



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GUSHKARA MAHAVIDYALAYA

**P.O. GUSHKARA, DIST. PURBA BARDHAMAN
713128**

www.gushkaramahavidyalaya.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gushkara Mahavidyalaya: Nurturing Excellence in Transformative Education

Located in Guskara Municipal Town, Purba Bardhaman district, West Bengal, Gushkara Mahavidyalaya stands as a beacon of transformative education, steeped in a rich history and unwavering dedication to intellectual and cultural enlightenment.

A Legacy of Generosity and Vision:

Established on August 9, 1965, under the patronage of the University of Burdwan and rooted in the generosity of Gushkara P. P. Institution, the college's foundation reflects a gift of legacy. It has evolved under the visionary leadership of Late Rakhahari Baksi, the Founder Principal.

Academic Diversity and Excellence:

The institution comprises three faculties – Arts, Science, and Commerce – led by a dedicated team of 78 Teaching Staff, including the Principal and full-time educators. With 26 Non-teaching Staff and 2 Librarians, Gushkara Mahavidyalaya exemplifies academic diversity and excellence.

Expansive Disciplines Beyond Conventional Education:

Gushkara Mahavidyalaya offers a diverse academic spectrum with nineteen teaching departments, including fifteen honours departments and two general departments. In addition to traditional courses, the college caters to varied academic interests by providing Post Graduation in Bengali and a Certificate Course in Yoga.

Commitment to Inclusivity and Student Development:

Proudly nurturing the intellectual potential of students, the college embraces 40% first-generation learners, predominantly from lower-economic spectrum families. Nearly 45% of the student body comprises females, reflecting a commitment to inclusivity.

Holistic Infrastructure for Student Growth:

The college's infrastructure is designed for holistic student development, featuring well-equipped classrooms, ICT-enabled spaces, cutting-edge laboratories, hostels for both genders, teachers' quarters, an auditorium, gymnasium, playgrounds, galleries, medicinal plant garden, and an aquaculture pond.

Knowledge Hub and Digital Access:

Gushkara Mahavidyalaya boasts a well-stocked library with over 37,000 books, equipped with the OPAC search feature. As a member of the NLIST e-Shodhsindhu project, the college provides online access to e-journals and e-books, ensuring a wealth of knowledge for students.

Academic Recognition and Financial Support:

Recognized by the UGC in 1968 under sections 2(f) and 12B of the UGC Act, the institution holds an 'A' grade accreditation from NAAC since 2016. Grants from the UGC under XII plans have been judiciously utilized, reinforcing the commitment to academic excellence.

Vision

The institution's vision encompasses the following goals:

- Transforming the youth, especially those from backward communities in the local region, through holistic education towards an enlightened egalitarian society.
- Imparting value-based education to develop moral values among students, fostering perseverance and earnestness for attaining true knowledge and success in life.
- Creating social and environmental awareness among students to produce intellectually stimulated, technologically trained, and empathetic citizens with a strong sense of responsibility.

Mission

The institution's mission is outlined as follows:

- Developing environmental awareness among students.
- Encouraging an understanding of society and fostering a commitment to contribute to it.
- Empowering girls from the region, especially those from backward communities.
- Facilitating the entry of first-generation learners into higher education.
- Developing intellect and technical skills among students.
- Enhancing physical skills and promoting health development among students and other stakeholders.
- Imparting life skills education to create an overall personality development among students.
- Identifying and enhancing the inherent potentials of students to meet challenges in their chosen fields.
- Creating a group of tech-savvy students.
- Providing quality education at an affordable cost, particularly to economically weaker sections of society.
- Facilitating socially backward communities in the region to access quality education.
- Reducing the social and cultural gap between privileged and underprivileged sections of society by offering good quality higher education at an affordable cost, especially to the underprivileged.

To align with the institution's vision and mission, various committees have been established. A brief overview of the Committee System clarifies how governance is decentralized, allowing members to participate actively. The Principal, Teachers' Council Secretary, and IQAC Coordinator serve as ex-officio members, overseeing the overall performance of the committees throughout the academic session. Regular meetings and annual reports ensure effective functioning, and Teachers' Council meetings are held at intervals to discuss and decide on important matters.

