. Scholarships are offered to students including SVMCM, OASIS, Aikyashree, and CMRF.

The institution maintains an effective welfare system through the West Bengal Health Scheme. It has a self-appraisal system for teaching staff, where submission of SAR is mandatory. Some of the faculties are members of national associations like IACT and IUCAA. The HEI has successfully participated in NIRF, in 2021-22.

Faculty members and office staff regularly participated in different (87) programs organized by HRDC and other organizations.

College accounts are liable to be audited through the AGE Office. The College conducts internal and external audits.

The IQAC of the college promotes measures for institutional functioning toward quality enhancement. It assists the Principal in matters related to CAS and organizes seminars, webinars, workshops, value-added and add-on courses. It helps to form anti-ragging cells, green campuses and grievance redressal etc.

Institutional Values and Best Practices

This college bears the evidence of its institutional distinctiveness through various activities involving students, environments and communities. Attempts to enrich students through digital mode are many, such as ensuring participation in NPTEL, encouraging them to use INFLIBNET etc. Aids are also available in the forms of anti-ragging cell, psychological counseling and career counseling. The college offers a few separate amenities for differently-abled. Initiatives to conserve nature are many such as having rainwater harvesting systems, solar panels etc. Green audit has been conducted in the college. Two teachers are members of the local biodiversity

Management Committee. Spreading concern for the environment is achieved both inside and outside the classroom—through teaching in various departments and by creating a Whatsapp group called ‘Wild Flora and Fauna of Hooghly’ maintained by the teachers and students of the college since 2017 help spread nature awareness through photographs and regular sharing of information. The college extends its activities to include the community through various awareness programs such as Van-Mahotsav, prevention of child marriage, Thalassemia detection camp, awareness camps on snakes, and programs for the prevention of mosquito-borne diseases. Multiple initiatives have been taken by the Department of Psychology to handle the problem of depression and suicide through programs on online platforms during the pandemic. The Counselling cell of the college supports the students with their mental health issues. Various programs were also organized online to provide support for students. This HEI celebrates various days of national/International importance in the forms of Independence Day, the Birthday of Tagore, International Mother Language day, women’s day etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE SINGUR
Address	GOVERNMENT GENERAL DEGREE COLLEGE SINGUR, JALAGHATA, SINGUR, HOOGHLY
City	SINGUR
State	West Bengal
Pin	712409
Website	singurgovtcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Santanu Chakrabarti	033-26300126	9433171054	033-26300126	oicsingur@gmail.com
IQAC / CIQA coordinator	Chaitali Chaudhuri	033-25582113	9874235615	033-25582113	chaitalich@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	University of Burdwan	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	08-08-2017	View Document
12B of UGC	19-02-2018	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GOVERNMENT GENERAL DEGREE COLLEGE SINGUR, JALAGHATA, SINGUR, HOOGHLY	Rural	6.58	1843.657

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Sanskrit	36	H.S.	English + Bengali,Sanskrit	41	36
UG	BA,Santali	36	H.S.	Santali,English + Bengali	27	10
UG	BA,Bengali	36	H.S.	Bengali	41	37
UG	BA,English	36	H.S.	English	41	38
UG	BA,Philosophy	36	H.S.	English + Bengali	41	32
UG	BA,History	36	H.S.	English + Bengali	41	40
UG	BA,Political Science	36	H.S.	English + Bengali	41	32
UG	BA,Sociology	36	H.S.	English + Bengali	41	20
UG	BSc,Psychology	36	H.S.	English + Bengali	10	4
UG	BA,Psychology	36	H.S.	English + Bengali	15	12
UG	BSc,Anthropology	36	H.S.	English + Bengali	25	11
UG	BSc,Botany	36	H.S.	English + Bengali	25	20
UG	BSc,Zoology	36	H.S.	English + Bengali	25	18
UG	BSc,Physics	36	H.S.	English + Bengali	25	7
UG	BSc,Chemistry	36	H.S.	English + Bengali	25	8
UG	BSc,Mathematics	36	H.S.	English + Bengali	25	6
UG	BSc,Computer Science	36	H.S.	English + Bengali	25	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				17				48			
Recruited	1	0	0	1	11	6	0	17	26	22	0	48
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						25
Recruited	8		5		0	13
Yet to Recruit						12
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	5	1	0	6
Yet to Recruit				24
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	10	3	0	13	18	0	45
M.Phil.	0	0	0	0	1	0	1	0	0	2
PG	0	0	0	1	2	0	12	4	0	19
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	207	0	0	0	207
	Female	703	0	0	0	703
	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	12	20	10	20
	Female	34	39	24	34
	Others	0	0	0	0
ST	Male	5	3	4	5
	Female	8	9	3	9
	Others	0	0	0	0
OBC	Male	21	18	10	25
	Female	48	41	28	39
	Others	0	0	0	0
General	Male	49	46	74	87
	Female	173	170	247	204
	Others	0	0	0	0
Others	Male	0	2	0	0
	Female	1	2	1	0
	Others	0	0	0	0
Total		351	350	401	423

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The 'National Education Policy 2020' provides a comprehensive framework for primary education, higher education and vocational training in both rural and urban India. According to the principle of
---	--

'Equitable and Inclusive Education', no child should be denied access to a high-quality education because of their socio-cultural background. The initiative aims to fundamentally revamp India's educational system by 2030. In order to accomplish all of the crucial targets and goals of the 2030 Agenda for Sustainable Development, such a challenging aim will demand that the entire educational system be redesigned to support and nurture learning. (a) Government General Degree College, Singur uses a teaching strategy that acknowledges, pinpoints, and cultivates each student's individual potential through sensitization of teachers and parents to support each student's holistic development in both academic and extracurricular contexts. (b) Departments of our college have made 'Elective Papers' available to students of all disciplines. Interdisciplinary subjects were encouraged for students to choose because it will help the students acquire knowledge across the course. Courses in the multidisciplinary and interdisciplinary fields have been added as electives to academic programmes. Every programme is created to give students as much freedom as possible when selecting electives from other departments. (c) The college provides a number of adaptable and cutting-edge curricula in the fields of value-based education, environmental education, and community engagement and service through NSS. Throughout their undergraduate studies, students are always encouraged to take use of a flexible multidisciplinary curriculum, such as computer training, yoga training, and first aid training. Individual departments, the IQAC cell, the student activities cell, and so on hold a number of seminars and webinars on a wide range of fields. (d) In order to promote multidisciplinary/interdisciplinary education, faculties across the departments delivered popular lectures. (e) The college has a dedicated NSS team with whom students collaborate on outreach and community service projects for the elderly and orphans, as well as environmental awareness campaigns. (f) Academic and career counselling from experts was available to all pupils. Counsellors were always vigilant in ensuring the pupils' physical, psychological, and emotional well-being. It might be claimed that the College is actively working to put the NEP's recommendations into practice.

2. Academic bank of credits (ABC):	The government of West Bengal has recently formed a committee comprising distinguished individuals to oversee the establishment of a 'State Academic Bank of Credit'. Our Affiliating University has addressed the roadmap for NEP-2020 implementation. As a result, we have more understanding about the academic bank of credits envisaged in the policy shape up. We believe this historic education policy will produce great effects, and we have worked hard to assure its successful implementation.
3. Skill development:	The affiliated university has tailored its curriculum in the light of the growing need for skilled workers in both the public and commercial sectors. There are many courses featured in the curriculum that are skill-oriented. The current imperative is to generate a young generation with degrees in their chosen fields and extra training programmes that will enable them to launch their own entrepreneurship after graduating from college. Other effective methods used by the institution for skill development include scientific workshops, sports competitions, etc. The syllabus of each subject is structured in such a way that students are required to complete application oriented compulsory modules ('Skill Enhancement Courses' in Semesters 3 and 4), which relate to skill development, problem solving, and analytical thinking, all of which are essential to STEM. NEP 2020 aims to holistically educate students by providing them with vital 21st-century skills, reducing curriculum content to stimulate critical thinking and significant learning, and emphasizing experiential learning. Students should also have more topic options and flexibility, allowing them to tailor their education to their interests and talents. The college fully supports these principles and provides a variety of options for picking the 'Generic Electives,' 'Discipline Specific Electives', and 'Skill Enhancement Courses', obviously within the purview and jurisdiction of the affiliated University. Additionally, the college has set up a number of 'Add-on Courses' that might provide students with an edge in the fiercely competitive job market by giving them access to knowledge and abilities that they would not otherwise be able to acquire through the regular curriculum.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	The NEP 2020 places a strong emphasis on encouraging multilingualism and the power of

online course):	<p>language so that students are aware of the diverse and rich variety of languages in their nation. The college attempts to elevate these disciplines by offering four languages in its undergraduate programmes: English, Bengali, Sanskrit, and Santali. Political science, History and Sociology are also offered as major courses in order to instill a sense of national integration, passion for art and culture, respect for women's community, and civic consciousness among the student body. Two languages, Sanskrit and Santali, are taught to ensure proper integration of Indian knowledge.</p>
5. Focus on Outcome based education (OBE):	<p>The college strives to motivate students to pursue success in all spheres of life. 'Outcome-Based Education' (OBE), which is used in all areas of education in India, is a focus of NEP 2020. The initiative to change the curriculum toward OBE began with the implementation of the CBCS system. In our plan of action and in providing 'Generic Electives', 'Skill Enhanced Courses' and 'Discipline Specific Electives' we have taken great effort to give courses to students with the specific purpose of growing skills or gaining knowledge. By the end of the course, students should have completed the aim. All courses are taught with the cognitive capacities of remembering, understanding, applying, analyzing, evaluating and creating as their primary learning objectives. In addition to domain-specific knowledge, learning outcomes at all levels guarantee social responsibility, morality and entrepreneurial abilities so that students actively contribute to the country's economic, environmental, and social well-being. The PO-PSO philosophy is also in line with the course objectives (COs). (a) Students are expected to have logical thought processes in a range of social, historical, scientific, economic, ideological and philosophical traditions after finishing their selected programme. (b) The programmes also enable graduates to compete in numerous competitive examinations or pursue higher education of their choice. (c) All the ignited minds, able to consider and take action on a variety of issues affecting human life in an effort to improve this world. (d) Students are urged to have a rational, scientific mindset and approach, especially those studying the sciences. (e) In science, accuracy, rigors, clarity of thought and language, methodical approach, and the ability to</p>

