



# **SELF STUDY REPORT**

**FOR**

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

## **GOVERNMENT GENERAL DEGREE COLLEGE, KESHIARY**

**AT, TELIPUKUR, PO. TILABONI MAHISAMURA, PS. KESHIARY, DIST.  
PASCHIM MEDINIPUR,**

**721135**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Government General Degree College, Keshiary was established in the year 2015 in the Keshiary Block under the Kharagpur Subdivision of the district of Paschim Medinipur, West Bengal with a vision to cater higher education in the rural and backward sector of the state inhabited by a tribal population.

### **Location:**

The college campus (Longitude 87.2439330; Latitude 22.1603010) encompasses five acre of land at the postal address Telipulur, P.O. Tilaboni Mahishamura P.S. Keshiary, District Paschim Medinipur, West Bengal, India. The college is connected by SH 05 to the nearest railway station of Kharagpur 25 km away and is nearly 4 km away from the nearest town of Keshiary.

### **Type of Institution:**

This Government College is governed by the rules and regulation as formulated by the Department of Higher Education, Government of West Bengal. The coeducational college (AISHE code C-52881) is temporarily affiliate to the Vidyasagar University, Paschim Medinipur, West Bengal and has attained UGC 2f recognition in the year 2018.

### **Courses offered by the Institution:**

The college has nine academic departments of which five are from Arts and Humanities and four are from Sciences. At present the college offers three-year degree courses (Honours and General) in Choice based Credit System (CBCS) system and the registered student strength being 799 in the academic year 2022-2023. From the AY 2023-2024, the college has adopted the CCFUP model as designed by the Vidyasagar University enriched with the inlaid principle of the National Education Policy (NEP), 2020 of India.

### **Visson-Mission of the Institution:**

The college provides an atmosphere for all round development of the students, thus, making them acquainted with its perceived goal. This holistic approach intends to shape the young minds by widening the vista of exposure of the students beyond the standard limitations of the syllabi with a vision:

1. To impart holistic education to the students;
2. To guide them towards the optimum use of their knowledge and skills, and
3. To empower them to become empathetic and socially responsible citizens of the future by instilling in them values of integrity, inclusivity, dedication, freedom, justice, love and justice.

### **Vision**

This citadel of higher learning is governed by the rules and regulations of the Department of Higher Education, Government of West Bengal and envisions:

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

Most of the students of the college are first generation learners from economically challenged and backward society. To synthesize the need for social upliftment and the creation of an egalitarian society based on equality and justice, the institute moves on for the pursuit of academic excellence and search for new horizons of knowledge. The college dreams to be recognized as a premium institute of higher learning for undergraduate as well as post graduate courses and an acclaimed centre for research and development activities in phased manner.

## **Mission**

Government General Degree College, Keshiary finds conviction in the valued statement which reaffirms our mission to shape human resource for the service of this great nation. Accordingly, our college provides an atmosphere for all round development of the students, thus, making them acquainted with its perceived goal. This holistic approach intends to shape the young minds by widening the vista of exposure of the students beyond the standard limitations of the syllabi through active involvement in cultural meets, debates, competitions, games and sports, social services, etc. The institution leaves no stone unturned to contribute to the building of our nation by providing every opportunity to its students and other stakeholders, a teaching-learning ethos which is value-based and self-introspective in nature, fit for meeting the challenges of the modern world.

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

### **Institutional Strength**

1. Co-educational college offering equal opportunity to its students irrespective of gender
2. Qualified teaching staff with proven record of academic excellence and recruited through the Public Service Commission, Government of West Bengal in West Bengal Education Service (WBES) cadre
3. The office of the college is fairly equipped with qualified staff along with data entry operators
4. The college offers undergraduate courses in three languages including English, Bengali and Santali (having ethnic and local importance) along with UG courses in History and Political Science from the Humanities. Besides the college offers undergraduate courses in Anthropology, Botany, Chemistry and Zoology from the Science division.
5. The college central library has a collection 3929 number of books and is fully automated from using the Integrated Library Management System (ILMS) using the KOHA (Open-Source Software), version is 22.11.10.000 and having WiFi facility
6. The college has good number of class rooms including two dedicated smart classrooms along with laboratories, conference rooms, galleries, teacher's room, computer laboratory, counselling room, sick

room, toilets, Office and Principal's Chamber.

7. LAN network for providing internet (broadband) facilities along with WiFi connectivity in the main college is available
8. The college has 24 x 7 CC TV camera surveillance system installed to provide additional eyes on campus security along with security personnel
9. The college promotes green campus initiatives with installation of solar-powered lamp posts, medicinal plant garden, butterfly garden, rainwater harvesting units, vermicomposting pit, aquaculture unit along with good plenty of greenery offering a pollution free ecofriendly environment with minimum carbon footprint.
10. The college teachers have good number of publications in journals of repute (CARE and SCOPUS enlisted) and books
11. Collaborate research activities and mobilization of extramural research grants are adding new dimensions to the academic tryst of the college
12. The college has active NSS Unit 1 which is involved in round the year social activities and the best practices of the college includes screening of Thalassemia among its students and organizing blood donation camps.
13. The college has active anti-ragging cell, ICC, mentor-mentee body to counsel the grievances of the students.
14. The college takes care in offering clean and green campus.

### **Institutional Weakness**

- The primary weakness of the institution is imbibed within the service rules where the teaching staffs of the college are being transferred in and out among the Government Policy. Such transfer affects the teaching-learning process and completion of syllabus in CBCS pattern.
- Insufficient teaching staff exists in various academic departments which brings difficulties in addressing the course curriculum to the optimum
- Absence of Principal as the administrative head from West Bengal Senior Education Service cadre affects the fluidity in virtuous decision making of the institute
- The distant rural location of the institute generates logistic problems due to lack of local infrastructural support
- Lack of student hostel and Teacher's quarter in and near the campus is a prominent lacuna in the infrastructure of the institute
- Absence of playground, gymnasium, auditorium and indoor games facility affects the infrastructural ambience of this institution

### **Institutional Opportunity**

- The MoUs established with different colleges have opened up scope for academic enrichment through exchange of faculty and research collaboration- an essential and appreciable entity of the National Educational Policy (NEP), 2020
- The social outreach programme adopted by the college by establishing MoUs with feeder schools in the vicinity have created scope for promotion of higher learning from the grass root level of school education in this rural sector of West Bengal
- Collaborative research projects undertaken by the department of Chemistry of the college with IIT, Kharagpur has imbibed motivation and supported research publications

- Add on course/value Added Courses (a visionary component of NEP, 2020) offered and executed by the college has enhanced the interest of the students in skill based knowledge and awareness programme.
- COVOD-19 has opened up an alternate mode of teaching-learning through online hub which is a valued alternative for future perspectives

### **Institutional Challenge**

- Being a Government College, the institute has to entirely depend on the Government Funding for carrying out any developmental plan. Guided by the Government Policies, the college cannot raise any fund of its own by any means for any developmental work.
- The academic planning and curriculum is designed by the affiliating Vidyasagar University and the college has limited participatory scope in the process.
- Creation of research infrastructure (a vital assistance to the teaching-learning environment) is limited by distant rural location and inadequate funding for development.
- The college caters teaching-learning to stakeholders who are from socially and economically challenged section of the society, mostly first generation learners. Motivating them in the process of higher learning and building up of attitude towards further studies is a real challenge.
- The internship initiatives in the industry is an exciting yet blurred arena due to lack of supportive industrial hub in the vicinity of this rural institution

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Government General Degree College, Keshiary being an affiliated college under Vidyasagar University, does not directly engage with the framing of the curriculum and follows the syllabus determined by the University. The institute ensures effective implementation and dissemination of the curriculum by adhering to the Academic Calendar set by the Vidyasagar University. The institute follows a centralized Master Routine alongside individual Departmental Time-Tables which help the smooth delivery of the curriculum.

Evaluation is a continuous process and involves both Internal Assessment and End Semester Examinations, constituting an integral part of the Choice Based Credit System of the Vidyasagar University. College Internal Assessment Sub-Committee makes necessary arrangements to conduct the exams centrally. All end semester examinations are centrally coordinated through individual committees constituted for the purpose.

As a part of academic flexibility, most of the departments of our college successfully offer a number of Add-On Courses which are beyond the scope of the regular curriculum, practically oriented, and concentrated on the holistic development of the students.

Our college meticulously integrates cross-cutting issues such as Gender, Environment and Sustainability, Human Values, and Professional Ethics into its curriculum. The institution's commitment to fostering a holistic understanding of current global and national issues is reflected in its undergraduate programs.

Feedbacks are collected from various stakeholders such as employers, teachers, students, and alumni on academic and other services provided by the college. Based on the feedback report the institution reviews the work it has done and makes plans to expand upon it.

## Teaching-learning and Evaluation

The policy of Vidyasagar University and the regulations of West Bengal government are followed in the transparent admissions procedure of students to different courses. The College carefully adheres to the government-mandated reservation policy, and the Admission Committee oversees an open and equitable admissions process which includes the publication of a merit list at the outset of student admission.

The college provides students with interactive, blended, and ICT-enabled teaching. Every department follows the academic calendar for conducting seminars, internal evaluations, classes, and other activities.

