



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT GENERAL DEGREE COLLEGE IN CHAPRA

**GOVERNMENT GENERAL DEGREE COLLEGE CHAPRA, SHIKRA,
PADMAMALA, CHAPRA, NADIA**

741123

www.chapragovtcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government General Degree College Chapra, is a rural undergraduate Govt General Degree college situated at the outskirts of the village Shikra in the Chapra Block of Nadia district, approximately 3 km from the India-Bangladesh International Border. Affiliated to the University of Kalyani, the college was established on October 30, 2013 and is one of the four newly constructed public colleges in the district of Nadia. The college is surrounded by enriched cultivated crop fields possessing both cultivated and wild crop relatives, naturalized and exotic flora and fauna of Indo-Bangladesh origin, especially a diversity of snakes, attracting researchers in the field of herpetology to familiarize this rural-based, remote, and economically backward minority college with the global arena. The college will be a world biodiversity study centre in near future. Primarily catering to the interests of the minority community in the neighbouring areas, the college has, since its inception, worked ceaselessly towards the spread of education among the poor students and rural communities inhabiting the areas. Every year, it has been seen that there is an increase in student enrollment in various academic departments. The college offers undergraduate programs in both humanities and science subjects.

Honours and programs Courses are offered for the Departments of English, Bengali, History, Political Science, and Sociology. General course programs are offered for the departments of science; subjects include mathematics, physics, and chemistry. However, under NEP-2020, College is offering Major Course also since 2023-24 session which is under the process of University Affiliation. The dedicated faculty members of the institution provide their complete cooperation in fostering strong academic integrity and encourage the students to follow the path of excellence.

Vision

Our institution aims to ensure the all-round development of the students, to equip them with holistic education, and to make them socially aware citizens of the globe. Apart from enabling them to become financially established, the institute also attempts to instill the values of honesty, integrity, justice, and love among the students. The institute always encourages critical thinking among students.

Mission

1. To make higher education accessible to the students from different social strata and create a culture of academic practices in this academically backward rural area.
2. To make the students competent enough to utilize any job opportunity available to them in their respective fields.
3. To encourage students to opt for post-graduation and further higher degrees in pursuit of knowledge and academic excellence.
4. To foster academic culture, especially among first-generation learners.

5. To make first-generation learners confident and skilled enough to embrace any academic challenge.
6. To make students aware of the diversity of the land and preserve it.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A multi-cultural, multi-lingual, and multi-religious ambience conducive to first- and second-generation learners.
2. Highly qualified and dedicated faculty members endeavour to maintain the academic standards of the college. Fortunately, a good number of teachers hold doctoral degrees, and some are pursuing it.
3. Successfully implemented the 'student-centric' NEP curriculum in all its courses since 2023-24 session.
4. The college successfully manages the channeling of the applications of the students for various scholarships provided by the state, central governments, and other agencies through a dedicated Scholarship Section.
5. The college has been able to conduct various capacity-building and skill enhancement classes, like UGC Career-Oriented Add-on Courses.
6. The augmentation of e-resources and audio-visual teaching methods immensely helped the students during the pandemic and beyond it.
7. An active IQAC ensures quality control, academic expansion, partnerships, and productive strategies for overall institutional development and growth.
8. High enrollment of girl students from marginalized backgrounds upholds equal opportunities in education.
9. 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.
10. A good number of faculty members pursue extramural research published in reputed UGC-CARE-listed journals and other globally reputed journals and cited widely.
11. The NSS unit of the college performs various awareness programmes and community outreach activities throughout the year.
12. Public welfare activities like the Students' Welfare Fund, Dengue Awareness Programme, and Thalassemia screening and free COVID vaccination drives help promote the welfare and safety of the students.
13. Pollution-free Environment-friendly campus with a sufficient number of herbs, shrubs and trees. Rich biodiversity of the college campus as well as surrounding areas.
14. The college has a dedicated bio-diversity conservation lab.
15. The campus is friendly and accessible to differently-abled (Divyangjan) persons, having a well-lit, ramp-enabled entrance.
16. The college has a large renovated playground and various sports items and equipments to facilitate sports activities among the students.
17. The HEI is secured with private security guards and the installation of a CC Cameras.
18. The college canteen caters to students and faculty alike.

Institutional Weakness

1. As a comparatively newly setup government college, the institution lacks the necessary infrastructure, which is easily available at established old colleges.
2. Poor communication service to the college, which is located in a remote rural area, is the biggest obstacle to the institute. It hinders students from considering our college as an option and also causes low attendance.
3. 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.
4. Non-recruitment of laboratory assistant staff has deprived the departments.
5. No funding or permission is available for starting vocational courses which promote placement opportunities for students.
6. 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.
7. The college does not have any language laboratories.
8. We need Smart Class rooms and Projectors for ICT-enabled classes. To overcome this, We are conducting webinars.
9. The college authority allows on-duty leaves to the faculty for attending or presenting Research papers in National and International Conferences/workshops. Moreover, teachers with extramural research are supported by grants from sponsors. Some faculty members are executive members/research associates of national associations.
10. The college central library is enriched with KOHA CLOUD LMS implementation, QR Based internet Access, QR based OPAC search, but Library lacks AC installation since the beginning.
11. The college is not associated with the National Knowledge Network. The college has no access to information highway connectivity due to a lack of BSNL or MTNL service.
12. The college is trying to establish departmental Seminar libraries.

Institutional Opportunity

1. Government General Degree College Chapra, is located in a rural setting surrounded by farmlands and abundant natural vegetation. Therefore, the institute is a rich source of biodiversity and offers a great scope for botanical & Zoological research.
2. The diverse kinds of farmlands surrounding the college building offer several opportunities for agricultural research.
3. Birds of diverse species gather inside the college premises, which can be considered a crucial area for ornithological study.
4. The surrounding area of the college building is inhabited by various kinds of snakes, usually found in rural Bengal in plain areas. Therefore, it offers a considerable scope for herpetology.
5. A large playground inside the college campus and available sports facilities offer a good opportunity for the students to prepare for jobs in the defense sector.
6. The students are taught by well-qualified faculty members who are capable of managing grants and funds from government and non-government organizations. Therefore, the scholars can apply to work on a minor or major research project supervised by faculty members of the college.

7. The college has taken the initiative to arrange alternative classes for the preparation of government jobs. It caters to the needs of students from marginalized and underprivileged backgrounds who opt for competitive examinations for their career building.
8. The institute regularly organizes seminars and workshops on diverse topics of scientific and social interest.
9. The college frequently organizes orientation classes and engages in career counselling because they lack exposure to available academic opportunities.
10. The college regularly organizes extension programmes like AIDS awareness programs, water conservation programs, thalassemia detection programs, road safety programs, and gender sensitization programs in order to make them socially responsible and politically informed citizens.

Institutional Challenge

1. The students of this college are mostly first-generation learners, and they hail from socially and economically underprivileged sections of society. Therefore, it is a major challenge to orient them towards higher education.
2. The institute is located in a remote rural area and lacks a proper communication and transportation system. It discourages students from taking admission to the college.
3. The institute often runs out of funds. It creates great difficulty in building the proper infrastructure for the college.
4. The college lacks the proper infrastructure for ICT-based education.
5. The college suffers from student absenteeism due to the trouble of communication. Students often drop out as they migrate to find jobs in other states and countries and opt for early marriage. This is a major challenge for the college to address.
6. As a government college, the institute often faces administrative delays in completing work that requires administrative approval.
8. The college has limited scope for introducing innovative and specialized courses due to lack of funds and a shortage of faculty members.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- College offers five honours courses and two general courses (B.A. and B.Sc.) at UG level (C.B.C.S. mode) up to the 2022–23 academic session and eight Major courses under NEP from the 2023–24 academic session.
- College follows the curricula designed by University of Kalyani.

- Academic calendar of the parent university is strictly adhered to and based on it, the college itself prepares its own academic calendar.
- Departmental teachers participate in the workshops and seminars organised by the university and research bodies. Teachers also participate in UGC sponsored career-oriented courses to enrich themselves.
- The curriculum of subjects especially History, Political Science, Bengali, English, Sociology, Environmental science, etc. reflects different cross-cutting issues like Gender sensitization, environmental awareness, etc.
- Curriculum of different departments like History, Political Science, Mathematics, Environmental science, etc. involves project works that supplements their normal studies.
- There is a Feedback system that is customized for all stakeholders and analysed periodically for improvement measures.

Teaching-learning and Evaluation

- Constant efforts are made to maintain high standards in this most critical aspect of the college education system, despite obvious challenges.
- Absolute transparency is observed in all affairs relating to admission procedures, as they are done online through a dedicated portal.
- Before the initiation of actual teaching, the induction program is held department-wise to welcome all first-semester students.
- Any grievance with regard to the admission procedure is dealt with with great care by the duly constituted admission committee.
- Admission guidelines from the parent university (the University of Kalyani) as well as Higher Education Department, Govt of West Bengal are strictly followed.
- Government guidelines with regard to reservations for different sections of society (SC, ST, OBC, minority, etc.) are also strictly adhered to.
- More than 50% of the seats earmarked for reserved-category students are occupied.
- The needs of the differently abled students are catered to.
- The institution tries to make the “teaching-learning” process individualistic and student-centric, which is further fine-tuned using feedback mechanisms.
- The college has a highly competent teaching faculty, with almost 100% of its teachers having a NET, SLET, or Ph.D.
- The college has its own evaluation system (internal examination) in addition to following the university's evaluative procedures (university semester examinations).
- A dedicated page on the college website that the college employees use has features to store questions from university examinations as well as internal examinations. For online examinations, the answer scripts can also be directly uploaded to the college portal.
- The performance of the students in the university examination as well as the internal examinations is tracked and mapped on the basis of program outcome and course outcome.
- Overall, the performance of our students in university examinations over the course of the last 5 years has been a healthy 64%.