	make both qualitative and quantitative decisions are all desired traits. To implement the spirit of NEP, every course syllabus has been nurtured with care for macroeconomic and societal needs at large.
6. Distance education/online education:	The college has long thought that integrating ICT into education might open the door to a new paradigm and offer a better platform for educating today's youth. This entire digital education satisfies the core objectives of Digital India's programmes and has enormous potential to improve the country's educational system where the learning population finds it challenging to reach and access education due to lack of resources and infrastructure. In order to drive this motion, the college established itself as a Local Chapter [Id: 3772] of SWAYAM-NPTEL in February, 2020. This strategy was found to be particularly advantageous with the unexpected surge in the pandemic in order to assure preparation with alternate means of quality education whenever and wherever traditional and in-person modes of education were not viable. Subsequently, it was observed that one of the primary components of NEP 2020 have been 'Technology in Education' and 'Digital Education'. The students and teachers were encouraged to pursue such courses by the college authority and SPOC of this programme.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
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	Government General Degree College, Singur, has always been an active participant in all programs organized by the Election Commission of India, expedited through a vibrant electoral Literacy Club (ELC), comprising Chairperson, Faculty Coordinator, Faculty Members, Student Members and Alumni. The Club works tirelessly in the dissemination of the spirit of democracy in thought and praxis in various

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

constituencies within its access. Over the years, this has been one of the most significant outreach activities of the College which brings the institutions close to its neighboring populace. It acts as a coordinator between the administration, institution and the local populace. Innovative programmes and initiatives such as interactive sessions to motivate and inspire students to know about the electoral process, street plays scripted and devised especially for the purpose, themed quizzes and novel ways to emulate model polling activities to emphasise the importance of civic rights among young voters such as mock parliament sessions, debates, elocution and essay writing activities, paintings, sketches and posters themed on electoral procedures etc. help to sensitize the students about their democratic rights. These activities of the college have not gone unnoticed. Over the years, the ELC of GGDC, Singur, has won awards and prizes for its active participation in various competitions in District and Block levels. The college ELC team were the District champions in 2020, and was awarded the Champions Trophy by the Hon'ble District Magistrate of Hooghly in January 2020, on National Voters' Day. The college won the poster award in 2021, and has been steadily contributing towards increasing voter awareness and promoting ethical voting. A notice was circulated on 23.02.2022 in the college through the Heads of various Departments to sensitize the students about the program. The news was also disseminated through the official WhatsApp group of the ELC. The college along with the Principal, the members of the cultural committee and the coordinator of the ELC convened a meeting on 25.02.2022 where the students were briefed about the competition and names were collected in various categories of competition. Later, a WhatsApp group was created along with the willing participants for smooth functioning of the action

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.

The College was apprised about the ongoing project undertaken by the Election Commission of India named "My Vote, My Future – the Power of My Vote" from the Block Development Office of Singur, Hooghly. Dr. Arikam Chatterjee, the coordinator of the Electoral Literacy Club (ELC) of the College attended the meeting on behalf of the Principal, in which the Inspector of Schools, Hooghly, and

	<p>members from other educational institutions also participated. The literature, concept note and the competition order from the ELC was distributed both physically and online and the meeting and the attendees were briefed about the modality of the competition as well. The institutions were encouraged to inspire their pupils for widespread participation. Since the institutional category was different from the amateur category, the college undertook a two pronged approach towards the competition. Students were encouraged to: i) Upload participation individually in the amateur category ii) Participate through the college in the institutional category All students were asked to mail their entries to a centralized email id provided by the college. The winning entry within the college was uploaded institutionally in each category (since only one entry per category was allowed), and all other entries were uploaded individually by students in the amateur category. The benefits of this strategy were: i) The college could choose the best entry for institutional representation ii) The college could maintain an archive of the entries and its participation in the Project iii) All candidates and willing students got a chance of participation The college has agreed to provide certificates from its own end to the college level winners in each category to encourage more students to participate in such important government projects and bolster the functioning of the ELC and the work of voter sensitization towards a strong democracy.</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>From its very inception on 12th November, 2019, the Electoral Literacy Club (ELC) of the College has observed that almost all of its students above eighteen years of age are already enrolled as voters in the electoral roll. However, for the mere handful of students who are yet to be registered as voters, the ELC of the College takes active measures to spread awareness about the electoral process and get them acquainted to the various aspects of their civic duty of voting. Special lectures are arranged to inform the new voters about their rights, duties, and the expected code of conduct at the time of polling. The students are also informed about the different methods of redressing grievances related to the electoral process. Efforts are made by the College to help these uninitiated voters to know about the use and</p>

functions of EVM machines and make them realize the importance of their contribution to the democratic process of election. They are urged to get themselves enlisted on the electoral roll as early as possible and get Voter's ID cards issued in their names.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
893	922	877	818	747

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

2 Teachers

2.1

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

Response: 72

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	64	62	53	50

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
22.67356	17.86614	36.7546	64.32928	26.04883

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

As a Constituent College affiliated with the University of Burdwan, the institution does not directly engage with the framing of the curriculum and follows the syllabus determined for undergraduate courses by the University. The institute ensures effective implementation and dissemination of the curriculum by closely adhering to the Academic Calendar set by the University of Burdwan, yet taking meticulous care to allow certain flexibility for including extra-curricular activities unique to the College. The institute follows a centralized Master Routine alongside well-structured individual Departmental Time-Tables which work in tandem to aid in the smooth delivery of the curriculum. The Central Routine for all Arts and Science departments is designed by the Routine Sub-Committee which directly comes under the Teachers' Council. An optimum synthesis between the coverage and completion of syllabi alongside the progress of the academic calendar depicts proper academic planning of the institution. This ensures that the syllabus for all courses is completed well within the timeframe designated for it by the University module of class allocation. Curriculum dissemination at the departmental level is strategized. In keeping with a learner-friendly module of teaching-learning, most departments conduct extra classes for slow learners. Apart from regular classes, the Routine also provides scope for allocating Tutorial classes. At the beginning of every academic session, departmental faculty members conduct meetings to devise departmental routines and distribute syllabi among the faculty members. The duration of every class is decided as per UGC stipulations. Registers of attendance are maintained by all departments. Records of all online classes held and tests conducted during the pandemic when educational institutions remained closed (as per government restrictions) are also duly documented.

Evaluation is a continuous process and involves both Internal Assessment and End Semester Examinations, both of which are compulsory, constituting an integral part of the Choice Based Credit System, as introduced in the college in 2017, according to the regulations of the University of Burdwan. The marks allotted for internal assessment in each paper is 15, (20% of the Total marks), of which 10 marks are allocated for the student's performance in internal assessment whereas the remaining 5 marks are reserved for attendance. College Internal Assessment Sub-Committee, constituted under the Teachers' Council, makes necessary arrangements to conduct the exams centrally. The institute completely complies with the deadlines set by the University for completing the internal assessments for each semester. All end-semester examinations are centrally coordinated through individual committees constituted for the purpose. The CBCS Sub-committee is responsible for maintaining and uploading all digitally prepared records of evaluation of Honours/Core Courses and General/Generic Elective Courses. The departments maintain a system of continuous evaluation through class tests, home assignments, class presentations, etc. This help to ascertain the academic progression of students throughout the year. Diverse teaching techniques such as a chalk-and-talk method to an ICT-enabled lecture delivery system, webinars, extension lectures, mentorship, seminars, and workshops help to keep the learners interested and engaged. The IQAC regularly invites feedback from students regarding the effective implementation of the curriculum.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 6

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 7.61

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
231	93	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

The college authority and faculty members have always been active in creating awareness among the students on various social and environment-related issues. The college has its own Internal Complaint Committee (ICC) which quite frequently takes initiative to sensitize students on issues like gender equality,

women's political and legal rights, etc., through seminars and related events. Using both offline/online modes different departments of the college organize lectures, interactive sessions, and the faculties are also encouraged to integrate the nuances of these intersectional discourses relevant to contemporary issues in regular classroom teaching with the express aim of raising consciousness among students.

Affiliated with the University of Burdwan, this college has to follow the university-prescribed syllabi as well as its prescribed CBCS since 2018. There are various cross-cutting issues related to Professional Ethics, Gender Studies, etc that are part of the courses offered.

? To raise awareness among students regarding ecological issues a compulsory paper on Environmental studies has been introduced in the First Semester (AECC-1) for both Science and Humanities students.

? Subjects like English language and literature have courses specially designed for gender studies.

? Professional Ethics is chiefly addressed by the Department of Psychology through their regular classroom teaching.

? The syllabus of History also includes one module specially designed to reconstruct history with a special reference to Gender, environment, etc.