The college has only 21 teachers who are continuously engaged in the betterment of the students. They use student-centred teaching strategies such as problem-solving techniques, experiential learning, and participatory learning in the classroom and outside to improve the educational experience for its students. They use chalk and talk method, interactive method, assignment, project-based teaching, ICT-based teaching, fieldwork, excursions, etc. Besides teaching they are also acting as mentors of the students to discuss their problems and help them for their holistic development.

The mechanism of internal assessment is transparent. Students are informed about the syllabus of the internal assessment by the concerned teachers. The schedule of these assessments is prepared by the College Internal Assessment Sub-Committee under the Teachers' Council of the College. All the departments maintain a continuous evaluation process throughout each semester.

The program outcome and course outcome are the inevitable part of teaching learning process of the institution. The departments set their program outcome and course outcome according to their respective syllabus.

## Research, Innovations and Extension

**Research:** Teachers of Government General Degree College, Keshiary are involved in research. The publication of teachers in journals and book reflect their involvement in research. Dr. Soumya Sundar Mati, Assistant Professor of Chemistry have brought DST (SERB) project and also published a number of papers on this project.

Teachers have published a number of papers in reputed UGC care listed journals and a number of books.

**IKS and IPR:** Integrating the Indian Knowledge System (IKS) into University prescribed curricula of our college, enrich students' understanding of their cultural heritage, philosophy, and various disciplines. The syllabi of Anthropology, History, Bengali and Santali departments cover traditional knowledge about Ancient Indian Science, technology, philosophy, art, literature and architecture.

In addition to the curriculum, various seminars and workshops on IPR are conducted in the college to enhance the quality of innovation and to instigate professional ethics.

**Extension:** For holistic development of the students, NSS has performed different extension activities not only instil a sense of community responsibility but also effectively sensitise young minds of our college towards active citizenship. The National Service Scheme (NSS) unit, organises various social outreach programmes throughout the year to facilitate its students with the concept and practice of social responsibilities.

For the improvement and progress of the students, college has signed 35 MOU with various institutes, local schools, and other organisations. Various outreach programmes and lectures by faculty exchange are organised under these MOU.

### **Infrastructure and Learning Resources**

**Campus infrastructure:** The college has one Main Building and a student section. Main building is for all the academic activities which hold the Principals' Office, 11 Class rooms, 11 laboratories cum classroom, 4 Laboratories, Library, 2 Gallery (Kazi Najrul islam Gallery and Kavi Guru Rabindranath Gallery), Staff room and 2 Conference Rooms. Galleries are the needs of students like cultural programmes, number of competitions and Yoga training etc are performed there. 2 smart rooms are endowed with fixed projectors for ICT enabled teaching learning practices. There are 2 separate Common Rooms, and toilets both for the Girls and Boys.

**Library:** The college central library has a rich collection of books and it is now fully digital. The library has been fully automated using an online Integrated Library Management System. The Integrated Library Management Software used is KOHA. The beneficiaries can search the library catalogue using the internet (OPAC).

**IT infrastructure:** In 2019, the college successfully installed a Local Area Network (LAN), marking a crucial milestone in its IT infrastructure development. The LAN Connection is available to Principals Office, Library, all the laboratory based departments, Smart rooms, Conference room and Kazi Nazrul Islam Gallery. The installation of the LAN enabled reliable, high-speed internal connectivity across the campus, facilitating efficient communication and access to shared resources. In 2023, internet facilities came in the college at a speed of 70 mbps. The college has ensured that Wi-Fi is accessible throughout the campus, including classrooms, libraries, laboratories, and common areas.

### **Student Support and Progression**

**Financial support:** A large number of students are benefited by scholarships provided by the Government agencies year wise during last five years. Students also avail for merit cum means scholarship, minority scholarships, fees concession etc. Students are benefited by low tuition fee as our college is a Government college.

**Capacity building and skill enhancement initiative:** Various add-on courses as are offered for progress of the students. Various life skill programmes like yoga training, awareness programme on mental health are organised. Hands on training programme for sanitizer preparation and Mushroom cultivation are worthy to mention. Various lectures by faculty exchange under MOU also help students' skill enhancement.

**Guidance for competitive examinations and career counselling:** The Career Counselling Cell arranges various programmes related to these.

**Redressal mechanisms:** Grievance Redressal Committee, SC-ST complaint Committee are there in the college for careful investigation of problems raised by students and to bring about a remedy. The Internal Complaints Committee listens to issues related to sexual harassment within the college premises and tries to resolve the matter. Campaigns against ragging by the Anti-Ragging Committee, sexual harassment by ICC are done by

generating awareness within the college campus.

**Students' progression:** A good number of students are enrolled for higher education in premier institutions and many students have been employed during this period.

**Students' achievement:** Our students get awarded for their exceptional talent, in sports, cultural events, debates, quiz, youth parliament etc.

**Alumni engagement:** Our college does not have any registered Alumni Association but informal alumni get-together is organised time to time.

## **Governance, Leadership and Management**

The vision of Government General Degree College, Keshiary is to promote a prescience of equity where all students, regardless of socioeconomic background, have equal access to opportunities and support. The mission of this institute is typically revolves around providing accessible higher education to a broad spectrum of students while fostering academic excellence, personal growth, and community engagement.

**Decentralization:** IQAC, Teachers' Council and Administrative Committees and their different functional sub-committees play an active role in the decision making process and execution of the same.

**Planning and Execution:** The present Perspective Plans of the College is to encourage academic pursuits through optimal utilization of its existing resources and smooth conduction of regular classes, planning and execution of capacity building and skill enhancement programmes, student-centric hands-on training and field trips, workshops, seminars and faculty exchange programmes.

**IQAC role:** IQAC meetings are held on regular basis with core committee as well as all the teachers of the college and deal with issues related to quality. It helps to create good academic environment, inspires the faculty members to participate in orientation programs and Refresher courses for their betterment in teaching and research. IQAC plays a major role for organizing different quality- based activities, such as anti-ragging cell, grievance redressal, ethics and value education, mentor-mentee interaction, adaptation of best practices, green campus initiative, Thalassemia screening, etc. IQAC engages in outreach programs in collaboration with NSS, Block Development Office and Block Hospital for the development of the college.

## **Institutional Values and Best Practices**

Government General Degree College, Keshiary has taken measures to ensure gender equity within its very premises which is reflected in its systematic Gender Audit, which very precisely amines the distribution of male and female individuals among the teaching and non-teaching staff as well as the student body. Moreover, the Internal Complaints Committee (ICC) plays a pivotal role in promoting a gender-neutral environment. The ICC and NSS have organized various sensitization programs, including seminars on gender issues.

The college has undertaken Green Audit and Energy Audit during last five years to facilitate a Green eco-



friendly campus. The college has incorporated a waste disposal system, utilizing coloured bins for segregation of waste materials. It has implemented vermicomposting technique for processing biodegradable wastes.

Disabled friendly walkways, ramps are constructed, to help the Divyangjan.

Government General Degree College, Keshiary provides proper education in an inclusive environment to students from the Scheduled Caste, Scheduled Tribe, Other Backward Classes, EWS, Minority, and Differently Able communities. Our students learn to appreciate other religions, languages, and cultures by active participation in many events and initiatives organised by college. Our students participate on Independence Day, Republic Day, and International Mother Language Day, International Women's Day, Rabindra Jayanti, Baishe Sraban, World Environment Day, International Yoga Day, Santali Bhasa Divas, and other occasions with utmost enthusiasm.

Best Practice 1: Thalassemia detection camp

Best Practice 2: Blood donation Camp

Institutional distinctiveness includes the holistic development of students most of whom are pursuing higher learning from economically and socially challenged backgrounds

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE, KESHIARY
Address	At, Telipukur, PO. Tilaboni Mahisamura, PS. Keshiary, Dist. Paschim Medinipur,
City	Keshiary
State	West Bengal
Pin	721135
Website	<a href="http://www.ggdckeshiary.ac.in">www.ggdckeshiary.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sudipta Chakraborty	032-29252290	9433602565	-	principalkeshiarygovtcollege@gmail.com
IQAC / CIQA coordinator	Sutapa Ray	091-7908762257	7908762257	-	iqac@ggdckeshiary.ac.in

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	19-02-2018	<a href="#">View Document</a>
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At, Telipukur, PO. Tilaboni Mahisamura, PS. Keshiary, Dist. Paschim Medinipur,	Rural	5	8093.71