The committees can be broadly categorized as follows:

Academic Committees: Academic Affairs Committee, Routine Committee, Research Cell.

Students' Section & Support: Admission Committee (UG and PG), Anti-Ragging Cell, Grievance Redress Cell, Career Counselling Cell, Examination Cell (Internal and University), Feedback Committees - acting as the interface between students and the College administration.

Scholarships & Students Aid Funds: Ensuring students have access to all funds, grants, and scholarships provided by the College, state and central governments, and other private organizations.

Students' Activity Cell: Includes the Club of Ecology and Environment (CEE) working to showcase students' co-curricular and extra-curricular skills.

NCC and NSS: The College's active NCC and NSS Cells conduct regular programs, awareness camps, and visits to adopted villages to instill a sense of social responsibility among students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

This institute, situated in a district dominated by the indigenous community, is the sole educational establishment in the area. Catering to many first-generation learners, it provides a diverse range of academic options, including 15 Honours courses, 2 General courses, a PG program, and a certificate course.

A unique feature is the morning shift, allowing self-employed working students and those pursuing dual degrees to engage in a full-time regular UG program alongside their commitments. Additionally, the institute serves as a recognized study centre for "Netaji Subhas Open University," offering various degree programs based on student demand alongside regular courses.

With 78 teachers, several holding Ph.D. and M. Phil degrees, the faculty is committed to quality assurance through Annual self-appraisal (CAS) and evaluation by the IQAC and Principal via student feedback. The institute employs a robust continuous evaluation system, supplementing university stipulated examinations. The examination cell actively monitors activities, arranges extra classes for academically weaker students, and maintains extensive record-keeping.

Active NSS, NCC units, and a Career Counselling and Placement Cell contribute to students' holistic development. The college boasts substantial infrastructure, including departmental spaces, a seminar library, Wi-Fi connectivity, computer facilities, water purification systems, fire extinguishing systems, and solar panel system. There are separate toilets for male and female students and staff, digitalized library facilities, and ample provisions for Divya Gyan stakeholders.

The institution fosters a harmonious academic and administrative environment through coordinated efforts. Operational transparency is evident in administration and governance, reflected in up-to-date financial audits and RUSA Funding utilization. ISO certification for Environmental Management and Quality Management highlights institutional good practices.

Welfare schemes for teachers and students, such as the "Employees' Co-operative Society," health services, and Student Health Home facilities, are operative. The college stands out for its promotion of sports through an active Physical Education Department, providing local aspiring athletes access to college grounds for daily practice.

Furthermore, the institute embraces various best practices, including the introduction of aquaculture, sustainable timber use, library promotion for female students, and support to non-privileged individuals, demonstrating commitment to social and academic responsibilities.

Institutional Weakness

There is an extreme shortage of non-teaching staff, primarily due to complications in the general recruitment process at the government level. To address this shortfall, a significant investment from our own resources is necessary to engage casual workers on a day-to-day basis as needed. Unfortunately, this practice has a substantial impact on developmental activities due to a fund crisis.

Adequate and timely funding for both physical and academic infrastructure development is lacking from government agencies such as UGC, RUSA, and WBHED. This has hindered the institution's progress significantly.

There is a scarcity of classrooms, space, and sufficient ICT facilities, which is impeding the effective implementation of the National Education Policy (NEP).

ICT-enabled seminar/conference rooms are insufficient due to a lack of funds, hampering various activities and initiatives.

The absence of a state-of-the-art multi gym and a modern canteen may be considered weaknesses. However, the institution is currently providing these facilities using available resources, which could be optimized more effectively.

Being almost sixty years old, the institution boasts a large group of alumni, making it nearly impossible to hold regular meetings and formalize the organizational structure in a structured manner.

Despite plans for toilet facilities for differently-abled stakeholders and the construction of a ramp, along with sign-based markers for blind persons, financial constraints and technical challenges in civil engineering are hindering the entire initiative.