? A major part of the Philosophy course is designed to include papers on special areas like Ethics, Human values, Human Rights, Gender issues, etc. In 2020, the department organized an ICPR-sponsored periodic lecture series and a National-level Seminar on 'Basic Values Embodied in Indian Culture and their Relevance to National Reconstruction'.

? The Syllabus of Political Science provides a scope for the students to acquire knowledge on issues like gender, human rights, and eco-feminism in a very detailed manner.

? Sociology, among all other subjects in humanities, largely induces an understanding of Gender as a form of social stratification vis-à-vis ways of accessing legal protection offered by the state.

? Anthropology also addresses issues like Gender and Subjectivity.

? The syllabi of different science subjects like Chemistry, Botany, and Zoology address the aspects of environmental concern in various forms. Green Chemistry is included in the prescribed syllabus of Chemistry. The disciples of Botany and Zoology are always in an advantageous position to address different Ecological issues through their curricula like the diversity of plant and animal kingdoms, conservation of nature as a whole along with environmental sustainability.

? The NSS unit of this college always gives emphasis on different awareness-raising programmes on campus such as a plastic-free campaign, a campaign on dengue prevention, a Red Ribbon day celebration, and tree-planting (Van Mahotsav). A large number of students actively take part in all these programmes. The NSS organized online seminars on pressing issues such as the Covid 19 virus and on mental health during the pandemic period.

? College has its own rooftop solar panel system for energy supply and rainwater harvest technology that is part of its overall eco-friendly initiatives.

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

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

Response: 7.17

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

Response: 64

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 76.12

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
351	350	401	423	359

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
514	514	518	518	411

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 49.91

2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
129	134	80	132	95

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

2021-22	2020-21	2019-20	2018-19	2017-18
243	243	243	243	170

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

2.2 Student Teacher Ratio

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

Response: 13.53

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 using ICT tools

Response:

The college employs a teaching methodology that emphasizes education delivery using a student-centric approach. This approach helps in transforming students from being treated as passive recipients to active participants. Here, the teacher facilitates learning by ensuring the participation of students in class activities, which will allow them to apprehend information at their own pace.

College courses are presented in an organized manner, focusing on the course objectives, program-specific objectives, and program outcomes. This gives the student a thorough understanding of what should be their main focus. At the end of the course, it aids them in self-evaluation. Students' evaluations of the course and instructors offer a chance to spot any gaps that can then be filled.

Teachers encourage pedagogy, creative thinking, higher-order thinking skills, and new interpretations while making classes as interactive as possible. Some of the methods used by the Departments to provide experiential and participatory learning include audio-visual methodology, Google Classroom, industrial visits, fieldwork, and projects. Teachers also encourage students to participate actively in academic portals such as SWAYAMNPTEL, INFLIBNET, e-PG Pathshala, etc.,-- initiatives from the Ministry of Human Resource Development and Ministry of Education of India. It is important to note that this college has been registered as a SWAYAM NPTEL LOCAL CHAPTER (ID: 3772). Internal assessments are designed to promote independent work among students. In order to improve confidence and develop writing skills, students are required to submit written assignments.

The college believes that experiential learning is a process where students are actively involved in their education and "learn by doing" as well as reflecting on their experiences. Activities that involve experiential learning may include but are not limited to, fieldwork, internships, stage performances, and academic research. Experiential learning programs are designed in such a way that they can encourage academic inquiry by fostering interdisciplinary learning, civic engagement, career development, cultural

awareness, leadership, and other technical and intellectual abilities. It teaches students to take charge, make choices, and take responsibility for the outcomes. Students participate in activities that are intellectual, artistic, emotional, social, or physical. Teachers of this College believe that Participative learning is a type of reflective learning that is a learner-centered teaching method, in its participatory form. This approach emphasizes the subjectivity of students and how knowledge is created independently. Various departments of this college set up programs so that students can take part in various activities and learn independently. Participatory methods demand that participants be highly active and personally invested in the learning process. The benefit of participatory learning is that it promotes better learning retention. These modern educational methods put the needs of the students first.

Throughout the academic year, colleges host workshops, orientation programs, online classes, seminars, and study tours to encourage student participation.

Wi-Fi-enabled classrooms with LCDs, smart classrooms, and other ICT-enabled teaching tools improve the teaching-learning process of this college. The institution is equipped with everything needed to support the faculty and students.

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

2.4 Teacher Profile and Quality

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

Response: 59.96

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
102	102	102	93	93

File Description	Document
Upload supporting document	View Document

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

Response: 96.95

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B

Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
65	63	59	51	48

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

The Choice-Based Credit System was introduced in the College in the 2017-18 academic sessions. The University Examinations are now held at the end of each Semester and it is mandatory for each student to maintain 75% attendance in classes to appear for these examinations.

The marks for internal assessment of each paper allotted is 15 i.e. 20% of the total marks in a 75 –marks paper. Out of these 15 marks, 10 marks are allotted for the performance in internal assessment whereas the rest 5 is preserved for attendance. It is mandatory for each student to appear for the internal assessments each semester.

The schedule of these assessments is prepared by College Internal Assessment Sub-Committee under the Teachers' Council of the College. This committee makes necessary arrangements to conduct these examinations. The whole examination process is conducted centrally by the said committee so that the students can get familiar with the process of the end-semester examination beforehand.

Students are informed about internal assessment at least 7 days before the commencement of the examination. Notices are displayed on the boards situated on each floor of the college building. During the examination, the students are instructed to appear in different rooms rather than their respective departmental classrooms.

The objective of conducting an internal assessment is to prepare students for the upcoming semester examinations. Keeping that in mind, the format of the question paper follows that of the University Examination. Presently, one assessment per course is mandatory but the departments maintain a system of continuous evaluation throughout the year. Class tests and home assignments are also arranged for students by teachers, as and when felt needed. Although the marks of these continuous evaluations are not reflected in the final result, these are beneficial for the students to prepare themselves for a better understanding of the curriculum.

During the academic sessions of the pandemic, i.e. 2020-21 and 2021-22 (partly), notices of Internal Assessment were shared with the students by the teachers through Whatsapp groups. Questions were also shared in the same manner and students were instructed to send the scanned copy of their answer scripts to the departmental email id. Many departments also conducted internal assessments by preparing Google Forms as a part of the online mode of assessment.

Evaluation of Internal Assessment is a confidential process. Yet, the points of weakness of individual students are taken up in class and discussed. Remedial classes and tutorials are organized to overcome flaws and methods to enhance their performance are also suggested in these classes.

The College Internal Assessment Sub-Committee also looks into the grievances related to the whole process. So far, there has not been any case of grievance related to internal examinations, reported by any student. However, if any student reports failing to appear in the internal examination due to some unavoidable circumstances such as illness, the committee makes necessary arrangements to conduct another examination for the said student.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The program of B.A. /B.Sc. (Honors) under Burdwan University follows the UGC-recommended Choice-Based-Credit-System (CBCS) curriculum and comprises six semesters taught over three academic sessions. In the Core Courses, students are equipped with exhaustive knowledge of the core branches of the subject they are majoring in. The overview of the subject introduces young minds to the necessity and scope of studying their program of choice, clarifying the importance of the discipline within the purview of existing and evolving fields of research. Key concepts and major texts are covered in the Core Courses to provide a holistic view of the subject concerned. Crucial analyzing tools and methods are introduced through these courses. The conceptual base and suitable application of important research methodologies relevant to the discipline are taught in the final semesters. Students are encouraged to think independently and problematize the different interrelationships and interdependences of the subject for further analysis and clarification. As the course progresses, the curriculum aims to introduce classical and modern theories, contemporary trends, and their sustainability in the present world. In Science departments, the concluding Semesters provide the opportunity to relate the concepts of theories and research methodologies taught in earlier semesters based on the empirical data students collect through fieldwork and/or based on secondary sources through sustained practical classes. Students of humanities are trained in the study of both literary and social skills and are urged to locate and understand the various points of intersection between literature, culture,

society, and politics. They learn the norms and ethics of publication. The Skill Enhancement Elective Course (SEC) aids the students to appreciate the applicative aspects of the subject in a wider spectrum. In some disciplines, the framing of the syllabus for the final semester contains a dissertation, the training for which is conducted throughout previous semesters that enable students to discern problems/issues, formulate research questions, collect first-hand data and interpret accordingly.

Similarly, the learners grasp the practicability and applicability of the subject through specifically designed courses of Core papers, Discipline-Specific-Electives (DSE), and skill-enhancement-courses (SEC). Exposure to interdisciplinary texts, practices, and issues aids students to gain awareness of a diverse range of cross-cultural factors and enables critical argument formation and basic research aptitude development. Fulfilling programme requirements produces competent professionals of the future who can think and work independently, and also communicate easily in a team. Program outcomes emphasize not only the advancement of knowledge and understanding of the subject concerned but also the increase in critical thinking ability, development of practical skills and rational attitudes, enhancement of communicative and interactive skills, increase in awareness of environment-related issues, and upholding ethical values in students. The programs offered to act as effective starting points to initiate students into a broad range of career options, based not only on the knowledge they acquire over the course of three years but also due to their orientation toward global issues in society and culture, whose critical changes in recent years are reflected in the shifting profile of the contemporary job market.