Research, Innovations and Extension

Although the primary aim of the college is to impart quality education, the institution has a broader vision to

promote a research culture among the teachers and the students.

- There is a dedicated Research Advisor Committee (RAC) constituted as per UGC guidelines, that provides encouragement to both teachers and students.
- A major research project (SERB DST) has been undertaken by a faculty member of Physics Department.
- 37 research papers have been published by the faculty in UGC-recognized journals during the last five years.
- The college library is being revamped to meet the needs of researchers.
- The Research Advisor Committee encourages teachers to participate in seminars/workshop/symposium.
- College Extension activities are mainly organized by the NSS unit.
- Programs to create social awareness are regularly organized.
- Extension programmes like blood donation and environmental awareness are hugely appreciated by the local community.

Infrastructure and Learning Resources

The scope of development being infinite, the creation and maintenance of infrastructure and learning resources is an ongoing process of progression.

- The college has two seminar halls with semi-modern amenities, a well-stocked library with internet connectivity, and a photocopy facility.
- The entire college is wi-fi enabled.
- There is a separate mobile application for the library that can be downloaded from the Google Play Store.
- There is a separate library subcommittee to look into library-related matters.
- With a total campus area of 4.82 acres, the college has 11 classrooms, 8 departmental rooms, 1 administrative room, 7 laboratories for different departments, and 1 central library.
- There are a total of 19 desktop PCs, 1 laptop computer, and 2 LCD projectors in the college.
- A large generator of 62.5 kVA capacity serves the need for backup power supply for the entire campus.
- Purified and safe drinking water is provided to the students and the staff.
- Separate boys' and girls' common rooms are there.
- The college playground is located inside the campus area.
- Separate space is provided for the IQAC and NSS units of the college.
- The laboratories are equipped with modern instruments and facilities.
- A modern CCTV setup is installed for enhanced security.
- Almost 65% of annual expenditures are spent on infrastructure development.
- Almost 31% of annual expenditure is spent on infrastructure maintenance.

Student Support and Progression

The college comprises students from diverse geopolitical, social, and economic backgrounds. As the college is located in a remote and minority-dominated area of the state, the biggest challenge it faces is providing support to a vast majority of socially and economically disadvantaged students to prevent them from “dropping out” of the educational framework.

- An updated prospectus is published before the commencement of every academic session and also uploaded to the college website.
- Different types of financial assistance in the form of scholarships are provided to the students by the state government, enabling them to continue with their studies.
- More than 59% of the total students receive some form of financial assistance.
- The college has a Competitive Career Counseling Committee (Entry into Service), under which we organize various guest lectures for the preparation of different exams for different jobs.
- About 5% of students benefitted from guidance for competitive examinations and career counselling.
- There is a dedicated women's cell and a grievance cell.
- Students are highly motivated to attend extracurricular activities like sports, Quiz Competition, Creative Writing, and various cultural events.
- More than 10% of the outgoing students have progressed to different institutes of higher education in the last 5 years.

Governance, Leadership and Management

An educational institution which has clearly-identified vision and mission and is abled by clear-sighted leaders is bound to achieve excellence.

- The vision of the college is to spread the lights of education to the distant corners of this “backward” district.
- Its mission is to provide adequate opportunities for aspiring students to achieve success.
- Its objective is to provide a peaceful and learner-friendly environment within the college premises.
- The “Governing Body” is the apex body of the college, whose responsibility it is to formulate policies, but it is not formed yet.
- within the ambit of the statute of the University of Kalyani, rules, orders, and circulars of the Higher Education Department, Govt. of West Bengal/Director of Public Instructions, West Bengal.
- The composition of the governing body ensures that all stakeholders have a say in the affairs of the college.
- The principal, being the secretary of the governing body, is entrusted with the execution of the policies framed by the governing body.
- The college maintains a feedback-based planning mechanism involving all the stakeholders.
- It makes use of the college website as an organ for information sharing and dissemination.
- The college encourages the growth of leadership qualities by entrusting the right person with the right assignment.
- The college has “Sajal Dhara Prakalpa” for purifying potable water inside the campus.
- The college has modest resources based primarily on fees collected from the students.
- The college has an internal quality assurance cell (IQAC), which is constantly making attempts to ensure the qualitative improvement of the college.

Institutional Values and Best Practices

The college is stepping towards excellence by creating a quality learning environment that is in line with the vision and missions of the college.

- Entry into service for all students (for preparation of competitive examinations after completion of the

UG course) has been introduced.

- Almost 50% of the staff and students are female. To provide safety, CCTV cameras have been introduced.
- Separate common rooms, Sick Rooms, indoor sports and toilet facilities for girls and female teachers are there.
- Gender Sensitization Programs, different awareness programs on Sexual harassment, etc. are conducted to maintain gender-sensitive college environment.
- The facilities for Divyangjan, like arrangement of the classes on ground floor, ramps and wheel chairs, are provided.
- A free library e-Book Service is available for all.
- Energy conservation is given due importance through introduction of LED lights in classes as well as recently Outdoor LED Street Light installation work is going on by PWD Electrical, Nadia Electrical Division. Roof-top Solar panel and Rain Water harvesting Unit are our aim to introduce in the next year.
- beautiful garden and plants are making campus eco-friendly.
- Green audits and energy audits are conducted since 2022-23 session.
- Waste management is done as per the norms.
- Tree plantation, minimum usage of plastic, and energy conservation promotion are some of the aspects of our environmental awareness practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE IN CHAPRA
Address	Government General Degree College Chapra, Shikra, Padmamala, Chapra, Nadia
City	Nadia
State	West Bengal
Pin	741123
Website	www.chapragovtcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Subhasis Panda	033-25722700	9883195458	-	cgcollege2015ku@ gmail.com
IQAC / CIQA coordinator	Sudipta Das	033-25722700	9476179231	-	daskgc15@gmail.c om

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 Kalyani	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Government General Degree College Chapra, Shikra, Padmamala, Chapra, Nadia	Rural	4.82	2230.2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Honours	36	H.S.	Bengali	25	4
UG	BA,English, Honours	36	H.S.	English,Bengali	25	6
UG	BA,History, Honours	36	H.S.	Bengali	25	10
UG	BA,Political Science,Honours	36	H.S.	Bengali	25	20
UG	BA,Sociology,Honours	36	H.S.	Bengali	25	3
UG	BA,B A General,General	36	H.S.	English,Bengali	40	28
UG	BSc,B Sc General,General	36	H.S.	English,Bengali	25	5

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				35			
Recruited	0	0	0	0	1	0	0	1	18	2	0	20
Yet to Recruit	0				0				15			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	9	0	0	10
M.Phil.	0	0	0	0	0	0	4	0	0	4
PG	0	0	0	0	0	0	5	2	0	7
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/M CH	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	

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	88	0	0	0	88
	Female	118	0	0	0	118
	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	9	8	11	13
	Female	7	4	8	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	11	10	10	16
	Female	14	10	12	20
	Others	0	0	0	0
General	Male	11	9	9	16
	Female	24	21	18	13
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		76	62	68	84

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Government General Degree College, Chapra, is dedicated to improving the holistic understanding of its students. Along with the careful implementation of the multidisciplinary courses, as suggested by the NEP-2020, the institute has adopted some crucial measures for making the students aware of the importance of interdisciplinary studies. For instance, the college has made arrangements for the students to attend classes in other disciplines as well. The departments regularly organize special talks and lectures by inviting scholars of diverse disciplines. These initiatives tremendously help students get oriented to interdisciplinary studies.
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2. Academic bank of credits (ABC):	<p>The National Education Policy 2020 is being implemented from this academic year, i.e. 2023–24, with the introduction of a 4-year undergraduate program in the institution. The program offers a holistic and multidisciplinary undergraduate education with flexible curricular structure. The flexibility in the curricular structure requires the establishment of an Academic Bank of Credit, the road map of which would be given by the affiliating University. The National Education Policy being implemented this academic session, and the university is preparing the norms and protocols of an Academic Bank of credit (ABC) to ensure a flexible teaching and learning curriculum. The norms and protocols for ABC would be shared with affiliated institutions like our college that would implement this formal system of credit accumulation and transfer. The ABC is essentially a digital repository for storing and issuing credits that a student would earn from home and other institutions and it requires a comprehensive documentation and infrastructure requirement in the institution. 1) We took the initiative to inform students about ABC ID by verbally and using WhatsApp Group by publishing Notice (No. 29/23/CGC Dated 05.04.2023) and step-by-step instructions on “How to create ABC ID” with a video link. 2) We have pasted the “QR Code” of the Digilocker app (as per instructions from Kalyani University) at several places in our institution, viz., outside of the office room, library room, and classrooms, so that students can scan and install the Digilocker app in order to create the ABC ID conveniently, and till now most of the students have created an ABC ID for themselves.</p>
3. Skill development:	<p>The IQAC of the institution has a primary agenda of incorporating skill development among students along with the formal curriculum process, thereby helping in their economic empowerment for a long time. Since it is a digital world right now, the institution has primarily focused on the acquisition of digital skills by the students for their economic empowerment. Also, the University of Kalyani has a skill development course in each semester from third to sixth, which the institution follows very closely.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Our college lays extra care on teaching students both in English and the vernacular. The number of students who are willing to study Bengali is also</p>