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali, Hons. with Bengali	36	Passed ten plus two exam	Bengali	40	35
UG	BA,Bengali, Hons. or Hons. with Research with Bengali	48	Passed ten plus two exam	Bengali	49	36
UG	BA,English, Hons. with English	36	Passed ten plus two exam	English	40	22
UG	BA,English, Hons. or Hons. with Research with English	48	Passed ten plus two exam	English	49	27
UG	BA,History, Hons. with History	36	Passed ten plus two exam	English,Bengali	40	35
UG	BA,History, Hons. or Hons. with Research with History	48	Passed ten plus two exam	English,Bengali	49	30
UG	BA,Political Science,Hons . with Political Science	36	Passed ten plus two exam	English,Bengali	35	23
UG	BA,Political Science,Hons . or Hons. with Research with Political Science	48	Passed ten plus two exam	English,Bengali	42	22
UG	BA,Santali,H	48	Passed ten	Santali	49	10

	ons. or Hons. with Research with Santali		plus two exam			
UG	BA,Santali,Hons. with Santali	36	Passed ten plus two exam	Santali	40	10
UG	BSc,Anthropology,Hons. or Hons. with Research with Anthropology	48	Passed ten plus two exam	English,Bengali	20	10
UG	BSc,Anthropology,Hons. with Anthropology	36	Passed ten plus two exam	English,Bengali	15	7
UG	BSc,Botany,Hons. or Hons. with Research with Botany	48	Passed ten plus two exam	English,Bengali	38	14
UG	BSc,Botany,Hons. with Botany	36	Passed ten plus two exam	English,Bengali	30	15
UG	BSc,Zoology ,Hons. with Zoology	36	Passed ten plus two exam	English,Bengali	30	19
UG	BSc,Zoology ,Hons. or Hons. with Research Zoology	48	Passed ten plus two exam	English,Bengali	38	14
UG	BA,B A Multidisciplinary, Multidisciplinary with Humanities	36	Passed ten plus two exam	English,Bengali,Santali	197	137
UG	BA,B A General,General	36	Passed ten plus two	English,Bengali,Santali	160	124

	with Bengali English History Political Science and Santali		exam			
UG	BSc,B Sc General,General with Anthropology Botany and Zoology	36	Passed ten plus two exam	English,Bengali	30	0
UG	BSc,B Sc General,General with Chemistry	36	Passed ten plus two exam	English,Bengali	30	12
UG	BSc,B Sc Multidisciplinary,Multidisciplinary with Life Science	36	Passed ten plus two exam	English,Bengali	38	17

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				27			
Recruited	0	0	0	0	0	0	0	0	15	6	0	21
Yet to Recruit	1				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	5	0	0	5
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	9	3	0	12
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	4	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

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



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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	139	0	0	0	139
	Female	163	0	0	0	163
	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	14	11	17	13
	Female	26	25	24	18
	Others	0	0	0	0
ST	Male	20	19	18	10
	Female	27	12	22	12
	Others	0	0	0	0
OBC	Male	31	5	26	16
	Female	30	21	26	18
	Others	0	0	0	0
General	Male	64	48	52	56
	Female	75	64	69	82
	Others	0	0	0	0
Others	Male	1	3	0	0
	Female	1	0	1	0
	Others	0	0	0	0
Total		289	208	255	225

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our institution employs a teaching strategy that recognizes and nurtures each student’s unique potential, promoting holistic development in both academic and extracurricular contexts. We prioritize multidisciplinary and interdisciplinary topics, enabling students to acquire knowledge across various courses. Additionally, our college offers adaptable and cutting-edge curricula in value-based education, environmental studies, and community engagement through NSS. The college has adopted the CCFUP model of UG studies as prescribed by the Vidyasagar University in accordance with the NEP, 2020 guidelines.</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>Our affiliated university, Vidyasagar University, has embraced the concept of the ‘Academic Bank of Credit’ in alignment with the NEP-2020. The students of the Institution has enrolled in the Academic Bank of Credit (ABC) on compulsory basis. We firmly believe that this historic education policy will yield significant positive outcomes, and we have diligently worked to ensure its successful implementation.</p>
<p>3. Skill development:</p>	<p>The current CCFUP curriculum places significant emphasis on enhancing students’ skills. It offers the freedom to choose Skill Enhancement Courses and Discipline-Specific Electives, which focus on skill development, problem-solving, analytical thinking, and critical learning. Additionally, experiential learning is prioritized. Furthermore, we have organized extra training programs to empower students to launch their own entrepreneurial ventures after graduation. These programs include workshops, career counseling, sports competitions, and Add-on Courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The National Education Policy 2020 places strong emphasis on multilingualism and the power of language, aiming to make students aware of the diverse linguistic heritage of our nation. At Government General Degree College, Keshiary, we uphold this vision by offering three languages in our undergraduate programs: English, Bengali, and Santali. Additionally, major courses in History and Political Science foster national integration, a passion for art and culture, respect for women’s communities, and civic consciousness among our student body. Furthermore, our college houses multiple science departments, including Anthropology, Botany, Zoology, and Chemistry, catering to the curious minds of local students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education’ (OBE), a central focus of the NEP 2020, permeates all levels of education in India. The introduction of the CBCS curriculum marks the initial step toward implementing OBE. Beyond domain-specific knowledge, our courses prioritize learning outcomes aligned with cognitive capacities: remembering, understanding, applying, analyzing, evaluating, and creating. Furthermore, each syllabus is meticulously crafted to address macroeconomic and societal needs.</p>

6. Distance education/online education:	The college has imparted support to its students through online mode during the COVID-19 pandemic period. In the new normal era, online education has opened a new vista of opportunity for the student community and the Institute recognizes the scope for further expansion in this arena of Higher Learning in future.
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### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Ref. to letter no. 64/ SVEEP dated 29.07.2021 from Additional District Magistrate (SVEEP) and as per directive of Inspector of Colleges, Vidyasagar University,(letter no.VU/IC/ELC/ 217 / 2021 dated 04.08. 2021) Government General Degree College, Keshiary has constituted the Electoral Literacy Club (ELC). The primary objective of this club is to sensitizing the student community about democratic rights which includes casting votes in elections. Being a Government College, all our faculty members are Government Officials who regularly perform polling duties during Parliamentary, Assembly or Panchayat/Local Body elections. They are thoroughly trained in electoral process in order to conduct smooth polling and competent enough to teach the nitty-gritty of casting votes to their students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the Club is functional with the college NSS Unit. Principal is the Chairman of the Club with the NSS Program Officer as the faculty Coordinator and two students serve as student coordinating representatives.
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 following initiatives have been undertaken by the ELC of the College: 1. Camp for enrolment of names of 18+ eligible unenrolled students of the College in the Electoral Roll 2. SVEEP- Quiz Competition on Basic Issues of Electoral Registration jointly organized by Local administration 3. Regular observation of National Voter day with oath taking ceremony. 4. Attended Youth Parliament competition in collaboration with Political Science department. 5. Coordinators visited Feeder schools to groom students of schools for Youth Parliament Competition.

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Celebration of National Voters' Day, Quiz, Debate and Oration Competition are being conducted on regular basis to create awareness on the essence of democracy which are essential to motivate our students to become responsible citizen of India</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>1. A Special Camp for Registration of New Voters of 18-21 age Group was organized by the Electoral Literacy Club in association with District Administration to enroll the new voters in the electoral roll. 2. Our students also participate in Youth Parliament which create an awareness regarding electoral and democratic procedures.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
799	642	490	531	535

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

### 2 Teachers

#### 2.1

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

Response: 24

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

#### 2.2

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

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

### 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
13.72343	15.80089	19.77773	23.30232	81.04637

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

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

**Response:**

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

Evaluation is a continuous process and involves both Internal Assessment and End Semester Examinations, both of which are compulsory, constituting an integral part of the Choice Based Credit System, as introduced in the college in 2017, according to the regulations of the Vidyasagar University. The marks allotted for internal assessment in each paper is 10, (20% of the Total marks), of which 10 marks are allocated for the student's performance in internal assessment whereas the remaining 5 marks are reserved for continuous assessment. College Internal Assessment Sub-Committee, constituted under the Teachers' Council, makes necessary arrangements to conduct the exams centrally. The institute completely complies with the deadlines set by the University for completing the internal assessments for each semester. All end semester examinations are centrally coordinated through individual committees constituted for the purpose.

The Internal Examination Sub-committee is responsible for maintaining and uploading all digitally prepared records of evaluation of Honours/Core Courses and General/Generic Elective Courses. The



departments maintain a system of continuous evaluation through class tests, home assignments, class presentations, etc. This help to ascertain the academic progression of students throughout the year. Diverse teaching techniques such as a chalk-and-talk method to an ICT-enabled lecture delivery system, webinars, extension lectures, mentorship, seminars, and workshops help to keep the learners interested and engaged. The IQAC regularly invites feedback from students regarding the effective implementation of the curriculum.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 10

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

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 22.89

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
64	448	0	158	16

**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:**

Government General Degree College, Keshiary, affiliated with Vidyasagar University, meticulously integrates cross-cutting issues such as Gender, Environment and Sustainability, Human Values, and Professional Ethics into its curriculum. The institution's commitment to fostering a holistic understanding of current global and national issues is reflected in its undergraduate programs.

#### **Professional Ethics and Human Values**

The curriculum incorporates courses that delve into the realms of Professional Ethics and Human Values. Through engaging coursework, students gain insights into ethical practices, fostering a sense of responsibility and integrity. The college promotes a culture of respect for values and traditions, emphasizing the art of living together to nurture a wholesome community orientation.

#### **Gender Issues**

Specialized papers on Gender Issues, embedded in subjects like English literature, Political Science, and History, serve as a catalyst for raising awareness. Initiatives such as International Women's Day, Kanyashree Day, and gender sensitivity programmes empower female students. The college organizes events like poster competitions and extempore contests, celebrating the essence of womanhood and addressing vital topics like women's rights and patriarchal oppression.

#### **Environment and Sustainability**

Aligned with university curricula, the college offers Environmental Studies courses to instill a sense of environmental ethics. The campus itself, adorned with a lush green environment, features eco-friendly initiatives like bio-gas plants, solar power grids, and vermicomposting units. Through green audits and projects, students actively contribute to environmental conservation. Commemorating important days like World Environment Day and Vanamahotsava, the college conducts awareness programmes, instilling a deep sense of responsibility towards nature.