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

2.6.2 Pass percentage of Students during last five years

Response: 90.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
290	290	220	113	101

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

2021-22	2020-21	2019-20	2018-19	2017-18
291	293	220	167	147

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.6	
File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 35.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
10.14260	8.58224	5.66603	3.926	6.69246

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The campus houses a three-storeyed building, playgrounds, laboratories, a canteen, a Students' Activity Centre and a pond that is a shelter for many aquatic creatures. The institution, an oneiric project by the Government of West Bengal, has been materialized after the indefatigable efforts of several individuals who are not only lovers of learning but are also genuinely interested in providing an effective platform to the youth of today willing to pursue higher education.

The college boasts of a dedicated and erudite faculty who strive to create a milieu in the college that is conducive to learning for students and teachers alike. Numerous academic projects, scholarly discussions, enrichment programs, organizing social and cultural events, including Thalassaemia testing, constitute the annual activity calendar of the college.

Each faculty member is actively attached to modern research and many are engaged in projects with notable research organizations across the country. The research funds received by faculty members from reputed organizations have been utilized for innovative research of national and global interest.

Every year, the annual performance appraisal system introduced by the Government of West Bengal encourages faculty members to improve their teaching, research, and administrative skills, as well as their social services, in order to get promoted to the next level. Faculties are encouraged to participate in professional development programs in addition to organizing and attending conferences, seminars, and workshops. To participate in such activities, duty leave is granted. Teachers are encouraged to advance

their education and pursue part-time Ph.D. programs.

The institution fosters an environment conducive to innovation and incubation. All necessary facilities are available and guidance is extended to the students. Students are encouraged to participate actively in the application of science to societal problems. Entrepreneurship awareness events, workshops, seminars, and guest lectures are arranged. Students have the opportunity to interact directly with outstanding professionals.

The college has even collaborated through the Department of Chemistry with prestigious organisations of international repute like IUPAC (INTERNATIONAL UNION OF PURE AND APPLIED CHEMISTRY), esteemed institutions like IISER-Pune, SRM Institute of Science and Technology, Ramapuram Campus, Chennai, and reputed organizations in the field of Chemistry education in India like Indian Association of Chemistry Teachers, c/o Homi Bhabha Centre for Science Education, TIFR-Mumbai to organize various national and international events including prestigious 'Global Women's Breakfast'. The core theme of the event was 'Empowering Diversity in Science'. Such events have always been the pressing need of the time keeping in mind Goal 5 of the 'United Nations Sustainable Development Goals' which is to achieve gender equality and empower all women and girls.

One of the faculty members of this college has been enlisted in the 'Top 2% Scientists' list of the prestigious Stanford University ranking.

The college has organized several Value Added Programs and encourages students to the E-Resources like N-LIST, INFLIBNET, and SWAYAM-NPTEL.

Thus, by attracting and developing attractive human resources, taking the initiative to generate and disseminate information, and constructing cutting-edge infrastructure, the institute has established an ecosystem for Research and Innovation.

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

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

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	9	0	0	1

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

3.3 Research Publications and Awards

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

Response: 1.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	22	14	17	28

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

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

Response: 1.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	47	10	15	8

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The importance of community services and extension activities helps in molding the mindset of the students towards giving back something to the community from where they belong. Unconditional service to the neighborhood communities helps in developing a positive attitude which in the long term is not only pivotal in developing skills that would help in mobilizing community participation.

All the activities related to community service and development along with extension activities and yearly programs of the college

are carried out by the National Service Scheme (NSS) Unit. There is presently 1 Unit of NSS, it is structured and operates following the standardized National guidelines.

However, the IQAC, ICC and other departments come forward in extending their collaborative hands as and when needed in carrying out these activities.

Students across departments, enrolled as volunteers participate and carry out various off-campus and on-campus activities throughout the year under the guidance of the Programme Officer of the NSS Unit along with the teachers of the NSS Committee.

Various National and local level directives and programs are also carried out by the NSS Unit as and when directed.

The aim of NSS is to connect an individual student to the community as well as the surrounding environment so that it can play an instrumental role in generating their holistic development. They are trained and sensitized to the end so that they can internalize a sense of social and civic responsibility. Every year a week-long NSS Camp is carried out at the adopted village of the NSS Unit of the college whereby a local problem is addressed through various awareness initiatives and state-level collaborative projects and lectures. Students and teachers participate and interact with the local community focusing on understanding their problems, addressing and finding practical solutions as well as developing competence in group living and sharing activities among themselves.

These camps also involve light-hearted cultural programs and various activities and competitions involving the local community.

Covid 19 lockdown and social distancing protocols even initially barred physical proximity among the volunteers but the online platform turned out to be a major boon as it allowed them to reach out to a wider audience and stakeholders. Major awareness initiatives regarding Covid 19 along with regular programs were undertaken.

Counseling sessions were also conducted for the students as well as those who were in potential distress. Stalwarts addressed physical, psychological, and social issues and those were circulated widely through online platforms. Volunteers were motivated to keep their spirits high by their involvement in regular programs of the NSS during the lockdown period. Subsequent re-opening of the educational institutes has enabled physically carrying out of the regular NSS activities with full zest following Covid 19 protocols.

Understanding the fact that the welfare of an individual is not a discrete phenomenon rather it stands on the foundation of the welfare of the society, community and environment as a whole the entire NSS is living and re-living its motto which is "NOT ME BUT YOU".

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

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

Response:

Awards and recognition received by Students

2019-2020

- Keya Sadhukhan and Sayani Bhandari of the Chemistry department received 3rd position in District level Student-Youth Science Fair 2019 organized by the Department of Youth Services and Sports, Government of West Bengal from 25.09.2019-226.09.2019.
- Sk. Zishan Ali of the English department was awarded 2nd prize in Youth Parliament Extempore speech competition.
- Suhina Khatun of the Political science department and Shreya Chakraborty from the History department also achieved 2nd position in the youth parliament quiz competition.
- Agamani Ghosh and Ankita sen of the History department has won 1st prize (at District Level) and 3rd position (at the divisional level) in the Youth parliament Quiz contest Program on Character building of students. The above-mentioned programs were organized by the Department of Parliamentary Affairs, Government of West Bengal.
- Electoral Literacy Club, GGDC Singur has won awards and prizes for its active participation in various competitions at District and Block levels. The college ELC team was the District champions in 2020 as part of a project organized by ELC central, Government of India, and was given the Champions Trophy by the Hon'ble District Magistrate of Hooghly on 25th January 2020.

Awards and recognition received by faculties

1. Monohar Hossain Mondal, Assistant Professor Department of Chemistry won 2nd runner up award in the 2nd Regional Science and Technology congress (16-17th November 2017).
2. Dr. Santanu Chakrabarti, the Principal, received the prestigious "Siksha-Ratna" award from the Government of West Bengal on 5th September 2018 for his valuable contribution to the field of Higher Education.
3. Dr. Biswanath Malakar, Assistant Professor, Department of Anthropology, received P.C. BISWAS MEMORIAL AWARD for best poster in the national seminar (20-21st February 2018) on "Anthropology, Health and Development: Trends and Future Perspective".
4. Dr. Amrit Krishna Mitra, Assistant Professor, Department of Chemistry recognized as NPTEL DISCIPLINE STAR Jan- Apr 2022 and his contribution to the Swayam NPTEL portal has helped students in their curriculum.
5. Dr. Piyali Bhar, Assistant Professor, Department of Mathematics, has been placed among the top 2% of scientists of the world for two consecutive years according to a survey by researchers from

Stanford University, USA in Nuclear & Particle Physics which has been published in PLOS Biology. The links are :<https://doi.org/10.1371/journal.pbio.3000918> (Table-S7-singleyr-2019.xlsx, serial number 134688) <https://doi.org/10.1371/journal.pbio.3000384>(Table_1_Authors_singleyr_2020_wopp_extracted_202108.xlsx, serial number 64256).

6. Dr. Bhaskar Gupta, Associate Professor, Department of Zoology, Dr. Kamala Gupta, Associate Professor, Department of Botany and Dr. Piyali Bhar, Assistant Professor, Department of mathematics have been enlisted in World Scientist and University Rankings 2021 based on “AD Scientific Index”. World Scientist and University Rankings 2022 - AD Scientific Index 2022

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

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

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	3	2

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

3.5 Collaboration

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

Response: 2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The College has 16 undergraduate Departments. The college has a total strength of 66 extremely competent faculty members. Along with the traditional chalk-and-talk method of teaching, audio-visual aids goes hand-in-hand. These help teachers to explain their subject matter in a proficient way. The college has a total of 8 projectors, which enhance the overall teaching-learning experience. Most of the departments have desktop computers. This institute contains two smart classrooms. The College has strong internet connectivity which is spread all over. During the trying times of the pandemic, the total teaching-learning process was conducted via different online modes. Additional study materials were shared via the link provided on the college website. Teachers also share e-books with the students. For a better teaching-learning experience teachers use PowerPoint presentations. A big playground on the college campus motivates the students to be physically fit and makes them engage in more sports-related activities. The faculty of the college encourages students to remain fit. A moderately designed Gym and Sports equipment are available in the students' activity room.

The College has a Central Library with more than 6000 books which makes it easier for the user to gain and retrieve information. This institute has an N-list facility through which a large repository of academic resources can be accessed online. Along with this central library, the teachers help the students by providing the books obtained as specimen copies and/or from their own collection. The science departments of the college contain eight laboratories to conduct the practicum. Two well-equipped computer labs are there for Computer Science & Mathematics. This college has 30 classrooms along with a spacious conference hall. For the students' recreation, the college provides two common rooms of which one is a separate common room for girls.

There are more than 50 computers in the college to make official and academic work smooth and hassle-free.