The mindset of students in this area regarding the use of modern technology needs modification. Affiliating agencies must incorporate cyber lessons into the main syllabus as much as possible to align with the evolving educational landscape.

Institutional Opportunity

Meaningful Memorandums of Understanding (MoUs) with institutes possessing surplus physical facilities could effectively address the space crunch and classroom shortage. While student and faculty exchanges are already in practice, the geographical distance remains a constraint.

Adopting digitalized, cloud-based, and organized record-keeping on a broader scale is a forward-looking and sustainable solution.

The incorporation and enhancement of modern teaching aids such as a "Language Lab" and "Smart

Classrooms" can attract a greater number of students to classrooms.

There is a potential to introduce non-conventional subjects at the undergraduate level, post-graduate programs in selected disciplines, and relevant vocational and add-on courses shortly.

Leveraging the institute's green campus, complete with a lush playground, and separate basketball and volleyball courts, an extension of the gallery could prove beneficial.

Upgrading the current practical canteen to a more improved and modernized facility with increased seating for students and staff would benefit all stakeholders.

Many alumni are well-established in their respective fields and could generously contribute in various forms to the overall development of the institution.

Encouraging faculty members to participate in Faculty Development Programs (FDPs) would enhance their skills to meet the challenges of future education.

Introducing new club concepts, such as a cine club and drama club, could inspire students to engage in participative learning experiences.

Institutional Challenge

There has been a noticeable decline in the number of students seeking admission to undergraduate programs, primarily due to similar programs being offered by several new institutions in the catchment area of our college. This is exacerbated by the deteriorating transportation network in the region.

The obligation to adhere to the specific framework of regulations and statutory provisions of the affiliating university, coupled with a lack of adequate operational autonomy, poses challenges.

The institution is entirely dependent on central agencies such as UGC and the state government for funding, with limited scope for implementing innovative ideas within the terms and conditions set by these funding agencies.

The campus faces almost no possibility for extension, surrounded as it is by residential occupancy. The age-old building restricts modification opportunities, and the escalating maintenance cost adds to the challenges.

Addressing the ever-increasing and diverse administrative needs, along with effectively disseminating holistic education, is a priority.

There is an extreme crisis of non-teaching staff, which is worsening day by day with the retirement of many veterans.

The institution is grappling with an ever-increasing resource crunch, coupled with limitations in resource generation from other sources. This is a matter of concern, and for sustainable development, there is a need to search for effective resource mobilization strategies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The last five years has seen an immense improvement in terms of development of mechanisms and techniques to the curricular aspects of the functioning of the College. Introduction of CBCS from the 2017-2018 session was a major fillip and required stimulation regarding this. The administration made the preparation and advertisement of the academic calendar before the start of a session a priority. Departmental discussions regarding the university syllabi, its distribution and preparation of lesson plans was already prevalent but became a *de riguer* norm. The Routine Sub-committee played its role to perfection in allotting classes to the various departments. All departments use departmental classrooms endowed with projectors for presentations in class. For the all-round development of the students a certificate course was introduced. The basic necessities of the students, be it water or sanitary facilities, were looked after by installation of purified water dispensers and such. The college canteen, gymnasium, play grounds etc. were also properly maintained so that the students could and desired to spend time outside their classes within the campus. The mentoring mechanism was implemented whereby each faculty member was allocated a number of students to look after them and to check their progress. Following the syllabi and focusing on the portions of it dealing with newer and interdisciplinary themes was seen as the prime objective of pedagogy. Learning is sought to be taken by taking the process outside the constraining walls of the lecture hall by organizing a myriad of projects, field trips, study tours etc., both mandatory and optional in nature. The esteemed administration moreover understands the need to get hold of the opinions of various stakeholders as without them the institution stops evolving and becomes moribund. Therefore, a working feedback and grievance redressal system has been instituted thus increasing the pace of improvement for the smooth delivery of the curricular aspects. The advances in the disciplinary fields as reflected in the CBCS syllabi was enhanced by the implementation of the NEP, a challenge, in 2023 which the College with its continuously evolving mechanisms is well-armed to face.