	<p>increasing each year. Bengali cultural ethos and popular icons of the Bengal Renaissance are introduced and discussed both as part of the curriculum and in certain extracurricular aspects. Birthdays of important poets and artists are observed, and programs are organized in the college. Students participate in it, and the college encourages their activities by felicitating them. This generates their interest and sustains their passion.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education is a model of education that deviates from the traditional focus on what the institution provides to students in favour of making students demonstrate that they “know and are able to do” on completion of course or program. Consequently, this approach signifies a shift in the paradigm of the system of education from teaching to learning. The OBE approach is a continuous process of education wherein the curriculum, teaching and learning strategies, and assessment tools are improved continuously. The OBE learning process can be broken down into four steps: a) Planning of Syllabus - Every Department has a well planned syllabus which is executed thoroughly. The teachers carry routine assessment to see their progress. b) Implementation of the syllabus - The program is implemented and executed in a routine way. c) Assessment - Teachers carry routine assessment to evaluate the progress of every student. d) Respond / Improve (Continuous Quality Improvement) – Determine what needs to be changed to make improvements. These changes are the basis of new or revised outcomes and objectives for the next cycle of the process. This process can be looked at on a program or course level. Teachers are engaged in routine evaluation to foster the best of services to students.</p>
<p>6. Distance education/online education:</p>	<p>After the outbreak of the corona virus pandemic, the world was put into a standstill with people locked into their houses. However, education was flowing courtesy of online education, where knowledge is carried through various platforms such as Google Meet, Zoom, etc. Our college, too, aimed at maximizing classes and hence students regularly attended online classes. Several online Webinars were organized in different academic years in the past. Students greatly benefited from such program outcomes.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club was set up in Government General Degree College Chapra in November 2018, and it has been functioning ever since.
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?	The students' coordinator and the coordinating faculty members are appointed by the college. Presently, Sri Krishnagopal Mohanto and Sri Rudra Sekhar Basu are working as the Coordinator and joint coordinator of ELC, respectively. Danej Dafadar and Koyel Mallick have been appointed by the college as students' coordinator and students' joint coordinators, respectively. The coordinators circulate all the relevant issues and divide work among the willing students time to time. This practice motivates the students to do all the essential work regarding ELC. The ELC of GGDC, Chapra, is representative as well as inclusive in nature, as it allows its members from different semesters, programs, and genders.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The college has been organizing different innovative programmes and initiatives undertaken by the ELC. The ELC has been showing its keen interest in organizing quiz contests, voters' awareness programs, etc., and observing National Voters Day every year.
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 Electoral Literacy Club, GGDC, Chapra, has been organizing different programmes to celebrate Indian Constitutional Day (November 26), which include debates, elocutions, and quiz contests with student participation. The student members of ELC have participated in the Youth Parliament Competition in 2018, 2019, and 2022. These practices help a lot in nurturing democratic values among the students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	The ELC has been performing extensively to sensitize the new voters, the newly admitted students

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

to the college who are about to get enrolled in the electoral list by crossing the age of 18. The ELC has been showing its keen interest in organizing lectures, sensitization programs, and debates to encourage their participation in the electoral process.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
206	214	207	222	223

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

2 Teachers

2.1

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

Response: 21

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	21	17	15

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.80	40.22	12.89	36.33	55.17

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

All programs in the curriculum follow the Choice-Based Credit System (CBCS). A semester comprises at least 15 weeks of teaching and learning, at least one mid-term evaluation, and one University-level end-of-Semester Examination. Continuous Internal Assessment is built through the system of evaluation in the CBCS system. With the curricula and syllabi already given by the University, the institution develops and deploys the following action plan:

1. Academic Calendar: The academic calendar is prepared by the IQAC before the commencement of each semester. The calendar mentions the total number of available class days, institutional holidays, planned important events earmarked by the University and the college and the evaluation schedule to be followed during the semester.
2. Routine: The routine is prepared by the Routine Sub-Committee soon after the Academic Calendar gets published, as per the CBCS norms, i.e., keeping in mind the recommended class hour per credit.
3. Lesson Plan: The faculties go through the prescribed syllabus analytically prior to the beginning of each session and prepare their lesson plan for each course under the aegis of the Head of the Department. The lesson plan is prepared in consonance with the routine and Academic Calendar so that the same may be implemented in a well-planned manner. The lesson plan of each course is disseminated to the concerned student group at the beginning of each semester.
4. Teaching-Learning: The faculties render sincere classroom teaching and practical teaching according to the Routine. Besides delivering lectures, methods like intra-class debates, classroom seminars, etc. are being applied. For encouragement of students, time-to-time intra-class quiz programs and student seminars are also arranged.
5. Continuous Internal Assessment (CIA): Continuous Internal Assessment is an integral part of CBCS classroom teaching. In each course, faculties conduct CIA in various modes like class tests, projects, term papers, quiz, student seminars, etc. Student profile mapping done at the beginning of Semester 1 along with the measurement of attainment of course or program outcome helps the teachers improve the teaching and learning methodology during the course. Advanced and Slow Learners are identified by this process, that helps the faculty in the planning of tutorial and remedial classes for the needy students.
6. ICT tools: Government General Degree College Chapra, continues its limited ICT (Information and Communication Technology) facilities, due to limited number of projectors, Desktop Computers and smart class rooms. Campus WiFi is installed throughout the Campus. Now Internet is accessed free to the

students and staff. Despite this limitation, teachers have demonstrated resourcefulness by utilizing Projectors within designated areas such as the IQAC room, teaching rooms, and seminar hall. Furthermore, the college library at GGDC exhibits commendable technological proficiency by organizing Learning Object Metadata (LOM) on various topics, facilitating easy access to educational resources for students and faculty members.

Additionally, teachers utilize Google Meet, Google Classroom, and Google Forms for lesson planning, delivering study materials, and conducting MCQ-based assessments.

7. Learning resources: The learning resources required during the course are procured in the Central Library at the beginning of each semester.

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

1.2 Academic Flexibility

1.2.1

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

Response: 06

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 13.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	59	0	0	0

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

During the last five years, i.e., Academic Year 2018-19 to Academic Year 2022-23, the curriculum of the institution was under two systems - the 1 + 1 + 1 system and the Choice Based Credit System which had been introduced in the Academic Year 2018-19. Both the systems integrated cross cutting issues of professional ethics, gender, human values and environment and sustainability into its curriculum, both Honours and General. In both the system, there is a compulsory course/ paper on Environmental Studies that integrate current environmental issues including Sustainable Environment, Climate Change and Biodiversity Conservation for both Honours and General students. There is also a compulsory paper/course on Modern Indian Language (MIL) that integrates texts where issues of Ethics, Gender, Professional Ethics and Human Values are prevalent. Therefore all students in both Honours and General programmes have an exposure to these cross cutting issues while transacting his curriculum through these compulsory courses. Most programmes in the Arts stream integrate all the cross-cutting issues of professional ethics, gender, human values, environment and sustainability in most of its core courses in the curriculum. Although programmes in Science stream, does not address all the cross cutting issues in most of its core courses in the curriculum, the institution has introduced value added and add on courses for all of its students that integrates issues of gender, professional ethics, human values and the environment besides addressing other issues.

This has enabled a student interested in acquiring knowledge in an issue that is not integrated in his curriculum, to enroll and learn cross-cutting issues in a course outside his curriculum while transacting the regular courses of his curriculum.

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: 45.63

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

Response: 94

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 36.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	62	68	84	54

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
190	190	190	190	190

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 42.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	27	31	48	39

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	86	86	86	86

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 9.81

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teaching methods adopted by the teachers are planned and discussed in departmental meetings based on the topic of the course. It varies from the traditional chalk-duster and talk method of teaching to the use of advanced ICT based tools like Google classroom and Google meet including Power point Projector display. COVID 19 Pandemic has created a reliance on other social medias such as WhatsApp, YouTube where class topics were discussed and deliberated upon. The primary agenda for choosing a teaching method is not only to enhance the learning experience of students but also to increase the attainment of course outcomes among all the students. Classroom teaching methods, both online and offline, are always framed student centric. These methods help to assess the learning outcomes of the students. Most departments during the course of teaching organize quiz competition programmes, student seminars, student classes, group discussions and extempore on a topic that helps to augment the learning experience of the students. Students work on the specific projects on the topics relevant to the syllabus as per assignments for internal assessment. During the pandemic, teachers while teaching on online platforms like Google classroom and Google meet had to resort to the above mentioned teaching methods for an effective curriculum delivery. Teachers share model questions and various study materials with students via college websites and official social media platforms such as Students WhatsApp Group which was created by the Department. Many departments, especially science departments (like Physics and Chemistry), supplement their classroom teaching of theoretical papers with practical classes that help the students gain hands-on learning experiences. The Department of Political Science encourages students to participate in the Youth Parliament competition organized by the Union Ministry of Parliamentary Affairs held at the district level of Nadia to make students aware about the country's democratic practices as part of curriculum enrichment program.

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:** 54.29**2.4.1.1 Number of sanctioned posts year wise during the last five years**

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	21	17	15

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Assessment is an integral part of the course curriculum as it helps to understand the progress of course and program outcomes among students. In the present system of curriculum delivery we have both internal and external assessment.