In summary, Government General Degree College, Keshiary, stands as a beacon of comprehensive education, seamlessly integrating crosscutting issues to prepare students for a socially responsible and sustainable future.

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

### 1.3.2

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

**Response:** 42.8

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

Response: 342

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 49.77

##### 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
302	289	208	255	225

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

2022-23	2021-22	2020-21	2019-20	2018-19
460	460	550	550	550

#### 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:** 51.48

##### 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
159	150	96	134	87

**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
218	218	260	260	260

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 38.05

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

Government General Degree College, Keshiary uses student-centred teaching strategies such as problem-solving techniques, experiential learning, and participatory learning in the classroom and outside to improve the educational experience for its students.

**Experiential learning**

- Department-specific activities like museum visits, one-day field trips, study tours, long excursions, and industrial and institutional visits, which are part of the curriculum of Anthropology, Zoology, Botany, Bengali, etc.
- Laboratory demonstrations other than practical classes are done in some subjects.

**Participative Learning**

- Group discussions and field visits.
- Departmental Student Seminars are organized.
- Projects, Poster Presentation.
- Students are encouraged to participate in various co-curricular activities.
- Seminars are organised to give the students exposure to the work and views of leading experts, academicians, artists and activists on different societal and environmental issues.
- In the pandemic situation, the college has employed G-suit and Google platforms for taking online classes. Through our own Website and by using the Students' What's app group we have facilitated the teaching learning materials.
- Students actively participate in co-curricular and outreach activities organised by various committees of the college.
- Departmental student seminars are conducted at the discretion of the departments even though assessments for seminars are not featured in the syllabus.
- During the Annual function, in cultural contests, students showcase their talents in the fields of sports, culture, and literary arts. Students also actively take part in the University Students' Youth festival where they get to compete with their peers from other colleges. Students are encouraged to participate in various competitions at the state platforms and have brought many laurels to the college.
- Students take part in several extra and co-curricular activities like Cleanliness drive, tree-planting, maintaining the herbal garden, and Yoga to keep fit programmes.
- Student volunteers of the college formed a COVID19 Help Group during the Covid lockdown period for social extension services for the local community.

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

**2.4 Teacher Profile and Quality**

## 2.4.1

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

**Response:** 75

#### 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
28	28	28	28	28

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

## 2.4.2

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

**Response:** 100

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

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



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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

Government General Degree College, Keshiary implemented the Choice-Based Credit System (CBCS) starting 2017–18 academic year for Science disciplines and the following academic year 2018-19 for Humanities and Arts disciplines complying the rules and regulations of Vidyasagar University. The university examinations are held at the end of each semester and participation in these examinations is restricted to students who maintained a 75% attendance in the classes. The Internal Assessment System is recommended by both the University and UGC (CBCS). The marks distribution to internal assessment of each Core Course paper is 10 and for Skill Enhancement Courses (SEC) is 5. Apart from that, 5 marks is reserved for class attendance in each and every paper which is based on students regularity in the classes and is taken care by concerned department. Each student must appear for internal assessments for each semester. The details of the internal assessments are displayed in the college website and also in the college prospectus. Students are informed about the syllabus of the internal assessment by the concerned teachers at least 15 days before the commencement of the internal assessments. The schedule of these assessments is prepared by the College Internal Assessment Sub-Committee under the Teachers' Council of the College.

The notice of the internal assessments is communicated to the students at least seven days prior the assessments. The students are directed to appear for the internal assessments in separate rooms of the college rather than their respective departmental classrooms. The objective of conducting an internal assessment in such strict measures is to prepare the students for the University semester-end examinations in neutral standard assessment condition. In light of this, the question papers are set in a manner similar to University examinations. Currently, each course must complete one assessment, but all the departments maintain a continuous evaluation process throughout each semester. To fulfil this, teachers provide home assignments when felt necessary. These home assessments help students orient them for better comprehension and encourage them to thrive in the core subject areas with greater

enthusiasm.

During the pandemic's academic periods comprising 2020–21 and 2021–22, notices of internal assessments were disseminated through 'WhatsApp' groups and in the same way questions were also distributed. Students were instructed to email a scanned copy of their answer script to the departmental email address within a definite time frame. As part of the online assessment process, several departments also created Google Forms for internal evaluations. The procedure of evaluating internal assessments is strictly confidential but teachers address each student's areas of weakness in the class regularly after the evaluation of internal assessments. To address weaknesses, remedial classes and tutorials are set up, and techniques to improve performance are also recommended in these classes.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

- The program outcome and course outcome are the inevitable part of teaching learning process of the institution. The institution under Vidyasagar University followed CBCS Syllabus as introduced in science in 2017 and in Humanities in 2018. The institution has nine departments and each of them set their program outcome and course outcome according to their respective syllabus.
- The learning outcomes - Program Outcome (PO), Program Specific Outcome (PSO), and Course Outcome (CO) of the courses offered are highlighted at the outset on the college.
- Website and Prospectus to make all the stakeholders, especially the students, aware of the objectives of the different courses offered and specific learning outcomes that are expected from each course when they become graduates.
- The Admission Committee with its online services helps the students to understand the program and course outcomes so that the decision making process of the students while choosing their courses becomes streamlined.
- At the beginning of the course, each department in its induction program emphasizes the program and course outcomes.
- Hard copy and soft copy of the syllabus and learning outcome is available in each department.
- Hard copy of the learning outcome is displayed prominently in the department.
- During faculty meetings in the department and after the completion of each paper/unit, the outcomes are reviewed.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

Direct method:

**Internal Assessment:** In adherence to the regulations of affiliating University, college conducts internal evaluation of 10 marks to trace the understanding of a subject of each student . Related skill development is ensured and evaluated through student seminars, assignments, project works, laboratory performance, poster presentation, class tests etc. Departments ask students to prepare project files on specific topics, and asked to present papers on topics related to their disciplines, which are preserved in the departments. The attainment of students is evaluated on the basis of Cos and Pos. Semester Examination Performance Analysis: Grades obtained through informative and summative evaluations are the direct measures of attainment of Specific Course Objectives (COs). Marks as obtained by students at every semester end and at the end of the entire course is a way to exemplify the pattern of achievement that the course had to offer.

Indirect Methods:

**Robust Feedback mechanism:** The College practices robust feedback mechanism for the maintenance of the existing standard as well as upgradation of the overall teaching learning ambience. Feedback from students, alumni and employer is taken in every academic year for this purpose. The IQAC evaluates student's feedback on teacher's performance regarding concept delivery, timely completion of curriculum assigned, evaluation etc. This is analyzed and discussed with the College authority and the Head of the Department. The students' feedback is taken separately on syllabi, and the overall institutional provisions assigned. Feedbacks are analyzed by the IQAC, reported to the college authority for elucidation and resolutions and wherever and whenever required are reported to the affiliating University. A report on these feedbacks is even featured on the college website.

**Student's progression:** An important parameter of measurement of outcome of the programme is the progression of the students to higher levels of education in various institutions of the state and the country.

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

### 2.6.3

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

**Response:** 98.4

#### 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
115	146	134	131	88

#### 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
119	146	134	131	94

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.95

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 7.56

**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
2.10	0	2.71	2.75	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:**

The Indian Knowledge Systems comprise of Jnan, Vignan, and Jeevan Darshan that have evolved out of experience, observation, experimentation, and rigorous analysis. It is about rich ancient Indian diversified culture. Integrating the Indian Knowledge System (IKS) into University prescribed curricula of our college, enrich students' understanding of their cultural heritage, philosophy, and various disciplines. The syllabi of Anthropology, History, Bengali and Santali departments cover traditional knowledge about Ancient Indian Science, technology, philosophy, art, literature and architecture. Archeological excavation and proper archiving of data related to ancient India is one of the key resources of attaining Indian Knowledge system. Reflection of Indian Knowledge system in the respective syllabus contains anthropology of India, tribes and peasants in India, tribal culture of India, earliest evidences of urbanization in India, early historic India (proto history to 6th century B.C), Cultural aspects of ancient India, environmental issues in India, archaeology and museum making in colonial India, colonial science in India, introduction to Indian art, philosophy of Rabindranath Tagore, emergence of modern Indian

languages (Bengali), ethnic and folk culture of India, geographical concept of ancient Indian sub continent.

In addition to the curriculum, various seminars and workshops on IPR are conducted in the college to enhance the quality of innovation and to instigate professional ethics. Seminars are conducted on topics such as Artificial Intelligence, Food adulteration, Intellectual property rights, Issue of Intellectual Property Right & Investigative Research and a workshop is conducted in Research Methodology. These seminars and workshops educate our students about different forms of intellectual property, copyrights, trademarks, and trade secrets. These provide insights into the legal aspects of IPR, helping them understand their rights and responsibilities.