For students' convenience, the college runs a canteen. Students and teachers who stay far away, are immensely benefitted from this facility.

The college has the facility of having Solar-power generation and rainwater harvesting. The campus is helpful for the differently-abled, as it contains handrails and a ramp at the main entrance.

The college marks a space and a first-aid facility is available for medically sick persons. It has separate toilets for male and female students and faculties. It has a separate toilet for differently-abled female students. This college has zero tolerance for ragging and sexual harassment and as a result, it has separate cells addressing these issues (when and if required). To promote and maintain the better mental health of the students and teachers, the college has a counseling cell managed by the Psychology department. The college encourages students to be better in their co-curricular activities along with their academic interests. With different cultural programs (Rabindra Jayanti Celebration, Freshers' welcome, Social, Independence Day celebration to name a few) students get a better chance to flourish their skills, which would help in their overall development.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 35.9

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	16.37329	37.70318	6.12469

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

- The college library has a rich collection of Books and is fully digital. The library has been fully automated using an online Integrated Library Management System (ILMS).
- The beneficiaries can search the library catalogue using the internet (OPAC) via the link <https://library.singurgovtcollege.org/>
- The library has Inlibnet N-List Membership for e-Journals. The Membership Fee is Rs. 5900/-. The annual expenditure of purchase of books/e-books and subscription to journals/e- journals.

Earlier when the library started ioperating in 2016, the footfalls of students were very low. It gradually increased in the following sessions 2017-18, 2018-19, and 2019-2020. After that students' footfall was to some extent restricted due to the Covid-19 pandemic as the institution remained closed during the lockdown. Teachers occasionally visited the library during that period. The average usage of the library by the college in the year 2021-22 = Total no. of teachers & students in each day for all working days / Total no. of working days = (3352+185)/198=17.86.

Total amount spent on purchasing books in last 5 years is Rs. 723318.

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

4.3 IT Infrastructure

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

Response:

- The Computer Science department has two computer laboratories presently equipped with twenty-seven (27) desktop computers along with twelve (15) LaserJet printers and a laptop. Other than the Computer Science department, the Mathematics and Physics department also has a computer laboratory. Currently, the computer laboratory of these two departments is equipped with four (7) desktop computers along the printing facilities. Other science departments do not have any specific computer laboratories, but these departments also have desktop computers with printing facilities for their students. In 2018-19, the organization procured six (6) new computers. Eight (8) new desktop computers were purchased in the academic session 2019- 20. Due to the pandemic situation and the lockdown period, it was not possible to purchase new computers for the session 2020-21 and 2021-22.
- Apart from the desktop computer, laptop, and printer, most of the science departments have one or more LCD projectors. Some projectors were purchased from time to time. These projectors are not wall mounted to ease of use the projector by the teachers in their classroom and also to help other departments to use these projectors as and when required.
- The college has a broadband internet connection of 300 MBPS. All the computer laboratories have internet facilities. Aside from this broadband connection, the college has another backup broadband connection of 200 MBPS.
- The college has a registered domain for its website, and the information on the website <http://singurgovtcollege.org/> is regularly updated. Apart from this website, the college also has a separate web portal for the student admission process. The entire admission process is conducted in a fully online mode.

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

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**Response:** 21.78**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 41

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)****Response:** 14.01**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.85373	1.89754	4.218	10.02467	5.49535

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 55.79

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
689	640	615	245	186

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

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

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

Response: 5.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
250	0	0	0	0

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

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

1. Implementation of guidelines of statutory/regulatory bodies
2. 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. Any 3 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 27.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	74	84	51	18

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

2021-22	2020-21	2019-20	2018-19	2017-18
290	290	220	113	101

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	3	1	1	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	3	1	1	0

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

5.3 Student Participation and Activities

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

Response: 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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 2.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	4	2	4

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

5.4 Alumni Engagement

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

Response:

The alumni association of the college, Government General Degree College, was formed through a resolution taken by the Teachers' Council in 2016 after the first batch passed out of the college. Its purpose was to assist the college administration in various events organized by the college as an important stakeholder in the process. However, being fresh pass-outs, many were involved in higher studies and pursuing various career options, which considerably limited their participation in college affairs despite the best of intentions.

It was in 2020, with the onset of the Covid pandemic that the college alumni really came together as a direction-oriented, motivated body and extended their arm of assistance to the needy and the helpless

during troubled times. Many of them became involved in keeping the supply chain of medicine and ration ready, sacrificing their own safety; and many students who were nurses became frontline Covid workers. It was the trouble that brought the group together. They also increased their connection with the college and the college became the platform to reach out to all its stakeholders and the greater society with help and support.

A group was formed on a virtual platform where covid related information was regularly shared, particularly those related to health service and hospital availabilities. The first online meeting to assess the situation and take relevant action was held on 29.12.2020. This time, discussions were carried out to turn the association into a registered one as per the rules laid down by the Government of India with proper bank account and norms.

The alumni, along with the IQAC of the college, thought it necessary to stand behind its members who were frontline workers during the nightmarish period of the deathly second phase of the Covid pandemic. The news was reaching us about how our frontline workers were battling it out in the field and the healthcare facilities, often getting into depression, anxiety and despondency. So, the association decided to arrange for a program entitled 'Be Brave, Have Faith' to exhibit our solidarity with our alumni who made us proud. A meeting was held on May 16, 2021, to finalize the program.

A few Alumni of this college keep motivating new students during the Freshers' welcome and help in the maintenance of the College's Experimental Garde. The Aluni Association is registered - number S0032738 of 2022-23, west Bengal society registration act XXVI of 1961.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Vision: To impart holistic education to students, to provide them with ample learning experiences and opportunities, to guide them towards the optimum use of their knowledge and skill, and to empower them to become enlightened, empathetic and socially responsible citizens of the future by instilling in them values of integrity, inclusivity, dedication, freedom, justice, love and confidence, thereby shaping them to be brave and competent agents of positive social transformation.

Mission:

- To promote a multicultural, multilingual and secular co-educational learning environment that is inclusive, tolerant, and supportive of the pursuit of knowledge that goes well beyond the explicitly stated demands of the syllabus.
- To provide education that is accessible to all and inexpensive in nature, thereby constructing a democratic space fostering academic excellence.
- To guide students toward the successful completion of their degrees and channel them towards the pursuance of higher degrees in their selected or allied fields of study.
- To train students for greater employability by imparting to them both the academic training and soft skills required to compete with confidence in the professional world.
- To be sensitive towards the distinct learning requirements of both advanced and first-generation learners, providing them with all necessary support by devising innovative teaching and learning methods.

The governance of the institution bears testament to its vision and mission at several levels:

1. The administration of the College, headed by the Principal, is carried out in an egalitarian and participatory way, wherein the Head of the Institution asks for advice and takes into cognizance the suggestions of all the stakeholders in the academic and organizational matters of the college. The Principal is aided in the management of the college by the Governing Body, Co-ordinator, IQAC, Teachers' Council members and the non-teaching staff in every possible way.
2. To ensure that academic and support facilities are regularly maintained, a number of committees have been instated under the Teachers' Council, such as an Admission sub-committee, University

Examination sub-committees, Printing and Publication sub-committee, Library sub-committee, Purchase and Tender sub-committee, Sports sub-committee, Cultural subcommittee, Anti-Ragging and Disciplinary sub-committee, Seminar subcommittee etc. In each academic session, these sub-committees help to ensure the smooth functioning of the concerned academic or administrative processes run by them.

- 3.To provide for the all-around development of the learners, the College offers them career counseling and psychological counseling as and when they require it. Moreover, actively running units like Internal Complaints Committee, Grievance Redressal Cell, Students' Scholarship sub-committee and Equal Opportunity Cell help to protect student interests and promote their welfare.
- 4.The Head of the Institution urges teachers to undertake MRPs, avail fellowships and secure travel grants. Many teachers have also successfully mentored doctoral candidates as their research guides.
- 5.The College has its own rainwater harvesting unit and solar power panels. Moreover, the continuous implementation of Green initiatives taken by the College help to spread awareness about Environmental Conservation and Sustainable Development.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Strategic Plan:

The Principal of the College in collaboration with the Coordinator, IQAC, Secretary, Teachers' Council, Departmental Heads and other senior staff members monitors the various academic and administrative activities of the college. Different sub-Committees formed by the Teachers' Council help the institution to execute the strategic plans and policies properly. The Principal also consults the Governing Body while formulating and implementing policy plans, in keeping with the guidelines defined by the Higher Education Department, University Grants Commission and the affiliating University. Under this system of governance, all stakeholders are invited to play an active role in carrying out the strategies and giving their valuable feedback on the same. Following a dialogic process with major stakeholders like students and parents, the College records suggestions and feedback from them on all aspects of the functioning of the institute and analyses the same to decide upon its further course of action. The non-teaching staff members help in the systematic and seamless functioning of the institution.