Internal assessment is a regular feature during the course delivery process. It includes all forms of continuous internal assessment that the department practices and mid semester examinations. Initiatives are undertaken in the college to make the assessment process transparent. In the beginning of the semester, an orientation program is conducted for students to make them aware about the whole curriculum delivery process practiced in the institution. The program helps the students to understand the assessment process followed during their course. It includes the mode of assessments followed in the institution, the continuous internal assessment and its various modes that the department might undertake, the process of compilation of internal assessment marks that is to be sent to the university, the student attendance marks etc.

The academic calendar that is prepared and circulated among all stakeholders of the institution in the beginning of the semester mentions the mid-semester and end-semester examinations during the period. Notices for mid semester and end-semester examinations are put up in notice boards and college websites well in advance. The departments inform students about the continuous internal assessments during the course. Notices regarding continuous internal assessment are put on the department notice board.

With all the transparency that is followed for the conduct of assessment during the course grievances regarding assessment and assessment process are not uncommon. Students report their internal examination related grievances to their mentor or the head of the department who must solve to redress the issue in the shortest possible time. However it must be mentioned that grievances for the internal assessment process are negligible. This is primarily because the course instructor or the teacher concerned discusses the internal assessment questions and answer sheet with students after the assessment is over. It helps the students to clear their doubts about the assessment and the marks they have obtained.

External assessment i.e. End semester examination is conducted by the University. The date and external venue of the examination is notified by the university on the college and university website.

End semester examinations related grievances of the students are addressed by the institution so that they get a time bound efficient solution in the process. The Grievance Redressal Cell of the institution helps students with end semester examination related grievances to get timely solutions.

The grievances of the students are registered and sent to the university through the college administration for review or scrutiny of answer scripts. The university review process for addressing student examination related grievances gets completed within three months. If a student is still dissatisfied with the outcome of examination related grievances from the university, the Grievance Redressal Cell helps the student in filing a RTI case to address the issue.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college offers Five undergraduate honours programmes, Two general programs under C.B.C.S. (up to 2022–23), and Eight undergraduate major programmes under NEP-2020 (from 2023–24) in the Arts and Science stream. The undergraduate program structure and the syllabi are ratified by the Departmental Board of Studies of the affiliating university. The institution, being an affiliated college under the university, executes the curriculum as set by the university. Since the learning outcomes of the programmes and courses set by the university are not given to the college, the departments of the institution prepare the program outcomes and course outcomes according to the UGC guidelines. While preparing the programme outcomes and course outcomes, the department also takes into account hierarchical models of classifying educational learning objectives using the cognitive domain list as applicable for the programme or the course. Thus, a department offering an undergraduate honours or major programme in a discipline has to prepare its programme outcomes and course outcomes for all the courses offered in the honours programme across 6 semesters. The department also prepares the course outcomes for all the general courses it has to offer in the three-year undergraduate general programme. The programme and course outcomes are finalized in the departmental meetings and published on the college website.

Published programme outcomes and course outcomes of different programmes help students in the choice of programmes of study during first-year admissions as well as the choice of courses during the programme of study in the Choice-Based Credit System . This would help students acquire knowledge and skills according to their preferences and objectives. The evaluation technique used by the teachers for the attainment of programme and course outcomes in students helps students assess their own learning outcomes in the course, which becomes a guiding tool for the faculties in designing teaching methodologies for better curriculum delivery in terms of learning outcome attainment during the course.

Faculties use programme and course outcomes to evaluate the attainment of learning outcomes in the course throughout the tenure of the programme of study and thereby improvise teaching methodology during the course for better learning outcome attainment among students.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Programme outcomes and Course outcomes is evaluated by the institution, GGDC, Chapra.

In strict adherence to the guidelines of University of Kalyani, apart from the end-of-semester examinations, Government General Degree College, Chapra, conducts internal examination consisting of attendance (1/3rd) and Internal Assessment (IA) (2/3rd) and/or Practical examination (20% for practical-based subjects).

In addition, Government General Degree College, Chapra, also conducts continuous internal evaluation through class tests, discussions, and project-based assignments, which helps gauge the course outcomes and provides opportunities to students to improve.

Practical examinations and viva-voce/group discussion in several curricula enables evaluation of the learning outcomes more objectively.

After identifying the academically weak students, departmental meetings are held at regular intervals to determine appropriate measures, like arranging remedial classes for them.

Direct Method of Evaluation:

This involves the tracking of the performance of the student in the end-of-course university examinations as well as their performance in the internal examinations held by the college.

Indirect ways to evaluate course outcomes:

The indirect method score is calculated based on feedback reports obtained from the students after completion of the course. Feedback forms, each carrying a maximum of 20 marks, are circulated among the students.

The average score is obtained based on the student's responses.

The achievement level score is calculated for each course by combining 80% of the direct method score and 20% of the indirect method score.

Another indirect but efficient way to measure the attainment of course and programme outcomes is to keep an eye on students' progression to higher studies and their placement. Success in competitive examinations and entering the job market requires considerable knowledge of the subject as well as the power of critical thinking and logical analysis. Quite a few of our students graduating with honours pursue post-graduation programmes at different universities. Some of our students got placements in the government sector and the corporate sector as well.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 78.69**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
43	25	29	29	18

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	28	35	43	30

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.43

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 13.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.06	0	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Government General Degree College Chapra (GGDCC), is a newly established General Degree college located in a remote Indo-Bangladesh international Border village, Shikra in Nadia District. It faces challenges in its facilities for research, innovation, and the overall infrastructure. Despite these challenges, the college has created a special place for new ideas and creativity. The goal is to make it easy for the students and teachers to create and share knowledge.

The college believes in the importance of connections, so it regularly organizes meetings between students and teachers from the college as well as other institutes, and alumni body. This makes students feel excited and driven. The college wants students to get hands-on experience and learn by doing things through practical way, through their observation. They are encouraged to take part in various activities organized by the college. The main focus of the college is to prepare its students not just academically but also for the dynamic job market. In this context, It must be mentioned that besides their usual subject

specific learning, GGDC Chapra students are also preparing different competitive examination purpose guided by our experienced Faculties through 'PRAYAS' Coaching for Competitive Examination, a joint venture by IQAC & alumni.

GGDC Chapra, is open to everyone in the community, understanding that innovation has no limits. Inclusivity is a big priority, involving parents and other important individuals in the education process. Teachers actively encourage students to take part in various competitions organized by the government and private institutes, fostering knowledge creation and giving recognition to the students.

For research, GGDC Chapra has a dedicated Research Advisor Committee (RAC) and Research and Development Cell (RDC) framed as per UGC Guidelines that supports teachers in major and minor research projects. There is a dedicated Whatsapp Group (GGDCC Research) by this college that informs about CFP, reasearch scopes and other information helps teachers publish papers, articles, write-ups, etc. in journals, books, news papers, or presentations at conferences, aiming to integrate research and innovation into the college culture. Teachers involved in research have access to a specialized laboratory. GGDC Research Whatsapp Group includes some eminent retired Scientist from CSIR, Botanical Survey of India, as well as Scientists from abroad, such as Morocco..

To spread the message of innovation, each department organizes webinars, seminars, and workshops independently or collaboratively. Students from different colleges, disciplines, and nearby schools (Hatkhola Madrasha School, Ranaband St Marry School, Rajibpur primary School and Mahakhola School) are invited to participate. The college library is a valuable resource hub, providing access to books and various online and offline materials. The college showcases technological proficiency by organizing Learning Object Metadata (LOM) on various topics, making educational resources easily accessible. Despite a lot of challenges, GGDC Chapra, aims to become a unique hub for learning and discovery, nurturing creativity and innovation. A group of eminent scientists, researchers, and scholars of national and international repute are guiding our students.

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: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	10	2	3	9

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: 0.05

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

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

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.52**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

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

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

Introduction: Government General Degree College Chapra, over the past five years, has been dedicated in fostering social responsibility and community engagement through a range of extension and outreach programmes. The NSS unit of the college, along with the all the departments and the Kanyashree Club of the college has been organising various extension and outreach programmes throughout the academic years. These initiatives, have provided students with opportunities to actively participate in addressing societal issues while contributing to their personal growth. This report highlights the key activities organized by Government General Degree College Chapra, emphasizing the involvement of teachers and students and the impact created in the community.

Overview of Activities:

(2018-19)

1. Cleaning Drive in Shikra Primary School
2. Tree Plantation Programme
3. Regular Cleaning Drive surrounding the College
4. Distribution of Learning aids at Shikra Primary School
5. Awareness Programme on AIDS

6. Safe Drive Save Life

7. Voters Awareness Programme

8. Dengue & Malaria Awareness Programme during Rainy season

9. Data collection regarding Plastic uses by the local people at Shikra

(2019-20)

10. Tree Plantation and Awareness Programme to Save Green Environment
11. Safe Drive Save Life
12. Awareness Programme on Preventive Measures for Fighting Dengue and Chikungunya
13. Voter Awareness Programme

(2020)

14. Cleaning Drive Outside the College Campus
15. Awareness Programme on HIV AIDS

(2021-22)

16. Special Camp for COVID -19 Vaccination at Hatkhola Village, 4 km from College
17. Special Camp for Free Health Check up
18. Blood Donation Camp
19. Tree Plantation Programme
20. Special Awareness Programme for Prevention of COVID-19
21. Special Camp for Biodiversity Conservation
22. Safe Drive Save Life
23. Special Programme on Preparation for Competitive Examinations
24. Awareness Programme on Self Defence

(2022-23)

25. College Authority Visit to the poor and neglected students at Mahakhola Village
26. Special Programme on Preparation for Competitive Examinations
27. Voters Awareness Programme
28. Spreading Awareness on Dengue and Chikungunya at Hatkhola
29. Awareness Programme on Prevention of Dengue and Chikungunya at Rajibpur Primary School
30. Tree Plantation Programme
31. Online Admission Awareness Programme
32. Special Camp for Free Health Check up
33. Safe Drive, Save Life
34. Spreading Awareness for Consuming Purified Drinking Water among the Villagers
35. Awareness Generation Activities for Violence Against Children

36. Spreading Awareness for Prevention of Vector Borne Diseases among the Villagers
37. Spreading Awareness on Health and Hygiene among the Students of Shikra Primary School
38. Awareness Generation Activities for Teenage Pregnancy
39. Tree Plantation Programme at Rajibpur Primary School
40. Special Drive on Road Safety.