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

### 3.2.2

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

**Response: 4**

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

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

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.54

**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
6	3	1	0	3

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

**3.3.2**

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

**Response:** 0.88

**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
4	3	6	4	4



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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

Extension activities in neighbourhood communities play a crucial role in fostering holistic development in students. From the beginning of the establishment of the college, Government General Degree College, Keshiary has provided a conducive environment for holistic development of its students. For this purpose NSS has performed different extension activities not only instill a sense of community responsibility but also effectively sensitise young minds of our college towards active citizenship. The National Service Scheme (NSS) unit, organises various social outreach programmes throughout the year to facilitate its students with the concept and practice of social responsibilities. Some extension activities organised by our NSS unit are:

- 1.Swachh Bharat Summer Internship Programme
- 2.Routine Social Service/Cleanliness drives by NSS Volunteers inside and around the college campus.
- 3.Blood donation camp
- 4.Awareness camp on Blood grouping test
- 5.Awareness camp on Thalassemia Prevention Test
- 6.Special Yoga and Meditation programme: Online and offline camps
- 7.Awareness programme on Tobacco, Dengue, HIV etc.
- 8.Awareness rally on deadly disease like the AIDS, thalassemia and other mosquito borne diseases
- 9.Awareness camp on Plastic pollution and promoting minimum Plastic Use
- 10.Awareness programme on Covid-19
- 11.Mask and sanitizer distribution
- 12.AIDS Awareness programme
- 13.Tree Plantation Programme
- 14.Social Awareness Programme
- 15.Legal awareness and awareness programme on Human Rights

Apart from these the Department of Chemistry in collaboration with NSS volunteers made their own hand sanitizers in their lab and NSS volunteers have distributed them to the surrounding areas around the college. The college also offered its premises as a Community Quarantine Centre, from April to Sept 2020.

These extension activities of NSS play a crucial role in shaping students into socially conscious individuals who are equipped with the skills and values necessary to contribute meaningfully to society.

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

### 3.4.2

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

##### **Response:**

Govt. General Degree College, Keshiary NSS unit organized Swachh Bharat Summer Internship Program under the Ministry of Human Resource Development with Swachh Bharat Mission (Grameen) and Ministry of Drinking Water and Sanitation from 1.8.2018 to 15.08.2018 in which about ten NSS volunteers and faculty members of the college in 2 teams were registered to conduct 100 hours swachhta activities in adopted villages. In this regard NSS team visited and adopted village *Arjun Geria* under Khajra Gram Panchayat. The unit met all the villagers in this village and saw the sanitation systems, their drinking water systems, bathrooms, drains, ponds and the surrounding of their homes. The volunteers saw the sanitation systems and cleaned it properly. They cleaned the drains, roadside areas etc. The program also included awareness campaigns like importance of the use of permanent toilet, importance of hand wash after toilet use, health and hygiene etc. among the villagers. Lectures on Swachhta, Rally, door to door Swachhta Campaign, Wall Painting etc. in every village were done as per the schedule by our NSS Team. Government of India (Ministry of drinking water and sanitation, Ministry of Youth affairs and sports and Ministry of Human resource and development combinely) issued certificates to 10 NSS volunteers of GGDC, Keshiary NSS Unit as recognitions for this extension activities.

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

### 3.4.3

#### ***Number of extension and outreach programs conducted by the institution through organized forums***

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

**Response: 13**

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

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

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

**3.5 Collaboration**

**3.5.1**

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

**Response: 27**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

**Founded in 2015**, the college initially offered six Honours subjects: 5 in humanities and 1 in Science followed by General Humanities and Sciences. In the following years, the college expanded its offerings by receiving affiliation from Vidyasagar University for three additional Science subjects with Honours as well as General course.

Teaching learning and ICT – enabled facilities

The infrastructural development in the College can be summarized as follows:

- The college has one Main Building and a student section.
- Main building is for all the academic activities which hold the -

Principals' Office, 11 Class rooms, 11 laboratory cum classroom, 4 Laboratories, Library, 2 Gallery, Staff room and 2 Conference Rooms. Galleries are the needs of students like cultural programmes, number of competitions and Yoga training etc are performed there.

- 2 smart rooms are endowed with fixed projectors for ICT enabled teaching learning practices. All the departments are also endowed with portable projectors which are regularly used for conducting classes in different classrooms.
- The Departments of Anthropology, Botany, Chemistry and Zoology have their own laboratories and laboratory cum class room with equipment and specimen collections.
- 02 separate Common Rooms, and toilets both for the Girls and Boys are also to mention.
- Ramps at the entrance of both buildings to facilitate the Divyangjan students.
- Rain water harvesting unit and Solar panels have been installed.
- The college has 1 diesel generator set for addressing instances of power scarcity. Along with this, UPS Systems are installed at Principals' office, Library, Laboratory based departments, Staff room, Conference room and one gallery to provide energy support to the electrical equipments and Surveillance Mechanism during need.
- Water Purifier Plants for providing clean drinking water to staff and students have been installed at different locations which are annually maintained.
- The college has surveillance system through 16 CC-TV Camer installed at strategic positions.
- The College has seventeen Fire Extinguishers for emergency need. Facilities for Cultural and

sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc

- Waste bins in front of Buildings and stairs have facilitated the solid waste management. The chemical wastes however are disposed off via duct outside the college premises to the high drain.
- Medicinal plants garden and Butterfly Garden maintained by the NSS and Department of Botany.
- Cycle Stand in front of the student section to facilitates the students in keeping their bicycles.
- During the pandemic, the college have also sought to encourage the cultural activities of the students by hosting different programmes online.
- The college also regularly organizes annual sports for students and staff.
- College also host wall magazines featuring the contributions of the students on diverse areas of interest.

Apart from these, the Students forum also hosts Freshers' Welcome and other cultural activities within the college campus using a make shift accommodation to accommodate students across semesters.

To promote e-learning environment, some of the initiatives of college are:

1. Partially Wi-fi enabled campus.
2. Creation of VIDWAN ID database of all faculties.

Internet enabled Office, Library, Smart Room, Gallery , Staff room and Laboratories.

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

#### 4.1.2

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

**Response:** 47.37

**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
0.63252	0.84185	10.10733	6.49262	54.70524

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

From the very beginning of the college, College Central Library started its journey. College bought a good collection of books. But at that time librarian post was vacant. So to overcome this problem a library committee was formed with few teachers and non-teaching staffs of the college and this committee spent time to manage the Central library. In spite of that Departmental library was started in every department to help the need of the students. Librarian has joined from November, 2022 but non-teaching staffs from office help him in management due to unavailability of other library staffs.

The college central library has a rich collection of books and it is now fully digital. The library has been fully automated using an online Integrated Library Management System (ILMS). The Integrated Library Management Software used is KOHA (Open-Source Software), the version is 22.11.10.000.

The beneficiaries can search the library catalogue using the internet (OPAC) via the link <http://34.70.201.32:85/>

At the starting of the library in 2015, the footfalls of students were very low due to absence of librarian and availability of books from Departmental Library. It was gradually increased later. During 2020-2021-2022, that students' footfall was to some extent restricted due to the Covid-19 pandemic as the institution remained closed during the lockdown. But teachers occasionally visited the library during that period. But again the library footfall gained its motion during 2022-23, and 2023-24.

Total number of books in last 5 years is 4327.

Total number of Reference Books in last 5 years is 150

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

#### **Response:**

Government General Degree College, Keshiary established in the year 2015, is situated in a serene and picturesque location beside the Hatigeria Forest. Despite its remote locality presenting certain logistical challenges, the college has made significant strides in establishing robust IT facilities for its students and staff.

#### Development of IT Infrastructure

Initially, the college faced delays in installing LAN and internet connections due to its remote location. However, the administration remained committed to overcoming these challenges to ensure that students and faculty had access to necessary technological resources.

#### LAN Installation

In 2019, the college successfully installed a Local Area Network (LAN), marking a crucial milestone in its IT infrastructure development. The LAN Connection is available to Principals Office, Library, all the laboratory based departments, Smart rooms, Conference room and Kazi Nazrul Islam Gallery. The installation of the LAN enabled reliable, high-speed internal connectivity across the campus, facilitating efficient communication and access to shared resources.

#### Internet Facilities

The next significant advancement came in 2023, when the college began offering internet facilities at a speed of 70 mbps. This development was eagerly anticipated by students and staff alike, as it opened up new avenues for online learning, and digital collaboration. The availability of internet access has since become a cornerstone of the college's commitment to providing a modern, connected educational environment.

#### Wi-Fi Accessibility

The college has ensured that Wi-Fi is accessible throughout the campus, including classrooms, libraries,



laboratories, and common areas. This widespread connectivity supports a range of academic activities, from accessing online journals and databases to participating in virtual lectures and collaborative projects.

#### Conclusion

Despite the initial delays and challenges posed by its remote location, the College has demonstrated remarkable progress in establishing and enhancing its IT facilities. With the installation of LAN in 2019 and the availability of internet facilities from 2023, the college has created a conducive environment for digital learning and research, keeping pace with the technological demands of modern education.

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

#### 4.3.2

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

**Response:** 88.78

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

Response: 9

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

## 4.4 Maintenance of Campus Infrastructure

#### 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: 2.03**

**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
0.61226	0.9912	0.36034	0.15411	0.9971

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 33.43

**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
465	248	89	111	89

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 19.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
313	191	0	77	0

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 10.26

**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
11	20	9	14	9

**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
115	146	134	131	88

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

### 5.2.2

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

**Response:** 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

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

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 4

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

**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:** 3.8

**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
5	3	2	4	5

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

## 5.4 Alumni Engagement

<p><b>5.4.1</b></p> <p><b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b></p> <p><b>Response:</b></p> <p>Government General Degree College, Keshiary (GGDC, Keshiary) was established in 2015. Alumni association of GGDC, Keshiary is yet to be established. In spite of that some departments organise reunion programme occasionally.</p>	
<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## 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:**

The vision of Government General Degree College, Keshiary is to promote a prescience of equity where all students, regardless of socioeconomic background, have equal access to opportunities and support. It has visions which ensure that the institution is accessible physically, financially and culturally to students from diverse backgrounds. It will also establish a robust support such as counselling, mentoring, tutoring and career guidance to fulfil the needs of students from economically disadvantaged backgrounds. By inducting skill-building workshops and community engagement initiatives the institution will foster a culture that empowers students to succeed academically, personally and professionally. By embracing these principles, a higher education institution can create a vision that not only attracts but also supports and empowers socially and financially weaker students to achieve their full potential.