Some of the strategic plans adopted and carried out by the institution include:

- 1.Regular meetings are conducted by the IQAC, the Teachers' Council and the respective Departments.
- 2.Regular feedback is recorded from students as well as parents.
- 3.Maintenance of Alumni records.
- 4.Introduction of Mentorship for all students across 16 departments.
- 5.Periodic Internal Assessment Tests for evaluation of students.
- 6.Regular Academic Audit by the Principal with the help of the Coordinator, IQAC.
- 7.Regular interaction between the Principal and the Head and other faculty members of the departments to decide upon all matters concerning the Department.
- 8.Heads of the Departments monitor the academic and administrative governance of each department on a regular basis.
- 9.Application for more substantive posts from the State Government.
- 10.Introduction and organization of Students' Seminars and webinars.
- 11.Arrangement of seminars, webinars and workshops in all departments.
- 12.Organising Tutorial and Remedial classes for slow learners.
- 13.Entering into collaborative ventures such as Student Lecture Series with other reputed institutes.
- 14.Introduction of Value Added Courses in some subjects.
- 15.Bringing out publications including Print Magazines, Newsletters and Wall Magazines to foster the literary and creative skills of students.
- 16.Signing a Memorandum of Understanding with Rani Rashmoni Green University and collaboratively organizing Post Graduate classes and examinations in some subjects. Another MoU had been signed with Government Physical Education College for Women, Hooghly to develop sports infrastructure in this college.
- 17.Conducting Awareness Programmes on various themes of social importance to make the students informed and sensitive individuals equipped to face the challenges of the world.
- 18.Encouraging the use of computer-aided technology in the College library and Office.
- 19.NSS activities help to build a strong sense of social commitment towards improving the neighborhood community.

Perspective plans:

1. Construction of new buildings to provide more academic space.
2. Further enrichment of the College Library through textbooks, reference books, educational CDs, e-books etc.
3. Construction of Language Laboratory.
4. Provision for a more spacious auditorium with better acoustics.
5. Construction of Cheap Store.
6. Upgradation of laboratories equipped with state-of-the-art equipment.
7. Purchasing more computers for the college.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

Government General Degree College, Singur is a government college under the Higher Education Department, Government of West Bengal. As a result thereof, both teaching and non-teaching staff of this institution enjoy all the welfare schemes that are specially allocated for the bonafide government employees. All the teaching staff and only permanent non-teaching staff can enroll their names in the West Bengal Health Scheme (WBHS). WBHS is maintained by the Medical Cell under the finance department, Govt. of West Bengal in consultation with the Health and Family Welfare Department (See G.O. No. 3472-F dated 11.05.2009).

WBHS provides our employees with an insurance policy for medical treatment against any kind of disease. Our employees can get medical treatment from Government Hospitals, Nursing Homes and Medical Institutions. Even they can entitle to a low-cost medical diagnostic from a WBHS-empanelled diagnostic center. Concerning indoor treatment, our employees are getting two types of facilities – Cashless and reimbursement. In the Cashless facility, the employees can enjoy the benefit of cashless IPD treatment in a private empanelled hospital up to the limit of Rs. 1,50,000/- (See G.O. No. 73-F(MED)WB dated 28.04.2022). If the treatment value is above Rs. 1,50,000/-, then the employee can apply for reimbursement through the online WBHS portal.

The institution with the said committee also provides medical insurance for the families of the employees. After a strong verification of family income and identity, family members are added as beneficiaries in the WBHS. Our institution also provides facilities through WBHS to the employee to go outside the state and make medical treatment as per their need.

Besides an effective welfare system, the institution has a definitive performance appraisal system for teaching staff. As per the rule of the Higher Education Department, all the teaching faculties are to fill in self-appraisal on a regular basis. In the self-appraisal sheet faculties have to write correctly the arrival and departure time, allotted and taken a class number and any academic or administrative activities performed during duty hours. In the process of self-appraisal faculties are also enforced to write how many Casual, Earned and Duty leave they have taken throughout the month.

In addition to the self-appraisal sheet, the Government has introduced Self Appraisal Report (SAR) for the teaching faculties which is to be filled in through WBIFMS. The Self Appraisal Report is made on the basis of the performance, character, conduct and qualities of each teaching faculty under the institution. This SAR system is a hierarchical system where the self-appraisal report has been passed through the Reporting officer, the Reviewing officer and the Accepting Authority. For non-teaching staff, appraisal is to be sent to higher authorities during their confirmation and promotion.

It is pertinent to note that in the institution student feedback system is quite familiar. Students of every department evaluate the teachers' activities and teaching-learning methods from their own points of view. Teachers of our institution are continuously updating their teaching methods based on such evaluations.

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

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**Response:** 22.34**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
8	17	14	29	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	18	17	15	12

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

6.4 Financial Management and Resource Mobilization

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

Response:

The Government General Degree College Singur is fully funded and controlled by the Higher Education Department, Govt. of West Bengal where we have to submit our proposed annual budget every year for the salaries and related heads. For the purchase of equipment, books, chemicals and other contingent items we have to place demand to the Higher Education Department, Govt. of West Bengal. The Government authorities sanction the amounts for Salary and for other developmental purposes in a centrally controlled HRMS system that has IFMS for financial management. Our College has committees like the Central Purchase Committee and Tender Committee which floats paper tenders or e-tenders according to the existing laws of the Govt. of West Bengal and then compare the quotations. We order the items to recognized vendors through College order books in consultation with the Heads of the Departments and upon receiving the items we insert them in the departmental stock books and submit the bills to the College office for e-payments through IFMS. Generally, we utilize all the amount sanctioned and submit utilization certificates offline/ online at the end of the financial year to the Govt. of West Bengal.

Being a Government Institution our accounts are liable to be audited through the AGE office of Gov. of West Bengal. However, since its inception, this Institution was not audited through them even after regular reporting through the Higher Education Department. We, therefore, used to conduct internal audits by our College Senior Teachers regularly and recently conducted an external audit using a renowned chartered firm in Kolkata. All the stock books of the departments and office are regularly audited internally. We conducted a stringent External audit on 3rd December 2022 employing a number of Government Officials and renowned College and University Teachers, the report of which is enclosed herewith. All the statements of accounts for the years 2017-18, 2018-19, 2019-20, 2020-21 and 2021-22 are audited by a Chartered Accountant Firm.

Apart from these, we are also proud to have a number of Extramural research projects mostly from the Science and Technology Department, Govt. of West Bengal where the principal investigator teachers routinely submit audited statements through Chartered Accountant Firms about their expenditures incurred from the projects.

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

6.5 Internal Quality Assurance System

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

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

As per NAAC guidelines, every accredited institution should establish an IQAC as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC becomes a part of the institutional system and works towards the realization of the goals of quality enhancement and sustenance. The primary aim of IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through the internalization of quality culture and institutionalization of best practices. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of Institutions. The IQAC of GGDC, Singur actively initiated a fruitful Teaching-Learning environment, use to monitor the quality of various Academic and administrative activities. IQAC of the college meets regularly as per NAAC guidelines and takes up issues related to quality, as envisaged by NAAC. It has been able to sustain the all-around development of the academic environment, by inspiring the faculty members to participate in orientation programs and Refresher courses. The IQAC assists the Principal in chalking out academic programs, infrastructural blueprints, and matters related to the promotion of teachers under CAS. The IQAC organizes different seminars, webinars and workshops throughout the year. Apart from that it initiates and promotes all-round quality improvement of the Students through sports, cultural programs and outreach programs. GGDC, Singur has received the affiliation of SWAYAM and acting as a local chapter. Its local chapter ID: 3772. IQAC is acting as a nodal agency of the institution for coordinating different quality-based activities, including an adaptation of best practices, anti-ragging cell, green campus, Thalassemia screening, ethics and value education, grievance redressal, psychological counseling etc. The college has Psychology Department actively involved in counseling students and teachers. IQAC has tried to maintain a student-friendly environment where the teachers organize group sessions and individual sessions with the students. As a result of continuous supervision and counseling of the students, attendance improved and their involvement increased. Apart from other programs, IQAC also emphasized value-added and add-on courses as well. No University curriculum can adequately cover all areas of importance and relevance. Here comes the importance of such courses which help a particular individual to develop their own skills in their chosen field of study. IQAC engages in outreach programs, maintaining liaison with local bodies and schools for the promotion and development of the college. IQAC with the help of the college had implemented a program to initiate contact and communication between the schools, where faculty members of the college visited different local schools for the purpose of interaction. Such initiatives helped to reduce dropout at higher secondary levels and increase the number of students taking up higher education. Thus, IQAC is acting as a catalyst between the academic and social ambit outside it for the moral, intellectual and cultural enhancement of society.

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

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The institution over the years has observed and celebrated important festivals, events and commemorative days with the aim to both engage and educate the student body and also to benefit the immediate local population.

Since the year 2017, the cultural committee has organized Srijan- an annual celebration of Independence Day where students are given a platform to perform and compete in music, dance, painting, recitation and themed quiz contests. The observation of public holidays like Rabindra Jayanti on the other hand has encouraged students to learn more about Tagore- the cultural icon and celebrate creativity in the performing arts outside of competition.

Students have been given enough latitude to organize college socials, freshers' welcomes and farewells under teacher supervision to develop leadership qualities and a sense of commonality among the incoming and outgoing student populations. Aside from the annual celebrations, the college has also observed the 125th anniversary of Swami Vivekananda's Chicago speech from 11th September to 17th September 2018 through student participation in various cultural programs and competitions to instill a sense of brotherhood and pride in one's heritage. In a similar vein, the cultural committee has organized the Malhar Utsav and Nat-Yoga workshop in the session 2018-2019 under the aegis of vocalist Vidushi Ashoka Dhar to introduce students to a non-mainstream branch of classical music and its accompanying breathing techniques.