Conclusion:

The extension and outreach programmes conducted by Government General Degree College, Chapra have empowered students and transformed communities, emphasizing the importance of social responsibility and active citizenship. Government General Degree College, Chapra has broadened its impact and instilled values of empathy, environmental consciousness, and community service in its students. These efforts have not only enriched the college experience but also nurtured socially conscious individuals ready to make a positive difference in society.

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:**

The institution did not receive any award or recognition for extension activities from government/ government recognised bodies.

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 organized forums including NSS/NCC with involvement of community during the last five years.***

Response: 20

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	3	7

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

3.5 Collaboration**3.5.1**

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

Response: 15

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Government General Degree College Chapra started its journey in 2013 as a flagship project of our Hon'ble Chief Minister, Smt Mamata Banerjee, to spread the flame of education in the remote and backward areas of the Nadia district. This college is located at the borderland of Nadia, sharing its frontier with Bangladesh, and is primarily comprising of three village areas: Hatkhola, Bhagachhi and Gongra. Locals had demanded a higher education institution from a long basis. Earlier, the area was riveted with nefarious and illegal activities and students often had to take the course of becoming either farmers or find other employment in abroad as unskilled labour resource. However, now they are coming under the purview of education and pursuing courses such as B.A (Hons) and B.Sc. Program courses. Demand ratio has seen a significant rise, especially among girl students. Under the auspices of different scholarship programs launched by the Govt of West Bengal, they are now finishing off the three-year graduation program with a smile on their faces, hoisting the dreams of becoming independent women and finding their own path to freedom. Many of our students are working in defence, schools and higher education areas, as well as pursuing research. Poor students are also applying for receiving Education Loan through *Students Credit Card Scheme* launched by Govt of West Bengal under the dream Project of our Hon'ble Chief Minister, Smt. Mamata Banerjee.

1. Class Rooms:

The college has eleven fully functional class rooms, eight departmental rooms and seven well-maintained laboratories for different subjects. There are two classrooms with ICT facilities. Most of the classrooms are spacious and well ventilated with adequate benches, boards, lights, fans, etc.

2. Laboratories:

In college, there are seven well-maintained laboratories in different subjects.

a. Chemistry Laboratory:

The department of Chemistry offers practical classrooms (with proper ventilation) with water and gas lines throughout the desks that are arranged for doing practical classes. In this laboratory, there are two research rooms where faculty members undertake research work.

b. Physics Laboratory:

The laboratory has mainly Six sections: electrical laboratory, dark room (for waves and optics), electronics laboratory, thermal laboratory, mechanics, and computer laboratory. Laboratories are equipped with instruments and facilities that provide hands-on practice for students.

c. Mathematics Laboratory:

The laboratory has one section, i.e., the general laboratory. The laboratory is well equipped for UG students to perform various practicals that are included in the curriculum. It is planned to open one Computer lab for Math Dept in the next year.

ICT Infrastructure:

The college has provided network facilities through broadband connections in the central library, IQAC room, principal's room, and office. The entire college is fully under CCTV surveillance. Apart from that, ICT facilities are available in 14 classrooms.

Sports and Games:

The college has provisions for both indoor and outdoor games for students. The intra-class football tournament is a regular event every year. The college organizes annual sports every year on this field.

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

4.1.2

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

Response: 52.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.08054	24.80	0	21.1188	39.69

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

GGDC Chapra commits to provide excellent academic resources to its stakeholders, despite facing limitations in resources. The college library serves as a vital hub for knowledge dissemination and academic support. This report outlines the current resources available at the library and highlights the efforts to enhance these resources for the benefit of students and faculty.

Library Collection:

The library at GGDC Chapra boasts a collection of approximately 4300 books, covering a wide range of subjects and topics. This diverse collection caters to the academic needs of students and faculty across various disciplines.

Online Access:

GGDC Chapra benefits from online access to several prestigious databases through Kalyani University's login credentials. These include:

IEEE Online Tier 3

ScienceDirect (5 subject collection)

JGATE

JCC full-text journal access

Additionally, the college has access to the following databases:

EPWRF India Time Series

Indiastat.com

ProwessIQ

SCOPUS

These online resources significantly enhance the research capabilities of students and faculty, providing access to a wealth of scholarly literature and academic journals.

Reading Room Facilities:

GGDC Chapra offers a conducive environment for studying and research with its spacious 1500 sq. ft. reading room. Equipped with free Wi-Fi connectivity, the reading room accommodates up to 20 students at a time, facilitating collaborative learning and academic discourse.

Future Enhancements:

In line with its commitment to continuous improvement, GGDC Chapra has plans to introduce several enhancements to its library facilities in the near future. These include:

OPAC through Cloud: The introduction of the Online Public Access Catalog (OPAC) through cloud technology will streamline the process of accessing library resources, allowing users to search for books and materials remotely.

Separate Terminal: A dedicated terminal for browsing, surfing, and searching for academic resources will be established, providing users with convenient access to online databases and digital resources.

Commitment to Stakeholders:

The library at GGDC Chapra is dedicated to meeting the academic needs of its stakeholders to the best of its abilities. Despite limited resources, the library staff remains committed to providing quality services and continuously seeks ways to improve the library's offerings.

In conclusion, GGDC Chapra's library serves as a valuable asset to the academic community, offering a diverse collection of books and online resources to support teaching, learning, and research. Through strategic enhancements and a steadfast commitment to its stakeholders, the library endeavours to further elevate its services and contribute to the academic excellence of GGDC Chapra.

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

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

Response:

Nestled in the remote landscapes of West Bengal, Government General Degree College Chapra stands as a beacon of hope, transcending geographical barriers to deliver quality education to its students.

At Government General Degree College Chapra, we have adopted a pragmatic approach to internet connectivity, leveraging partnerships with local cable operators to establish two separate internet connections, each boasting a commendable bandwidth of 100 mbps. One connection caters to administrative needs, serving the principal's office and teacher's rooms, while the other supports vital academic spaces such as the library, seminar room, smart classrooms, and various research laboratories, including those dedicated to physics, chemistry, and mathematics. Recently Entire Campus including Library is under Internet accessibility (WiFi is installed) in April 2024.

Moreover, recognizing the pivotal role of connectivity in modern education, we have ensured comprehensive Wi-Fi coverage across every floor of our campus. Ground, 1st, and 2nd floors alike are fully equipped with 100 mbps dual-band Wi-Fi connections, enabling seamless access to online resources for students and staff alike.

In tandem with our commitment to digital empowerment, Government General Degree College Chapra has invested in state-of-the-art computer facilities. Presently, the college boasts 20 Desktop computers with internet connectivity, catering to the needs of teachers, librarians, and staff. Additionally, students have access to 4 dedicated computers in the library, with plans underway to expand computer centres within the reading area. These centres will house 6 computers and 1 terminal specifically designed for OPAC searching, enriching the academic experience and facilitating research endeavours.

Recent infrastructure upgrades further underscore our dedication to technological advancement. The installation of 2 internet switch boxes, accompanied by 2 Wi-Fi routers, has bolstered network stability and coverage, ensuring a seamless digital experience for all stakeholders. Moreover, our commitment to embracing innovation is exemplified by the presence of a smart classroom and a seminar hall equipped with projectors and internet connectivity, facilitating interactive and multimedia-rich learning experiences.

Despite the inherent challenges posed by limited ICT resources, the spirit of dedication and resilience

prevails at Government General Degree College Chapra. Our unwavering commitment to our students and stakeholders drives us to continuously strive for excellence, leveraging every available resource to deliver the best possible educational experience.

Government General Degree College Chapra serves as a testament to the transformative power of education in remote regions. Through strategic partnerships, technological innovation, and unwavering dedication, we endeavour to empower our students and equip them with the skills and knowledge necessary to thrive in an increasingly digital world. Together, we transcend barriers, unlock potential, and shape a brighter future for generations to come.

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: 25.75

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

Response: 8

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.87332	0.6831	1.15924	0.07255	0.73869

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 57.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	124	120	115	114

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 0

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

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

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 4.86

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	25	29	29	18

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	2	2	2	6

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:

Government General Degree College Chapra is a newly built Government General Degree College under Chapra Block in Nadia district of West Bengal. Since its foundation on October 30, 2013, it started its academic activities since 2015-2016 session with Five honours departments in B.A. course [Bengali, English, History, Political Science & Sociology], including B.A. programmes. It also started B.Sc. Programme [Mathematics, Physics & Chemistry] course from 2016-17 session. Therefore, its first batch completed their Undergraduate degree in 2018. It is a proud moment to have its Alumni Association (Alumni Association Government General Degree College Chapra) AAGGDCC be tentatively formed through WhatsApp Group [AAGGDCC] on May 16, 2022. AAGGDCC mostly consists of ex-students who are still pursuing higher studies. Some members got government services, some are social activists and some are established themselves as entrepreneurs.