The mission of this institute is typically revolves around providing accessible higher education to a broad spectrum of students while fostering academic excellence, personal growth, and community engagement. Key components of such a mission includes Academic Excellence, Student Success, Diversity and Inclusion, Community Engagement, Holistic Development, Ethical Values and Continuous Improvement.

Governance of the institution is always in accordance with its Vision and Mission. It is visible in the following institutional practices:

**1. Sustained Institutional Growth** during the last five years, took place in the domains of:

*Administration:* Initiatives and execution of the infrastructural developments including need-based software applications and e-governance.

*Academics:* Execution of well-defined academic planning and teaching learning process embracing regular class-room teachings, providing e-learning resources, practical demonstrations and field works.

*Institutional Social Responsibility:* Outreach Activities like

- Training on making Hand Sanitizer
- Workshop and add-on courses on Mushroom cultivation and Vermicomposting
- Preserve Nature to protect future
- Community engagement through NSS

#### **2. Initiatives for NEP Implementation**

From the academic session 2023-2024, the admission procedures as well as the course design and

durations have been formulated as per the prescribed NEP 2020 and affiliating University guidelines. The core value of the institution is further boosted by the inlaid principles of the National Education Policy, (NEP, 2020) which emphasize on the five entities namely *Access, Equity, Quality, Affordability and Accountability*.

Students, teaching staff and non-teaching staff were informed regarding the Academic Bank of Credits (ABC) based on Digi Locker Framework.

**3. Decentralization:** IQAC, Teachers' Council and Administrative Committees and their different functional sub-committees, involving various stake-holders viz., faculty members, staff members, and student representatives play an active role in the decision making process and execution of the same.

**4. Long Term Perspective Plans:** The present Long Term Perspective Plans of the College is to encourage academic pursuits through optimal utilization of its existing resources and to inculcate the Indian Knowledge System through Students week and celebrating National Yoga day by organising seminars on Yoga and practicing it.

**5. Short Term Perspective Plan:** Short Term Perspective Plans of the College are at execution level such as apart from smooth conduction of regular classes, planning and execution of capacity building and skill enhancement programmes, student-centric hands-on training and field trips, workshops, seminars and faculty exchange programmes.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Major plans deployed by Government General Degree College, Keshiary under following broad categories include:

#### a. Teaching-Learning

- Curricular planning and implementation through well-defined routine structure
- Digital cataloguing of library and making e-resources available.
- Establishment of Central Instrumentation Facility, Central Computer laboratory cum Language Laboratory.
- Student Mentoring.
- Add-on courses for all students.
- Institutional Preparedness for NEP 2020 for its effective implementation

## **b. Student enrichment**

- Encouraged students to participate in co-curricular activities for which annual sports and various cultural programmes are organised.
- Publication of Wall Magazines

## **c. Development of Research Activity**

- Hands-on trainings and workshops arranged in collaboration with departmental experts.
- Installation of Central Instrumentation Facility and Central Computer Laboratory
- Published books on science and humanities.
- Encouraged for submitting Research Project proposals to different funding agencies.

## **d. Students' Outreach activities and Institutional Social responsibility**

- Outreach activities are organised mostly by NSS Unit.

## **Physical and Academic Institutional Infrastructure**

- Infrastructure Augmentation:  
Medicinal Garden  
Butterfly garden  
Rainwater Harvesting system  
Ramp
- Maintenance:

Civil and electrical maintenance of Main building., Installation of collapsible gate in the main building, cleaning of overhead tank, Main Building, Principal's Office, washrooms, classrooms, Laboratories and Departmental Staff rooms

- Administration  
E-Governance with key features

On-line Admission process

Use of digital Platforms, WBIFMS and PFMS

Dynamic College Website

Appointment of Security staffs through tender process

Effective & Efficient Functioning of the Institutional Bodies

- The Principal/ Officer –in- Charge is the Head of the institution and leads academic and administrative activities in consultation with IQAC, Teacher's Council (TC) and Administrative Committees. Sub-committees of the above-mentioned committees constituted by different stake holders including faculty members, staff and student representatives monitor the institutional academic and administrative functioning.
- Regular review meetings are conducted by TC and IQAC
- Internal Complaints Committee acts as an independent structure.
- Anti-Ragging Cell, Minority Cell, SC and ST Cell, Grievance Redressal Cell and RTI cells exist in the college.

- Departmental Heads monitor Departmental Activities
- Recruitment and Appointment of Permanent Teachers and Non-Teaching Staffs are conducted by West Bengal Public Service Commission and Higher Education Department, Govt. of West Bengal
- Appointment of Security Staffs are done through e-tender process by the Institution West Bengal Service Rules are applicable to all employees of the Institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

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

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-**

## **teaching staff and avenues for career development/progression**

### **Response:**

#### **A. APPRAISAL SYSTEM:**

All the staff members of the college have performance appraisal systems. The following are the various kinds of appraisal systems maintained in the college.

#### **Daily Performance record**

All the teaching staff record their daily attendance in the college, number of classes allotted, taken, other academic/administrative duties performed, casual leaves etc. in their Self-Appraisal Reports.

#### **Annual Confidential Report**

During the confirmation in service (W.B.E.S.) of a teacher and also during their promotion, the Head of the Institution (HOI) sends Annual Confidential Reports of that teacher to the Director of Public Instruction (DPI), Education Directorate, Department of Higher Education, Government of West Bengal. In that Report the HOI makes remarks on 12 points about the teacher. HOI also has to make general remarks on the integrity, character, physical fitness and special qualification of that teacher.

#### **Special Confidential Report**

During the confirmation in service (W.B.E.S.) of a teacher, the HOI sends a Special Confidential Report of that teacher to the DPI.

#### **Self-Appraisal Report (S.A.R. Online)**

Each year all the teachers and librarians under W.B.E.S. have to submit their online S.A.R. through HRMS to HOI. The HOI forwards those to the DPI with proper endorsement. The SAR of HOI are submitted directly to DPI.

#### **PBAS**

Performance Based Appraisal System is followed for promotion under CAS of the Teachers and Librarian.

#### **Performance Report for Group-B and Group-C Employees**

The HOI prepares the Performance Report for Group-B and Group-C Employees during their promotion.

The Group D employees, data entry operators, security persons, housekeeping staff (Karmabandhu) also record their daily attendance in their respective attendance register.

#### **B. WELFARE MEASURES FOR STAFF MEMBERS**

Permanent staff members of our college obtain several welfare measures from the Government of West Bengal which are:

1. West Bengal Health Scheme
2. Loan from General Provident Fund
3. Leave facilities:

- Medical Leave
- Maternity Leave
- Child Care Leave
- Paternity Leave
- On-Duty Leave
- Half-Pay Leave
- Casual Leave
- Study Leave
- Festival Advance
- Leave Travel Concession(LTC)

**Home Travel Concession (HTC)**

- Pension and Family Pension Benefits
- Gratuity Benefit
- Leave Encashment
- Ad-hoc Bonus

**4. Academics**

The college pursue ‘Popular Lecture Series’ where College teachers and time often faculties from other colleges deliver lectures on Popular topics to the students. These lectures are published as book chapters in commemorative volume. Two such volumes, one for science and another for Humanities have been published which support in the Career Developments of the teachers.

**5. Other facilities:**

Ramps, Paperless Governance, Air Conditioned conference Rooms, Water purifiers, Campus Security, Housekeeping Staff, Vehicle Parking facilities.

**C. AVENUE FOR CAREER DEVELOPMENT/PROGRESSION (CAREER ADVANCEMENT SCHEME)**

Promotion of teachers under W.B.E.S. and librarians are executed through the Career Advancement Scheme as prescribed by UGC and Government of West Bengal.

Promotion of Non-teaching staff members are executed as per the rules framed by Government of West Bengal.

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

### 6.3.2

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

**Response:** 0

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

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

#### **File Description**

#### **Document**

Institutional data in the prescribed format

[View Document](#)

### 6.3.3

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

**Response:** 36.3

**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
14	11	7	9	8

**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
8	5	6	5	6

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

The college submits a budget in the form of proposals involving different components like, Plan-Head, Non-Plan Head, Infrastructure Development, etc. and receives the budgeted amount from the Higher Education Department, Government of West Bengal. After receiving the grants, the college mobilizes funds as per strategic planning, which was developed at the time of preparation of the budget. The college authority always boosts up all the members including teaching, non-teaching, and contractual staff to utilize these funds in due time in an optimal manner. The college prepares utilization certificates as per grants sanctioned and submits it in due time to the appropriate authorities. The funding authorities check utilization certificates before sanctioning new projects.

The college also acquires Non-Government Fund from students' admission and submit a part of it to Treasury, Govt. of WB through TR-7 Form. The residual part of this fund is utilized in an optimal manner for the utmost benefits of the students and different stakeholders. In this way, the college authority tries to ensure maximum utilization of available funds.