Aside from cultural activities the college together with the Singur chapter of NSS has organized periodic awareness campaigns about communicable diseases and blood testing initiatives for Thalassemia alongside student-teacher marches on World AIDS Day to spread awareness about such diseases. The students have also been taught to appreciate their environment with the observation of Van Mahotsav Week and International Yoga Day. NSS working in tandem with the Kanyashree Club had participated in the "Beti Padao, Beti Bachao" campaign of 2018-19 to bring into focus the need for awareness and support required to prevent child marriage and make higher education more readily accessible to female students so as to improve the quality of life in society as a whole. The Kanyashree Club of the college has worked closely with the BDO to spread awareness of gender inequality through participation in cultural activities to observe Kanyashree Divas. Students have regularly won prizes in competitions organized at the block level for purposes of gender sensitization since 2019.

The academic session of 2020-2021 witnessed the transference of some celebrations onto the virtual platform due to COVID-related restrictions. The student-teacher body celebrated Independence Day and Rabindra Jayanti through online means. During this period more than 80 educational, informative and recreational webinars were organized by science and arts faculties for the edification of both students and teachers alike.

With the resumption of offline classes in 2021 and the relaxation of COVID restrictions, the institution has reinstated regular and physical celebrations of events and dates.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Government General Degree College Singur is a comparatively new higher education institution working for higher goals and values for the rural students of this part of the globe. It provides an equitable, rational, fair and encouraging environment for students to grow up. Friendliness exists among students belonging to different socio-economic and cultural strata of society. The college administration and teaching staff make it a point to motivate students to imbibe the tenets of inclusive growth by mentoring all along their journey for holistic progress with a core value guiding their lives. Analyzing the students' profiles, it is clear that they come from differently placed sections, mostly from the lower strata of society. There are economic,

social, religious and gender-based differences among them and these diversities are cherished by college teachers as a human laboratory for tinkering with their unified perception of life. The teachers are committed to imparting education to students without any impartiality. The students might differ on issues but those do not reflect their socio-cultural differences, but rather strengthens their logical arguments. The college administration is extra vigilant to provide a safe and secure environment to girl students and their numbers are increasing day by day. The IQAC, ICC Cell, the Anti Sexual Harassment Cell, NSS units are working hard in organizing awareness programmes about different feminine issues. The gender-based issues are also taught as part of the college curriculum in Sociology, Philosophy, Psychology and in other subjects to make students aware of the need for equitable social conditions. The college administration takes welfare measures to provide fair academic conditions to all students. A good percentage of seats are reserved for students coming from socio-economically modest sections of society as per extant Government rules to provide equal opportunities to all. The institution also provides numerous scholarships from both State and Central Government schemes to needy students. Teachers of this College in the form of a Scholarship committee help the students in the application process as well as during follow ups of these scholarship projects to enable them to "Earn While You Learn".

Throughout the year NSS activities, students are made aware of social work and imbibe the values of togetherness, social amity and team work. The respective diversities get melted while completing different group tasks. We feel that a national spirit should inculcate in young minds and therefore we try to preach the students the constitutional obligations, their rights and the duties of good citizens. Every year Independence Day and Republic Day of Country is observed with deep sense of gratitude with the participation of both students and the teachers. The 75th Year of our Independence was celebrated as a part of Azadi ki Amrut Mahotsav where the department of History of this College organized a well-thought-of exhibition for the students. There is deep seated harmony in the overall functioning of the college and the teachers and college administration work with students to create an enviable environment of inclusive growth of all.

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

7.2 Best Practices

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

Response:

Best Practice: 1:

Psychological Counselling

Title of the Practice:

Psychological Counselling to maintain the Mental well-being of the Students and teachers

Objectives of the Practice:

Government General Degree College, Singur aims to bring out the full potential of the students and staff along with the holistic development of the young minds and make them emotionally strong. To fulfill this objective, the college operates a Counselling Cell run by the Department of Psychology since the year 2016. The well-experienced and skilled teachers from the department aim to extend their helping hands to students, teaching and non-teaching staff of the college.

The Context:

Since its inception, the purpose of the cell has been to deal with different issues relating to emotional and psychosocial factors, address and resolve specific issues, inculcate coping and decision-making skills, deal with stressors, develop assertiveness, insight and knowledge, resolve conflicts and improving relationships, considering the goals of the client.

The Practice:

The counseling cell has provided counseling services adhering to the ethics of counseling. Clients are encouraged to take decisions based on their problems. An indirect approach is taken while helping the client. The identity of the client is never disclosed following the ethics of counseling and no data has ever been used for any academic or other purposes whatsoever.

During the last two years - 2020 & 2021, the number of cases related to mental health increased significantly due to COVID-19. Due to the pandemic, the fear of the unknown, and unpredictability regarding the disease coupled with uncertainty regarding the future and career increased to a great extent. Adjustment issues for the new normal crop up and lifestyles have interfered with the mental health conditions of many. Prolonged lockdown, mass paranoia, lack of social life, restrictions, and social distancing have all resulted in the deterioration of coping mechanisms, resilience and have resulted in increased helplessness. Many of them sought tele-counseling. Many reported worsening of already existing mental health problems. In case of requirement of medicines or depending on the severity of problems the cases were referred to hospitals or Psychiatrists/ Psychoanalysts/ Therapists.

Tele-counseling was provided to the students and teachers who sought help as per pre-scheduled appointments according to the convenience of both the counsellee and the counselor from 8 pm to 9 pm, everyday except Sunday.

- Number of clients in 2021-22: 09
- Total number of sessions: 36

The chief complaints centered around the following issues:

- Anxiety- fear of uncertainty/career related/health-related anxiety due to Covid 19 pandemic
- Depression due to isolation as a result of the lockdown
- Behavioral problems
- Adjustment difficulty with parents/family members
- Mobile addiction
- Lack of concentration- difficulty in studying
- Breakup/relationship problems

A committee was created for these counseling sessions to be conducted successfully in the college.

Committee Members:

- Dr. Santanu Chakrabarti (Principal, Government General Degree College, Singur)
- Dr. Chaitali Choudhari, Associate Professor, Head, Department of History, Co-ordinator,

IQAC

- Dr. Abanti Bhattacharya, Assistant Professor, Head, Department of Psychology (Convener)
- Dr. Sreeparna Kar, Assistant Professor, Department of Psychology

Evidence of Success:

Feedback from the clients: 80% of the clients have reported a decline in emotional distress, a marked decrease in perceived sense of subjective distress, and an increase in the sense of well-being and the development of insight. The Psychological Counselling sessions run by the Department of Psychology of the College are devoted to facilitating the client's sense of well-being. It respects clients' values, beliefs, personal resources and capacity for self-determination.

Problems Encountered and Resources Required:

Some students or their parents show reluctance to go to a psychologist or psychiatrist for further treatment. A full-time clinical psychologist can do more help in this regard by being able to devote more time to the process. We are fortunate that we have a Psychology department in our college, where teachers are well-versed in clinical psychology, which has been exploited.

Tools Used:

Standardized Psychological questionnaires and inventories have been administered to some of the clients online/ offline (before COVID-19 or after the lockdown) to assess their levels of anxiety, stress, subjective levels of distress, coping abilities, and assertiveness.

Best Practice 2 :

Title of the practice :

Thalassemia detection and counseling camp

Objectives of the practice :

A team consisting of Pathologists and Technicians from the School of Tropical Medicine, Kolkata conducts an awareness program and blood test for this severe inherited blood disorder among students each year except the lockdown times. Students found carriers of thalassemia are counseled along with their parents to prevent this curse from the future society.

The context :

Thalassemia, a blood-borne disease, is genetically inherited in some unfortunate people. Many of us are carriers of this dreadful disease genes. By analyzing some blood parameters we can detect such carriers and can suggest them in proper match selection so that no two carriers bring about one thalassemic baby.

The practice :

Each year a team from the School of Tropical Medicines, Kolkata comes to our College to test the blood samples of all the newly admitted students. They send us the reports highlighting the list of carriers. We counsel the students and their parents about the consequences.

Evidence of Success :

There are two features that mark out the success of these endeavors among both students and the community at large. The first of which is the detection of the carriers, maintaining their lists and counseling. The second one is the high number of students and people within the communities who are made aware of the curses of the disease.

Problems Encountered and Resources Required :

Some structural and logistical constraints were faced during the prolonged lockdown periods when much of the activities were shifted online. Parents coming from very rural settings sometimes do not cooperate when his/her ward is found to be thalassemia carriers. We have to address them in a very modest way. Very less amount of money but rather more responsibility towards society was exploited as the resource for the implementation of this practice.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

The most abiding characteristic that could be termed as the distinctive feature of this college since the bare decade of its inception is the **inclusive culture of socially and ethically informed practices** that not only embrace but also go beyond the purview of academic pursuits.

Under the aegis of the Principal, the college has sought to create a sustained culture of accountability, equity and openness on fronts that primarily incorporate the interests of the students and the community within their embedded environment. A certain granularity of everyday institutional habits seeking to inculcate a spectrum of engagement that bridges the gap between the routine of academic activities and the more inclusive practice of sustained care for the environment forms the kernel of this culture of inclusion. This could be seen to unfold within a three-tiered cluster of events/activities that overlap with a singularity of purpose to create the sense of desired distinctiveness. The respective three tiers of activities involve students, environment and community.