Alumni Association of Government General Degree College Chapra is a registered association (West Bengal ACT, XXVI of 1961, Reg No. S0042063 of 2024-2025) that contributes significantly to the development of the institution. Alumni Association is the mirror of the college, reflecting the professional and personal achievement of the students. Former students of Government General Degree College Chapra have been in the healthy practice of extending hands of support to their Alma Matar since the first batch of learners passed out of the college. The alumni association enlivens the college through various educational activities and awareness programs, which are especially inspiring to the present students.

The objects for which the society is established are: Sec. 4(2) of WBSR Act 1961

- a) To make people aware of education, health, development etc. by organizing awareness Programmes.
- b) Any charitable purpose, including the care of orphans or of elderly, sick, helpless or indigent person,
- c) To work for the happiness of the needy or downtrodden people for their primary needs such as food, clothing, education, etc.
- d) To help the aged, elderly, sick, helpless and indigent.

- e) To make people aware of their health and to arrange for free medical treatment for needy patients by qualified doctors.
- f) To help the needy students of all communities by way of free distribution of books for their studies and to give prizes to the village meritorious students for encouraging them on different occasions.
- g) To impart and develop law awareness among the illiterate and women by organizing awareness camps from time to time.
- h) To help poor people with advising them with proper law and solving them.
- i) The establishment and maintenance of library or reading rooms for members or for the public.
- j) To maintain and control over environmental pollution plantation, cleanliness, sanitation and other activities will be taken from time to time without benefit.

Registration: Yes

Postal Address: GGDC Chapra Alumni Association, Second Floor Conference Room, At Shikra, PO. Padmamala, PS. Chapra, Dist. Nadia-741123. Phone- 8343078089

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

Response:

Keeping with the vision and mission of the college, the Principal and the IQAC implement the policies and programmes of the college in administrative and academic areas, that have fostered sustainable institutional growth during the last Five years.

Institutional Governance:

The principal, being the highest administrative body, monitors the academic and overall functioning of the institution as stated in the Statutes, Rules and Ordinances of UGC. The Principal and the IQAC works in collaboration for proper functioning of the institution in order to attain the goals set by the institution. The IQAC plays an important role in designing developmental plans and implementing them to achieve certain short- and long-term goals in a systematic and phased manner with the available funds. For proper implementation of NEP-2020 from 2023–24 session is followed as approved by the Higher Education Department, Govt of West Bengal. IQAC organised meetings with all the head of the departments, Academic Subcommittee for orientation of faculty members. For the purposes of administrative and academic pursuits in the institution, there are several sub-committees: Infrastructure Sub-Committee, Purchase and Tender Sub-Committee, Admission Sub-Committee, Student Welfare Sub-Committee, ICC, Anti-Ragging Cell, and Grievance Redressal Cell focus on the smooth functioning of the administration.

The Academic Sub-Committee, Examination Monitoring Sub-Committee, Library Sub-Committee, Publication Sub-Committee, Environment Management Committee, Remedial Cell, and Heads of all departments play an important role in implementing innovative academic and developmental plans for enhancing the educational skills of the students.

The NSS, Sports sub-Committee, and Cultural sub-Committee also encourage the students to participate in different co-curricular activities and competitions at the state and national levels to stimulate their creative thought, develop their interests and talents, and improve their social and organizational skills.

Policy of Decentralization and Participation in Institutional Governance:

The principal and the IQAC adopt and implement the policies in the workings of the internal administration.

Various sub-committees approved by the principal participate in academic, financial, and cultural activities of the institution in coordination with the Principal, IQAC, and Heads of the Eight existing departments.

The heads of different departments manage the regular activities of the department in close coordination with the Principal and IQAC. The teachers in the Teachers' Council actively participate in developmental plans and propose innovative ideas in academic and administrative spheres.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Principal, being the highest administrative body of the institution, monitors and supervises the working of the institution in keeping with the statutes of UGC, University of Kalyani, and the Higher Education Department, Government of West Bengal.

The Principal adopted and implemented the policies with the help of the teaching and non-teaching staff of the college. Heads of different departments of the college in their work also maintain close coordination with the principal. The IQAC, in order to realise the goals of the institution, plays an important role in designing developmental plans and policies and implementing them in the academic and administrative sectors of the institution. For quality enhancement, IQAC prepares an action plan based on stakeholder feedback for the realization of goals for sustenance and quality enhancement of the institution at the beginning of each session and consistently monitors the fulfilment of the action plan.

The various sub-committees approved by the principal implement decisions taken by IQAC and the principal. For academic excellence, the Teachers' Council, a statutory body comprising all the substantive teachers of the college, plays an important role in planning and executing different academic activities through regular meetings. The Council promotes professional standards among the stakeholders and works in close coordination with the principal to fulfil the goals of the college.

The Teachers' Council imbibes best practices to provide a quality academic atmosphere in the college for the existing and future students of the college under the guidance of IQAC. The Routine Subcommittee distributes the class load among teachers and constructs a class routine for the students to deliver the curriculum properly.

The Admission Sub-Committee supervises the smooth admission procedure of the students as instructed by the state government. The Purchase Committee disburses the allotted grants for utilization monitored by the principal of the college. The Infrastructure Sub-Committee oversees infrastructure development.

The Examination Sub-Committee supervises and monitors internal and university examinations. The Library Sub-Committee arranges for procuring newly published books, journals, and subject-wise books as requisitioned by different departments. The promotion of the teachers is processed through the Career Advancement Scheme subcommittee under the supervision of IQAC and the principal. The NSS, Sports Sub-Committee, and Cultural Sub-Committee encourage student participation in different social and co-curricular activities and competitions at the state and national levels.

Being a direct Government college, the service rules and procedures for the appointment of the principal, teaching staff, non-teaching staff, and security guards are directly administered by the Higher Education Department, government of West Bengal.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Government General Degree College Chapra 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 bona-fide government employees. All the regular 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 any Government Hospitals, some private and recognized 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. The college has its own self-appraisal sheet for the teaching and non-teaching staff. In addition to the self-appraisal sheet, the Government has introduced Self Appraisal Report (SAR) for the teaching faculties which are 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.

Teaching-Support Staff: Employees belonging to Gr-B, C, & D are guided by Open Performance Report (O.P.R) that is the report on attendance, performance and efficiency, accountability and integrity which are their Annual Report. This report should be initially written by the Reporting Authority (Principal of this College), reviewed by the Countersigning Officer or Reviewing Authority (Officer of Higher Education Dept) and accepted by the accepting Authority (Officer of Higher Education dept of Higher Rank).

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

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 17.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	7	5	2

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Government General Degree College Chpara is fully-funded and directly controlled by the Higher Education Department, Govt. of West Bengal, as it is a Government College, 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 the Purchase and Tender Sub-Committee which floats paper tenders and e-tenders according to the existing rules of the Govt. of West Bengal and then compares 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 and online at the end of the financial year to the Higher Education Department, Govt. of West Bengal. Being a Government Institution our accounts are liable to be audited through the Accountant General (AG) office of Gov. of West Bengal. However, since its inception, this Institution was not audited through them yet, although We have applied to the AG Office, even after regular reporting through the Higher Education Department. We, therefore, used to conduct internal audits by our College Senior Teachers regularly. All the stock books of the departments and office are regularly audited internally. Our Financial Audit for the last Five years also done by the External Agency, Chartered Accountant in 2024, due to non-attendance of AG Office.

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:

IQAC of any institution plays a pivotal role in promoting ethical consciousness among both teachers and students, building a healthy academic environment and continuously pushing for excellence of the institution. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of the college. The vision of IQAC is to ensure quality culture as the prime concern through institutionalizing and internalizing all the initiatives taken with internal and external support.

Vision:

To create an atmosphere of Quality Culture aimed at all Round Excellence at the Institution

Level.

Mission:

- To channelize and systematize the efforts and measures towards academic excellence.
- To Ensure Quality at Institutional Level with Active Involvement of all Stakeholders.
- To Inculcate Value Based Education by Ensuring Student Centric Learning Environment at the college.
- To Promote Experiential Learning Among Students Through Adaptation of Innovative Practices.

Functions of IQAC:

Development and Application of Quality Benchmarks Parameters for Various Academic and Administrative Activities of the Institution.

Facilitating the Creation of a Learner-Centric Environment Conducive to Quality

- Education and Faculty Maturation to Adopt the Required Knowledge and Technology for Participatory Teaching and Learning Process, Collection and Analysis of Feedback from all Stakeholders on Quality-Related matters.
- Institutional Processes- Dissemination of Information on Various Quality Parameters to all Stakeholders.
- Organization of Inter and Intra Institutional Workshops, Seminars on Quality Related Themes and Promotion of Quality Circles.

The IQAC was officially formed in our college on 03.04.2018 by the then OIC Shri Sudipta Das. Later the IQAC has been reconstructed and rebuilt by the inclusion of more stakeholders from both the industry as well as reputed persons from different disciplines who are willing to lend their services for the institution.

IQAC played a pivotal in conducting various webinars during the COVID period and regularly steering the teachers as well as the non-teaching members towards excellence.