The college conducts internal as well as external audits properly at justified interval of time through a reputed Chartered Accountant firm. External Audit is usually conducted by Office of the Principal Accountant General (General & Social Sector Audit), West Bengal. This kind of Government Audit is awaited.

The utilization of funds from Projects and for NSS activities obtained from the government is audited by



a reputed Chartered Accountant firm.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

NAAC has mentioned in its guidelines that every accredited institution should establish an IQAC as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC becomes a part of the institutional system and works towards the realization of the goals of quality enhancement and sustenance. IQAC enhances the clarity in the processes and implements some better practices and enables the stakeholders to rethink and gives scope for improvement. Internal Quality Assurance Cell brings all departments together by eradicating the communication gap with constant assessment and feedback from the stake holders. With IQAC Institution can improve functioning and can take better decisions with a great level of transparency and assessment. The primary task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of Institutions. The IQAC of GGDC, Keshiary has successfully initiated a fruitful Teaching-Learning environment, and it monitors the quality parameters for various academic and administrative activities of the institution.

IQAC meetings are held on regular basis with core committee as well as all the teachers of the college and deal with issues related to quality. It helps to create good academic environment, inspires the faculty members to participate in orientation programs and Refresher courses for their betterment in teaching and research. The IQAC always tries to assist the Principal of the college in the planning of various academic programs, infrastructural matter, and matters related to the promotion of teachers under CAS. The IQAC also organizes different seminars, webinars and workshops throughout the year in collaboration with the different departments of the college. It checks and promotes all-round quality improvement of the Students through sports, cultural programs, add-on course and outreach programs. IQAC plays a major role for organizing different quality- based activities, such as anti-ragging cell, grievance redressal, ethics and value education, mentor-mentee interaction, adaptation of best practices, green campus initiative, Thalassemia screening, etc. IQAC has tried to maintain a student-friendly environment by creating Mentor-mentee interaction where the teachers met the students individually and try to know their problems. This makes students to remain under continuous supervision of teachers which sometimes improve their attendance or their involvement towards their study gets increased. IQAC emphasizes on add-on courses as well. Apart from University curriculum such courses help a student to

develop his/her own skills in the chosen field of study. IQAC engages in outreach programs in collaboration with NSS, Block Development Office and Block Hospital for the development of the college. IQAC in collaboration of other departments of the college had implemented a program where students of local school visited our college for getting the idea about higher education. Such initiative help in reduction of dropout at higher secondary levels and motivate students to go for higher education. Thus, IQAC is a significant administrative body of the college and it channelizes all efforts and measures of the institution towards promoting its holistic academic excellence.

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

### 6.5.2

#### Quality assurance initiatives of the institution include:

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

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The concept of gender equity means “fairness of treatment for both women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.”(International Labor Office, 2000)

Government General Degree College, Keshiary leaves no stone unturned to ensure gender equity within its very premises which is reflected in its systematic Gender Audit, which very precisely amines the distribution of male and female individuals among the teaching and non-teaching staff as well as the student body. Moreover, the Internal Complaints Committee (ICC) plays a pivotal role in promoting a gender-neutral environment.

Steps taken forward for promotion of gender equality are:

#### **ORGANIZATION OF SEMINARS**

The ICC has organized various sensitization programs, including seminars on gender issues. Topics include women empowerment, domestic violence, sexual harassment, and strategies for approaching authorities in adverse situations. A special lecture was arranged on ‘Laws for Women regarding Cyber-Crimes against Women by Advocate Mr. Amar Nath Sakul. The committee in association with Kanyasree Club actively develops an Annual Gender Sensitization Plan, outlining activities to be undertaken throughout the year.

#### **DISCUSSION REGARDING GENDER EQUALITY THROUGH COURSE CURRICULUM.**

The curriculum at the College is designed to enrich students with doses of sensitization on gender issues and related concerns. Subjects like Political Science, English, Bengali, Santali and History take away topics such as Gender Rights, Human Rights, Domestic Violence, Feminism, Eco-feminism, Women Education, Inequality, and Women Empowerment. This comprehensive approach integrates gender related discussions into various academic disciplines, fostering a deeper understanding of societal constructs, literature, and social reforms.

#### **ACTIVITIES OF NSS OF THE COLLEGE**

The N.S.S. unit of this college arrange interactive session with the Counselors of Local ANWESHA Clinic with the help of BMOH to address the issues and concern of the adolescent..NSS volunteers also

conduct awareness programs on Women Education on, Health and Empowerment. Various activities of NSS volunteers include personal interactions, case studies, group discussions and street plays etc.

**SAFETY AND SECURITY:**

Safety of the girls is a top priority at every college campus. For the safety within the college following measures have been taken- installed CCTVs for surveillance, appointed security guards at the gate and created a robust redressal system involving Internal Complaints, Grievance Redressal, and Anti-Ragging Committees, provided separate common rooms for male and female students. Psychological counselling services are organized in collaboration with local Anwasha clinic of West Bengal Government. The College's varied approach account its dedication to gender sensitivity and empowerment.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

**7.1.3**

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

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

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

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

#### **7.1.4**

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

**Response:**

Government General Degree College, Keshiary provides proper education in an inclusive environment to students from the Scheduled Caste, Scheduled Tribe, Other Backward Classes, EWS, Minority, and Differently Able communities. Our students learn to appreciate other religions, languages, and cultures as well as imbibe ideals of solidarity and sympathy via their daily activities and active participation in many events and initiatives organised by college. Our students participate on Independence Day, Republic Day, and International Mother Language Day, International Women's Day, Rabindra Jayanti, Baishe Sraban, World Environment Day, International Yoga Day, Santali Bhasa Divas, and other occasions with utmost enthusiasm. The college regularly interacts with local communities which enriches both. We are proud of the institution's expressed environment of cordiality and peace. The institution recognizes the need to inculcate values, a sense of rights awareness, and a sense of duty about constitutional commitments in students and workers. As an institution the college is very much responsible towards citizen's duty. The college encourages voters aged 18 and up to actively use their constitutional right to vote in state and

national elections by conducting an awareness session for this target group. As responsible citizens, the institution's teaching and non-teaching members fulfil their responsibilities to execute electoral duties as assigned by the Election Commission. The college's NSS units, in partnership with various organizations, have conducted a variety of events like awareness program on National voters' day which help to inculcate a democratic spirit among the students of this college.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

In this section two best practices of our College have been described **1.**Thalassemia detection camp.  
**2.** Blood donation Camp

**1. Title of the practice:** Thalassemia detection camp

**Objectives of the practice:** The inheritable disease Thalassemia is a major cause of concern for our society. In most of the cases, the disease is silently carried by an individual as a carrier and transmitted to its unfortunate child. Thalassaemic child is difficult to raise due to the associated physiological manifestations and the mental and financial agony faced by the suffering family is painful. Empowering the society with the knowledge of their status on Thalassemia can provide the healing touch for the future generation and awareness of the event is the key to success. In this regard, a team consisting of competent practitioners conduct an awareness program and blood test for this severe inherited blood disorder among students each year except the lockdown times. Students found carriers of thalassemia are counselled along with their parents to prevent this curse from the future society.

**The context:** Thalassemia, a blood-borne disease, is genetically inherited in some unfortunate people. Many of the students are carriers of this dreadful disease gene. By analyzing some blood parameters, we may detect the carriers of such trait and can suggest them in proper match selection so that no two carriers bring about one thalassaemic child. The trust is directed to create an early warning system for the society in terms of Thalassemia awareness and real time personalized status.

**The practice:** Each year a team from The Paschim Medinipur Thalassemia Prevention Society, Paschim Medinipur or Office of the Superintendent, Kharagpur S.D. Hospital, Dept of Health & Family Welfare, Govt of West Bengal are invited to our college to test the blood samples of all the newly admitted students of the Semester I. A team consisting of Doctors, Pathologists and Technicians from the Paschim

Medinipur Thalassemia Prevention Society conducts an awareness program and subsequently collect blood samples from the students for testing the existence of the inherited blood disorder. The students willfully donate their respective blood samples and are enriched by the awareness talks delivered by the invited experts. The entire event is conducted free of cost. On completion of the test back in their laboratory, reports are sent to our college. The reports are distributed among the respective students and the carrier of the traits are counselled along with their parents about the consequences.

**Evidence of Success:** There are two features that mark out the success of this endeavour among both students and the community at large:

- Firstly, the detection of the carriers of this dreaded inheritable trait creates opportunity of personalized awareness and counselling.
- Secondly, counselled individuals along with their guardian are being equipped with the knowledge of the disorder and its consequences. Such knowledge and awareness are propagated by these sensitized individuals in their respective society for betterment of the mass.

***Problems Encountered:***

- Some structural and logistical constraints were faced during the prolonged lockdown periods when much of the activities were shifted online and restricted to awareness programme only.
- Parents coming from the rural section of the society sometimes do not understand the ground reality when his/her ward is found to be a carrier of Thalassaemic trait. The college has to explain the situation and counsel them in a very modest way.

**2. Title of the practice:** Blood donation Camp

**Objectives of the practice:** Donation of blood for human welfare is a gracious act reflective of a responsible mind. The mentioned act is life saving for numerous patients who are in dire need of the medical supplement. To expression cohesion with the act of social responsibility, the NSS Unit I of Government General Degree College, Keshiary regularly organizes blood donation camps within the college in collaboration with the Blood Bank of Kharagpur Sub Divisional Hospital and Red Ribbon Club, West Bengal State AIDS Prevention and Control Society, Department of Health and Family Welfare, Government of West Bengal.