Engagement with Students

From the arrangement of smart classrooms to regular participation in interdepartmental seminars, workshops and events to providing digital and humanitarian aid in times of crises—and all this happening amidst fund constraints—the following are the highlights of the institution's structured involvement with students:

- National Programme on Technology Enhanced Learning (NPTEL) is a project of MHRD initiated by the seven Indian Institutes of Technology along with the Indian Institute of Science, Bangalore which seeks to create a whole network of online courses that would help undergraduates and postgraduates learn from the more advanced resources in these institutions. The college received its affiliation as a local chapter on February 2020.
- The library is almost completely digitized with additional digital resources for the students like INFLIBNET.
- Career counseling prospects and opportunities are regularly shared with the students through both online and offline modes.
- The anti-ragging cell keeps a sustained vigil on the activities of the students on campus.
- The college also maintains regular contact with local schools and institutions by which it apprises them of the different opportunities, scholarships and related aids provided to students willing to go for college education.
- A dedicated psychological counseling cell regularly apprises students regarding their mental well-being leading to curbing their general levels of stress and anxiety, thereby improving their focus and level of engagement in class and increasing participation in college activities.
- Round-the-year NSS activities in this college are a prominent feature.

Engagement with Environment

Set amidst a rural background with lush nature, the college and its faculties are more than environmentally aware since they always make endeavors to factor in the environment as a learning principle that would help create awareness of sustainability. The following are the highlights of this engagement:

- The Principal himself is a member of the Biodiversity Management Committee of the Singur Block making a sustained and active intervention in local biodiversity management and conservation. Along with the faculties and students of some of the departments in the college and the Block Development Office, he has helped contribute substantially to the People's Biodiversity Register (PBR).
- As part of the Green Campus initiative, there have been efforts to map the local flora within the campus with the help of students.
- A Facebook group called 'Wild Flora and Fauna of Hooghly' maintained by the teachers and students of the college since 2017 helps spread concern for the environment and nature through photographs and regular sharing of information.
- There have been sustained efforts at creating and promoting awareness regarding the environment, and a green audit has been conducted in the institution to help assess its management of renewable energy resources and identify ways to reduce its energy consumption.
- Rainwater harvesting within the campus has been instrumental in creating awareness for and appreciating the most fundamental natural resource for daily use.
- The Science departments such as Zoology, Botany and Anthropology strictly follow all animal ethics guidelines and they always take care not to use endangered or rare plants and species on their field visits and also while going about their daily routines on the campus.

Engagement with Community

Since the days of its inception, the college has been attuned to the needs of the community as many of the students come from the local rural background. The college deems that the wholesome growth of students can only be achieved by integrating their community within the folds of the institution's overall activities both inside and beyond the curriculum. Following are the highlights of our communitarian engagement:

- Among the many awareness programs organized with the active support of the institution, the awareness camp on dengue and other mosquito-borne diseases has been very effective in spreading knowledge among the rural elders of local communities about the preventive measures for the disease. Our students were used by local authorities for releasing mosquito larvae eater guppy fishes in different water bodies in and around Singur Block.
- The Thalassemia detection and counseling camp for students has a wider communitarian reach since it is only by ensuring the health and safety measures related to such blood disorders of young students that the community at large may be benefitted and would continue to pass on the knowledge to others.
- During the first week of July, every year during the ‘festival of trees’ many people of the adjoining communities is given free saplings of plants of local varieties thus encouraging them to move ahead to a more sustainable future.
- The awareness camp on “Living with Snakes” has been highly informative and extremely beneficial as it has helped pass on important information to the local community regarding snake types, bites, venom reactions on the human body and precautionary measures to help dispel common misconceptions and promote a peaceful cohabitation between humans and reptiles without disturbing the biological diversity of the land.

It is by integrating these three factors as part of a richly enmeshed continuum that the institution strives to build a better and ethically just structure of practices as part of its overarching vision of distinctiveness.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Commencing its journey from a high school building the Government General Degree College, Singur has not only owned a building on almost 7 acres of land but also acquired a considerable status under its affiliating Burdwan University. The number of subjects offered has been increased, teaching posts are filled in fast, students started achieving ranks, getting opportunities for higher studies in different Universities of the country, teachers are publishing high-impact research papers and published a patent also, extramural research projects are growing in number, few achievers are getting recognition worldwide.

Our thrust areas in the near future will be:

- 1) The working space is to be enhanced by way of developing another building to house more departments of current demand, like Microbiology, Economics, Geography for which teaching posts are already sanctioned.
- 2) Post- Graduate courses in a few subjects of demand may help students of this locality to avoid traveling far for their Masters. The success of the collaboration with another newly developed University inspired us, where our teachers deliver the Masters courses in subjects like Chemistry, Computer Science and Environmental Science.
- 3) More stress will be given to involving enthusiastic teachers in research and development.
- 4) Students will be more motivated for competitive examinations like JAM, TIFR, NET, CogJet, etc.
- 5) More carrier oriented value added courses will be offered to them to make them market ready.
- 6) We will urge the Government and local Administration to develop the playground with sitting galleries on at least one side
- 7) More sports and games facilities will be procured
- 8) Being a government organization we always suffer from low budgets on developments, still we will try to procure more books and computers
- 9) We will maintain the green surrounding and increase our initiatives more towards sustainability.
- 10) We will take help of online teaching more so that eminent teachers from other institutions can enhance the knowledge base of our students
- 11) We will try to enhance our NIRF rank.
- 11) If NEP is implemented soon, we will have more opportunities to develop ourselves to reach the pinnacle an institute can envisage.

Concluding Remarks :

Established in 2013, the college has 16 UG Departments and 66 faculty members. It follows the syllabus prescribed by the University of Burdwan with which it is permanently affiliated. Regular internal assessments, academic calendars and timetables are meticulously maintained. Students are highly satisfied with syllabus completion, and most agree that institution provides opportunities for growth beyond the teaching-learning process.

The college promotes interdisciplinary and experiential learning. The admission process is inclusive and impartial. The HEI constantly sensitizes students about curriculum outcomes.

The Institute encourages continuous innovations and research. Eight faculties receive Government grants for their extramural research projects. College urges knowledge transfer through various courses, seminars and

webinars. The faculties have several research publications. The college upholds two MoU, with Government Physical Education College for Women and Rani Rashmoni Green University.

The Wi-Fi enabled college building has 30 classrooms and 8 laboratories. The campus has handrails, wheelchairs and a ramp for the differently-abled. The college has 2 ICT-enabled smart classrooms and a fully automated Central Library.

Students receive different scholarships. Regular psychological and career counseling, the Mentor-Mentee system, and Special Cells ensure students' welfare. Many of the alumni pursue higher studies and jobs.

Students participate actively in various cultural programs and annual sports.

In consultation with the Governing Body, the Principal, IQAC, Teachers' Council and departmental heads monitor the academic and administrative activities. E-governance systems like HRMS and WBIFMS are followed. The HEI has successfully participated in NIRF, 2021-22. The IQAC promotes measures for institutional progress toward quality enhancement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :6 Remark : Value updated as per attachment</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>189</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>231</td> <td>93</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Value updated as per attachment</p>	2021-22	2020-21	2019-20	2018-19	2017-18	138	189	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	231	93	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
138	189	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
231	93	0	0	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 64 Answer after DVV Verification: 64</p>																				
1.4.1	<p>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 (Yes or No)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>351</td> <td>350</td> <td>401</td> <td>423</td> <td>359</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	351	350	401	423	359										
2021-22	2020-21	2019-20	2018-19	2017-18																	
351	350	401	423	359																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
351	350	401	423	359

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
514	514	518	518	411

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
514	514	518	518	411

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
129	134	80	132	95

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
129	134	80	132	95

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.58260	8.58224	5.66603	3.926	6.69246

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10.14260	8.58224	5.66603	3.926	6.69246

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
09	79	02	03	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	9	0	0	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	11	10	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	3	2

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

Answer before DVV Verification :

Answer After DVV Verification :2

Remark : Value updated as per attachment

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	16.37329	37.70318	6.12429

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	16.37329	37.70318	6.12469

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 : 57

Answer after DVV Verification: 41

Remark : Value updated as per attachment

4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical 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:

2021-22	2020-21	2019-20	2018-19	2017-18
1.85373	1.89754	4.218	10.02467	5.49535

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.85373	1.89754	4.218	10.02467	5.49535

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*

4. ICT/computing skills

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
250	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
250	0	0	0	0

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

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **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. Any 3 of the above

Remark : Value updated as per attachment

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:

2021-22	2020-21	2019-20	2018-19	2017-18
54	74	84	51	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
54	74	84	51	18

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
290	290	220	113	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
290	290	220	113	101

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	3	1	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	3	1	1	0

5.2.2.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	3	1	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	3	1	1	0

6.2.2 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	17	14	29	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	17	14	29	16

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	18	17	15	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	18	17	15	12

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

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

Answer before DVV Verification : A. All of the above

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

Remark : As per the supporting documents, Three have been considered (Sl. No. 1, 2 and 4)

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 75 Answer after DVV Verification : 72</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>67</td> <td>64</td> <td>62</td> <td>53</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>64</td> <td>62</td> <td>53</td> <td>50</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	67	64	62	53	50	2021-22	2020-21	2019-20	2018-19	2017-18	66	64	62	53	50
2021-22	2020-21	2019-20	2018-19	2017-18																	
67	64	62	53	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
66	64	62	53	50																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>22.67356</td> <td>17.86614</td> <td>36.7546</td> <td>64.32928</td> <td>26.04883</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>22.67356</td> <td>17.86614</td> <td>36.7546</td> <td>64.32928</td> <td>26.04883</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	22.67356	17.86614	36.7546	64.32928	26.04883	2021-22	2020-21	2019-20	2018-19	2017-18	22.67356	17.86614	36.7546	64.32928	26.04883
2021-22	2020-21	2019-20	2018-19	2017-18																	
22.67356	17.86614	36.7546	64.32928	26.04883																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
22.67356	17.86614	36.7546	64.32928	26.04883																	