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

Response: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Government General Degree College Chapra makes a continuous effort to provide equal opportunities to both genders in terms of their activities in the institution and to promote gender equity and gender empowerment. The institution has conducted the Gender Audit with the initiative of Internal Complaint Committee (ICC), Women Development Cell (WDC) and IQAC to identify weakness regarding gender balance within the institution.

Measures for promotion of gender equity:

1. The institution has a well-defined Gender policy that is published on the website.
2. The institution provides equal chance in participating and voicing demands on academic and non-academic issues for all stakeholders. Special attention and support is given to the girl students from rural, social and economically backward areas.
3. The institution has a proactive WDC (Women Development Cell) and ICC that organizes different programmes on gender issues. The focus of WDC is to provide students with an adequate space to think critically on gender related issues by involving them in different gender based activities.
4. The institution has Students' Grievance Redressal Cell (SGRC) and Anti Ragging Cell (ARC) to take care of the well-being of all stakeholders.
5. Girl students can lodge their complaint about harassment and abuse in the Complaint drop boxes situated in the college premises as well as through email according to their convenience.
6. Members from WDC, ICC, SGRC and ARC interact with first semester students at the Orientation programme and share the helpline numbers where the students can approach freely. They also give an idea about rules and regulations, behavioural conduct expected from the students.
7. Seminars, workshops have been organized regularly to raise awareness on gender issues and to sensitize the students about sexual harassment and gender empowerment.
8. Substantial proportion of female students are privileged through the implementation of "Kanyashree Prakalpa", a scholarship scheme provided by the Government of West Bengal.

9. Gender based modules are included in the curriculum of a number of departments.

10. The college authority is committed to establish a safer environment in the college premises. Different safety measures have been taken for a safer environment. CCTV surveillance cameras are installed at different places of the institution. Toilets and every corner of the institution are illuminated with sufficient lights. ID cards are issued for every stakeholder to restrict the entry of trespassers.

11. Being a part of the rural society, the college authority has always been developing an awareness on health among the students. Institutional administration has always put an effort to provide the basic sanitation and hygiene facility for all stakeholders. Sanitary napkin vending machine with incinerator and covered dustbins are available at the toilets.

12. As the institution gets most of first generation learners, the college authority has been showing its keen interest to nurture an overall intellectual and mental development of the students. Students can attend a counselling session when they are in need and they can share their feelings and emotional concerns confidentially. Members of ICC and WDC play the primary role in this session.

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Students from diverse religious, socio economic and cultural backgrounds take admission to Government General Degree College, Chapra every year. The college takes several measures and initiatives to provide an inclusive environment and to enhance the understanding and appreciation of cultural, regional, linguistic, communal, socio- economic diversities and make the students aware of their constitutional rights, duties and responsibilities.

1. Religious and Cultural inclusiveness:

Each year, different cultural and regional festivals like Basanta Utsav etc. are celebrated by the stakeholders of the institution. Celebration of Rabindra Jayanti, Baishe Shrabon, Birth Anniversary of Pandit Iswar Chandra Vidyasagar etc. are observed and celebrated every year

2. Linguistic inclusiveness :

Bilingual mode of teaching has been adopted by teachers wherever required for the students to overcome linguistic challenges. Bilingual study materials are provided to the students. The college library has a treasure of books in both languages. The college celebrates International Mother Language Day to instill the importance of mother tongue among students. Teachers and students from different departments commemorate the day through various cultural programmes. The Department of English has been encouraging the students by popularizing the endeavour “English for Communication” that help the students to learn communication skills and creative writing. The college authority has been promoting the linguistic inclusiveness by organising creative writing competition every year where the students can express their creative thoughts in any language they wish.

3. Communal and Socio-economical inclusiveness:

The institution provides scholarships to students from economically backward communities that help them to continue their study and fulfil their dreams. The institution propels NSS, different cells to arrange outreach programs in villages around the college to instill the spirit of unity among the students and to make them socially responsible. NSS Unit of the college organizes 7 days camp in the adopted village and arranges awareness campaign with cleaning of the area, planting the saplings, spreading the awareness of health and hygiene. Students gain experience in the art of group living, interacting with the community without any bias of religion, social status or economic background. The members of Women Development Cell organize awareness campaigns on Gender issues and undertake surveys to assess the degree of socio-economic empowerment of the students and local women.

4. Sensitization of students and employees to the constitutional obligations:

The Institution has an effort to imbibe the duties and responsibilities towards democracy through the orientation Programme. To remember and pay tribute towards the freedom fighters, the stakeholders of the institution celebrate Independence Day, Republic Day, and Netaji’s birthday with great grandeur. Students and staff members participate in the cultural programmes, parade and flag hoisting ceremony. Programmes during National Constitution Day and of the Electoral Literacy Club make all stakeholders

of the Institution aware about the values, principles, rights and duties of the citizens of the country and thereby helping them to become dutiful and responsible citizens.

5. The Institution has a Code of Conduct that helps all stakeholders acquire human values. To protect and improve the natural environment, the Institution involves students in seminars, sapling plantation, and biodiversity profiling and awareness rally.

Government General Degree College, Chapra has been taking various initiatives to identify and protect the local biodiversity hotspots in the adjacent and nearby villages. The college has developed a path breaking awareness on preservation of local biodiversity in the nearby villages in recent times.

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

Title of the Practice: *Campus Cleaning*

Objectives of the Practice: College NSS under the active guidance of College Monitoring Committee is very actively involved in cleaning our campus regularly (one day in a week).

The Context: Time has come to aware every citizen in our country to clean his/her surroundings for healthy and hygienic life.

The Practice: NSS Unit is involved actively in campus cleaning drive regularly (one day per week) since it's initiation in 2016 under the active guidance of NSS Programme Officer.

Evidence of Success: Since 2018-2019 till 2022-2023 (June), our regular Campus cleaning drive makes us clean and our students have learnt that cleanliness is the key to make our surroundings and society a better future survival mainly from dust, diseases and visual pollution. For their tireless efforts, we have initiated 'Participation Certificates' and 'Best Campus Cleaning Thinker Award' from 2022. Now more than 100 students are participating for this Campus Cleaning Drive.

Problems Encountered and Resources required: Due to backside unfenced area as a result of forceful land encroachment by the local cultivators since it's establishment, our campus cleaning drive is getting disturbed day by day, although our securities are guarding us well.

Best Practice 2

Title of the Practice: *Environment-friendly Green campus and conservation of Biodiversity and Eco-restoration Practice*

Objectives of the Practice: College NSS unit and Kanyasree Club under the active guidance of College Biodiversity Monitoring Committee are actively involved in maintaining College Butterfly and Biodiversity Conservation Gardens including Medicinal Plant Garden where locally available medicinal and threatened plants are collected in and around Chapra Block and preserved here in this garden. The garden is harbouring more than 5 species of Snakes. Garden is also harbouring butterflies, various types of insects, earthworms, snails, toad etc. and more than 20 species of birds made their nests here throughout campus trees. Also to save local biodiversity hotspots.

The Context: Mainly to save locally available threatened plants including threatened cultivated wild plants, this garden was established on 5th June 2022. Main aim is to conserve locally available butterflies and other insects, local threatened plants including medicinal plants and cultivated wild plants, also local biodiversity hotspots outside campus.

The Practice: NSS unit and Kanyasree Club are actively involved in maintaining these Gardens. Total 30 medicinal plants, 22 locally available plant species and more than 100 ornamental garden plants are growing in these gardens. Our NSS team is also trying to conserve local hotspots (locally available big bushes) where a variety of rare and threatened medicinal plants, fox, lizards, snakes and a good number of insects get shelter.

Evidence of Success: Until now more than 20 species of butterflies and 30 species of other insects visited and are visiting our conservation gardens (more during spring and summer months). 90% plants are well grown, mortality rate is very low.

Problems Encountered and Resources required: Due to shortage of funding especially during and after Covid 19 pandemic, we are facing so many obstacles to maintain these gardens.

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

7.3 Institutional Distinctiveness

7.3.1

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

The most persisting characteristic that could be called as the distinctive feature of this minority dominated students based rural college since the dawn of its academic journey is the **inclusive culture of socially, environment-friendly Sustainable and ethically informed holistic practices**. Under the active guidance of the Principal, the college has taken oath to create a sustained culture of liability, equity and freedom on fronts that primarily embody the interests of the students and the community within their embedded environment. There could be seen to unfold within a three-tiered cluster (Students-Environment-Community) of activities to create the sense of desired distinctiveness.

Engagement with Students

Following are the highlights of the institution's structured engagement with the students:

1. The library is nascent one, our new Librarian is trying to complete digitization process with additional digital resources for the students like INFLIBNET. Library Automation along with high-speed Internet facilities is installed recently in April, 2024.
2. *Our Library Reading room is unique for the students.* They used to consult competitive exam books on regular-basis at least one hour per day to face the competitive exams.
3. At least two Class tests per Semester, student Seminar, student project, remedial classes are the unique features to the students of this college.
4. Career counselling are regularly shared with the students mainly through online mode.
5. The anti-ragging cell (SGRC kindly visit our website) keeps a sustained vigil on the activities of the students on campus.
6. The college also maintains regular contact with local primary and secondary schools by which it apprises them of the different opportunities, scholarships, organizing awareness programmes on regular basis and related aids provided to students willing to go for college education.
7. Every year 'Free health check up camp' for our students is organized usually in the month of January on regular basis since its inception. Chapra BMOH allowed our Students free consultations if they go to consult with college I cards.
8. Round-the-year NSS activities such as, organizing blood donation camp, and other awareness programmes like 'Safe drive Save life', Covid 19, Malaria and Dengue fever in this college are a prominent feature.
9. Students 'Wall Magazine' is also a regular and routine work by our students.
10. Since 2022, 'Students Week Activities' seven-days programmes are organized every year in the first week of January.
11. Our Kanyasree club is creating an awareness against 'Child Marriage' and 'Teen age Pregnancy'.