**The context:** Blood is a vital component of human physiology and is required to support dynamic health crises. The supply of such health support components is not available from any industry and the human body is the sole source. The human society thus responsibility volunteers to donate blood to the blood banks to make this essential life component readily available to the patients. Government General Degree College, Keshiary has thus taken it as a motto to contribute to this noble cause to extend solidarity to the society.

**The Practice:** The NSS Unit I of Government General Degree College, Keshiary organizes blood donation camp in collaboration with some recognized Blood Bank. Few weeks before the scheduled programme, the NSS Unit 1 volunteer campaigns within the institute in search for prospective donors and make the students aware of the importance of blood donation for the society. The teachers also sensitize the students about the event and assure them about the outcome of the event. A team of Doctors, Nurses and Technicians conducts the event within the college campus. The college administration provides all infrastructural support for the said event. The teachers, non-teaching staff and students of the college

actively and willfully volunteer to donate the precious life-saving component and thereby feel satisfied by contributing to the society.

**Evidence of Success:** In the Academic Year 2022-2023, two blood donation camps have been organised by the NSS Unit I, Government General Degree College, Keshiary in collaboration with the district Blood Banks. The students, teachers and non-teaching staff including the Officer in Charge of the college contributed to the endeavours by donating their blood. The students are now convinced and motivated about the good outcome of the act and they are more than happy to be a part of the trust.

**Problems Encountered:** Many of the female students who actively volunteered to donate were restrained from the act as the doctor’s preliminary examination found them undernourished and underweight.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

#### HOLISTIC DEVELOPMENT

##### **Introduction:**

Government General Degree College, Keshiary was established in the year 2015 in the rural sector of Keshiary Block under Kharagpur Sub Division of the District of Paschim Medinipur, West Bengal to cater scope for higher learning among students most of whom are first generation learners. The college focuses keenly on the holistic development of students most of whom are pursuing higher learning from economically and socially challenged backgrounds. The institute provides them with every opportunity and resource to facilitate the process of inclusive empowerment and confidence to face life in future. This distinctive feature of the institute is reflective from the following approaches:

##### **A. Intellectual development**

The institute, implements university curriculum through well planned and effective teaching learning activities blended with latest pedagogy approaches. Various approaches have been taken to enable students to meet their individual needs. Exposure to students throughout their educational program is provided by mentors. This enables them to be work ready. The institute proactively identifies the curriculum gaps and makes the provision for imparting the content beyond syllabus bridging the gaps. The students are facilitated to work on relevant problems related to society, industry through projects and



student seminars and complex problem solving.

### **B. Social development**

The social skills of the students are nurtured by involving them in various social service and cultural activities within the institute. Exemplary instances may be cited where the students volunteer to donate blood in several blood donation camps organised by the college. Such an act helps to shape their character and attitude towards the society and assist them to become a responsible citizen of this illustrious nation. Participation in various cultural programmes of the college representing varied ethnic practices and events make them conscious about the concept of “Unity in Diversity” of the nation and inculcate the idea of mutual respect for cultures and society.

### **C. Physical development**

The institute promotes physical activities among the students to cultivate many important skills such as physical fitness, team spirit, confidence, decision making, mental strength, etc. of the students. Each year, the institute organizes annual sports events for the students of various sports. Besides, the NSS Unit 1 of the college organizes health camps where health practitioners provide free health checkups. Moreover, the college organizes Thalassemia screening camps for its students for guiding them towards a safe and secured life.

### **D. Emotional development**

Emotional health of the students is given apt attention at the institute. The mentor-mentee system is in place that ensures the students’ contact with faculty. During these meetings, students can discuss their academics as well as personal problems with the faculty. Appropriate counselling is provided by the mentor- faculty to the students. Besides, participation of the students in competitive inter college and intra college events like poster making, painting, oration and debate, singing, acting, recitation etc. provides opportunity for expression of their inner finer skills and emotions which are rewarded with prizes and certificates.

### **SPECIAL THRUST FOR INDIGENOUS COMMUNITY**

The college has resolved to provide priority to promote the Santali language and culture in its outlook whereby this downtrodden but culturally rich tribal community of India receives due recognition and opportunity in the arena of higher learning. In this context, the college has taken up a series of initiatives to promote Santali language and culture within the folds of its curricular and extracurricular activities:

#### **Special library collection**

? The college library has a collection of 764 number of books for the Santali students

? The college library has a special collection on the books and encyclopedia emphasizing the regional importance of the Santali language.

Socio-cultural promotion:

? Celebration of International Mother Language day (21st February) where the Santali language is specially revered as an aboriginal language

? Pandit Raghunath Murmu’s birthday (5th May) is celebrated with grace and respect to commemorate his remarkable contribution for the cause of Santali

? Santali language day (22nd December) is celebrated with vibrant cultural activities and ethnic rituals by the students of the Department of Santali

Establishment of MoU with schools and colleges

? The college has established memorandum of understanding with two schools of the locality to meet its urge to fulfil the social responsibility of motivating future generations to higher learning through mutual visits.

? Keeping in with the notion and vision of National Education Policy, 2020 (NEP, 2020) which emphasize on the five entities namely Access, Equity, Quality, Affordability and Accountability, the college has established MoUs with twenty-two colleges with scopes for faculty exchange, research cooperation, etc.

**Outcome:**

The obvious outcome of the holistic endeavour is observed from the good performance of the students in every frontier. The students are securing high grades in the University examinations, pursuing Master degree, cracking NET examinations, getting employment in Government jobs, generating scopes for self-employment and achieving ranks and prizes in inter-college oration, debate, poster making competitions, etc.

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

## 5. CONCLUSION

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### **Additional Information :**

Inspired by the success of the Popular Talk series host by the Institution since 2016, two edited books have been published by Government General Degree College, Keshiary entitled “*Of Perspectives: People, Society and State*” (ISBN: 978-93-94830-73-8) and “*Nature and Society in the Realm of Science*” (ISBN:978-93-94830-71-4) in 2023 by compiling the most appealing talks.

### **Concluding Remarks :**

Government General Degree College, Keshiary is in its budding stage and has completed only nine years of its existence. However, in this short span, the Institution has etched a mark of faith and hope among the local population by virtue of its good practices, holistic approach towards upliftment of the stakeholders, and through its numerous social outreach programmes. Although the progression of the Institution was temporarily jolted by the COVID-19 pandemic, the tireless endeavour of the administration through good governance and academicians through their academic guidance have created an ambience which is reflected in the success of its students in the University Examinations, in various intra-college competitions and also in the job sector. The research ambience of the Institution is gaining momentum and the Green Initiatives have delivered an eco-friendly sanctum where the teachers and students thrive with a motivation to do better. The college understands its weakness but is confident to utilize the opportunities as offered by the NEP, 2020 to turn the tide in its favour. The institute is confident that with the support of developmental resources from the competent authorities, it would improve and excel in its tryst to enrich the facilities to its stakeholders and establish the Institution as a superior citadel of higher learning in the rural frontiers of India.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :10</p> <p>Remark : As per clarification received from HEI, and courses in value added/add on program could be conducted by HEI only should be considered not Communicative English and Competitive Exams and Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted one only, thus DVV input is recommended.</p>																				
1.2.2	<p><b>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</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>104</td> <td>448</td> <td>0</td> <td>158</td> <td>16</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>64</td> <td>448</td> <td>0</td> <td>158</td> <td>16</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	104	448	0	158	16	2022-23	2021-22	2020-21	2019-20	2018-19	64	448	0	158	16
2022-23	2021-22	2020-21	2019-20	2018-19																	
104	448	0	158	16																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
64	448	0	158	16																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 327</p> <p>Answer after DVV Verification: 342</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
2.1.2	<p><b>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</b></p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106	150	96	134	87

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
159	150	96	134	87

**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
218	218	260	260	260

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
218	218	260	260	260

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	28	28

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

**3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on**

**Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and Clarification received from HEI, Only those activities considered which is related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship so based on that DVV input is recommended.

**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
6	12	4	4	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	1	0	3

Remark : As per clarification received from HEI, and as per SOP Publication in the current UGC CARE with ISSN will only be considered, thus DVV input is recommended.

**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
4	4	6	5	4

Answer After DVV Verification :

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

4	3	6	4	4
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Remark : As per clarification received from HEI, and multiple counting of same ISBN number for different/Same books and paper in same academic session should be counted as one, thus DVV input is recommended.

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
13	6	4	6	13

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :27

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
2.03976	2.49184	10.10733	12.15523	69.44087

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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0.63252	0.84185	10.10733	6.49262	54.70524
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
11.68367	13.30905	9.6704	11.14709	11.6055

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.61226	0.9912	0.36034	0.15411	0.9971

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
232	339	0	77	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
313	191	0	77	0

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

**1. Implementation of guidelines of statutory/regulatory bodies**



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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
10	18	8	10	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	20	9	14	9

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	94	85	85	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
115	146	134	131	88

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and excluding certificate which is outside the assessment period, thus DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	1	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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
5	3	2	6	5

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
8	11	7	10	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	7	9	8

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	6	5	6

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

**2.Extended Profile Deviations**

Extended Profile Deviations
No Deviations