Involvement with Environment

Being situated in the middle of lush green natural cultivated fields at the outskirts of the border village Shikra, in the Chapra Block of Nadia district, approximately 3 km from Indo-Bangladesh International Border, the college, students, teaching associated staffs and faculties are more cautious about environmental awareness since they always make efforts to accept the environment as a learning principle that would help to create awareness of sustainability and conservation too. The following are the highlights of this involvement:

1. The Principal himself is a member of 'West Bengal State Level Peoples' Biodiversity Register Monitoring Committee' nominated by the Principal Secretary, Environment Deptt. & Member Secretary of West Bengal Biodiversity Board and accepted by National Biodiversity Authority of India (NBA, Chennai). He has evaluated more than 70 PBRs till date. In this context, his experiences made several unique biodiversity-related works viz., Butterfly Conservation Garden (technical support by West Bengal Biodiversity Board), Biodiversity Conservation Park, Medicinal Plant Garden, Biodiversity Conservation Lab, Giant water Lily pond (work is going on), Cactus Garden, and Local Biodiversity Hotspots conservation and restoration work outside college campus like 'Snake Habitat', 'Wild Cat Habitat' and 'Fruit Bat habitat' conservation.
2. Our NSS Unit under the active guidance of our Principal made a significant and promising contribution to establish Butterfly Conservation Garden at Rajibpur Primary School, approximately 8 km from our College.
3. Our NSS Unit is involved in environment-related awareness programmes such as, 'Save water Save Earth', 'Keep Clean Save Green', 'Plant a sapling save lives' etc.) throughout the year at Rajibpur, Ranabandh and Hatkhola villages since its inception.
4. Our NSS & Kanyasree Club under the active guidance of our Principal already saved one local Biodiversity hotspots just outside our campus. They are also trying to save more such local hotspots and other eco-restoration works.
5. Our NSS unit is involved to maintain and establish our college as the 'Green Campus' since its inception.
6. Recently Hatkhola GP under Chapra Block created five Ground water soaking LEACH PITS inside our campus for the purpose of conserving Ground water.
7. Recently Hatkhola Panchayat Samity constructed Solar-controlled Drinking Water Tank (Sajal Dhara) for our students. They also installed Solar controlled one LED light source, which provides light whole night.
8. Our gardens are harbouring seasonal butterflies, a good number of insects, molluscs, millipedes, snakes (5 spp.), toads, lizards, squirrels, Bengal fox (night time), jungle cats (during night time), a good number of birds, earthworms etc.

Involvement with the Community

Since the days of its inception, the college has been tuned to the needs of the local community as almost all the students are coming from the local rural cultivator's 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 involvement:

1. Our NSS Unit is always involving local communities to organize various Awareness programmes (Covid 19, Malaria, Dengue, Chikungunia, Safe Drive save live etc) round the year at Hatkhola, Rajibpur, Shikra and Ranabandh villages since its inception.
2. Local communities are directly involved to our College Programmes like Independence Day Celebration, Republic Day, Netaji Birth Day, Rabindranath Tagore Birth Day, World Environment Day, Vanmohatsab Tree Plantation programme, Blood Donation Camp etc.
3. During College Vaccination Programme in September 2021 and December 2021, we provided vaccines to the local people of Shikra and Hatkhola.
4. Local people of Shikra and Hatkhola villages are used to discuss at college with our Principal at least twice in a year for the overall development of the college.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

1. Due to vulnerability of natural biodiversity surrounding the College Campus, College Authority along with NSS Unit conserved local 'relic patches' or bushes named as "**LOCAL BIODIVERSITY HOTSPOTS**" by putting the name Boards and regular monitoring work since its initiation day on 5th June 2022 with the scientific support from West Bengal Biodiversity Board and supporting hand by a NGO, named as GECDF (Global Environment Climate and Development Foundation), Somalia, East Africa.
2. The college has been certified for its Environmental and Energy Management System as per the International Standard (ISO 14001: 2015 and ISO 50001: 2018) in April 2024.
3. Prof. Mostafa Elachouri, Biology Department of Muhammad Premire University, Oujda in Morocco visited Govt General Degree College Chapra from 29th November 2022 to 2nd December 2022 under his 'Internship Programme to India'. During his visit he also visited more than 10 remote villages in Chapra Block, and documented more than 100 ethnomedicinal first hand information including Snake bite medicine based on local elderly and knowledgeable people.
4. Several 30-Hour duration Skill-oriented as well as Add-On Certificate Courses viz., 'Yoga & Physical Fitness', 'Communicative English', 'Travel & Tourism', 'Competitive math' etc., to suit local needs beyond curriculum has been introduced.
5. '**PRAYASH**'---A Free Coaching for Competitive Examinations for our students has been started in April 2024, by the joint venture of Alumni and IQAC.
6. Our Central Library provides KOHA CLOUD LMS implementation, QR-Based internet access and QR-based OPAC Search.
7. Installation & Linking work of SITC of 62.5 KVA DG Set (Generator) is going on.
8. Outdoor LED Street Light Installation work is under process by PWD.
9. E.I. work [Electrical Wiring] completed recently in April, 2024 for Physics, Chemistry and Math Labs, Night Guard Room and Seminar Hall no 1.
10. Eight Departmental Subject Books, Library Reference Books and Competitive Exam books for Students were purchased recently in May 2024.
11. Collaboration with WBEIDCL, Webel Bhavan, Saltlake City, Kolkata for E-Waste Management purpose since 06/09/2022, and again recently in June 2024.
12. One of Our Passed out student, Asish Biswas [2018] is working as Merchant Navy in Iran since July, 2022.

Concluding Remarks :

The College authority promises towards Environment-friendly sustainable Holistic Education where local community and Alumni are interconnected with the students and staff. For this, College authority started to conserve and yet conserving several 'LOCAL BIODIVERSITY HOTSPOTS' to save threatened plants and animals from their immediate extinction for ever. College Authority also conserved one 'Fruit Bat Habitat', 4 km from College Campus. College Authority also conserved one 'Snake and Wild Cat Habitat; just 50 metre from College campus for commitment and our challenge for Sustainable Environment. With an average of 75% Full time Faculties against sanctioned posts, the institution has successfully carried out market-driven Certificate Courses across Eight existing Departments.

Recently under Govt. approval Furniture Grant, College Authority has decorated Girls' & Boys' Common room with Chairs, tables, TT Board and Carom Boards, with separate Sick Rooms for Girls and Boys also. Canteen is also decorated with good quality table and chairs. E-waste partitioned room is also made just below Ground Floor stair. Principal's chamber is also renovated. Eight existing Departments are also decorated with Tables, Chairs, Almirah, Wall clock, Seminar Library Glass door Almirah. Library Reading Room is also decorated with Journal rake, Good quality Chairs and Almirah. We have installed Campus WiFi in the month of April 2024. Wheel Chairs are also purchased for Divyanjans.

College Authority has renovated College Play Ground and installed Football and Volley Ball Barposts in the month of January, 2024, based on Overhead fund of DST-sponsored Physics Dept Project. Due to recent Govt approval of various types of grants, several other development work is going on such as, Installation of Outdoor 'Lighting Conductor', Dismantling and construction of Principal, Teaching and non-teaching room toilets incl. pipelines works are also under process based on recent Govt approval.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 09 Answer After DVV Verification :06</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>48</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>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>59</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	51	48	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	90	59	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
51	48	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
90	59	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 : 176 Answer after DVV Verification: 94</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>31</td> <td>41</td> <td>55</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	41	31	41	55	36	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	31	41	55	36																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

37	27	31	48	39
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2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	84	84	84	84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	86	86	86	86

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	21	21	18	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	21	17	15

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	11	4	3	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	6	7	1

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	9	0	6	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	3	7

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.12	24.80	0.09	23.28	39.69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.08054	24.80	0	21.1188	39.69

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 : 4

Answer after DVV Verification: 8

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.25	6.43	6.70	5.41	7.97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.87332	0.6831	1.15924	0.07255	0.73869

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	2	5	2

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
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5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	2	2	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	2	2	2	6

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	9	7	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	7	5	2

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

Answer before DVV Verification:

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

5	4	4	4	1
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Answer After DVV Verification :

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

6.5.2

Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: D. Any 1 of the above

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 : 23 Answer after DVV Verification : 21</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"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>22</td> <td>21</td> <td>21</td> <td>18</td> <td>15</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>21</td> <td>21</td> <td>21</td> <td>17</td> <td>15</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	22	21	21	18	15	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	17	15
2022-23	2021-22	2020-21	2019-20	2018-19																	
22	21	21	18	15																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	21	21	17	15																	
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"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>14.62</td> <td>31.99</td> <td>7.67</td> <td>29.38</td> <td>48.23</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	14.62	31.99	7.67	29.38	48.23	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
14.62	31.99	7.67	29.38	48.23																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

Self Study Report of GOVERNMENT GENERAL DEGREE COLLEGE IN CHAPRA

19.80	40.22	12.89	36.33	55.17
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