Teaching-learning and Evaluation

In our college, the process of admission of students in undergraduate and post-graduate courses follow a transparent and well-administrated mechanism, complying with the norms of State government/ The University of Burdwan. The students of Gushkara Mahavidyalaya come from different socio-economic, cultural and educational backgrounds. Since adjoining areas of the college are primarily rural, a high percentage of the students are first generation learners. After admission and in course of teaching, the students are assessed based on their class performance, performance in laboratory practical class (for Science students) and mid semester evaluations. The departments conduct regular class tests. Special remedial classes are arranged for the slow/weak learners. Study materials are also provided by the teachers. All students are allowed to borrow books from departmental seminar library. Faculties of Gushkara Mahavidyalaya use a variety of student-centred teaching strategies to impart the most recent information, knowledge and values that help to shape students' characters in the right direction. Students are also encouraged to participate in co-curricular activities like field studies and industrial visits. The college has very good infrastructure and updated ICT tools for effective teaching learning process. Each department of the college has one ICT enabled classroom, having laptop, LCD projector, screen and internet facility. The college has a separate smart classroom well equipped with ICT facilities. The college strictly follows the guidelines of the University regarding both internal and external examinations. At the end of each semester, the final examination is conducted by Burdwan University. Internal examination-related grievances, if any, are dealt with utmost care. The mode of internal assessment includes written class tests, assignments, seminars and viva-voce. As the answer scripts of the class tests are shown to

the students, they can understand their mistakes and rectify it. Most of the full-time sanctioned teaching posts have been filled up following the guidelines of UGC. Many of the teachers are highly qualified with Ph.D /MPhil degree.

Research, Innovations and Extension

Gushkara Mahavidyalaya has completed one minor research grant during 2022. We have published 64 research/review articles in different national and international reputed journals along with 43 book/ book chapters / conference papers during 2018-23.

Gushkara Mahavidyalaya has already established an “Aquaculture Research and Training Unit” under the Department of Zoology in 2022, for education, research as well as community training purposes with the help of our college wetland. A few departments in our college have IPR in their syllabus and curriculum to aware our students regularly about copy-writing, patents, trademarks (under IPR) during their classes, lectures, various project writing and other academic affairs related to IPR. An IPR Cell under the Research Development Cell (RDC) was already formed in 2022, in compliance with the guidelines for the establishment of a Research & Development Cell in Higher Education Institutions. Department of Zoology possesses an Animal House where *Drosophila* culture is carried out in winter sessions and would be transferred to the surrounding colleges and academic institutions for carrying out projects and practical for their students.

The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs such as National Service Scheme, Women's Empowerment Cell, Red Ribbon Club, Literacy Club, Road Safety Club, Unnat Bharat Abiyan, Swachh Bharath Abiyan, Fit India, Environment protection, Tree plantation, Personal health & hygiene, National integration & harmony, Book Distribution, Mask Distribution, Eradication of Superstation, Dengue Awareness, Child Labor Awareness, Child Marriage Awareness, Pre-Schooling Campaigning, Adult Education Campaigning, Life skills development etc. NSS/NCC volunteers work to ensure that everyone who is needy gets help to enhance their standard of living and lead a life of dignity.

Awards and Recognitions are the ways to celebrate attempt, endurance and success. Our faculties as well as students are engaged in a number of activities related to community outreach as well as services and received various awards since 2018-2023.

We have already signed 23 functional MoU for various collaboration activities since 2018-2023 for the holistic development of students, teachers as well as community.

Infrastructure and Learning Resources

The college has its own campus area of 33022.38 sq. m. which includes academic and administrative buildings, two hostels, staff quarters, sports complex, a Multi Gym, RB Mancha, college canteen, drosophila culture centre and a pond. The college runs with seventeen departments, PG in Bengali and certificate course in Yoga. Presently thirty operative classrooms and twelve classrooms are yet to start. Seventeen well equipped laboratories, fourteen ICT enabled classrooms; one Virtual classroom and one seminar hall are frequently used. Separate rooms are assigned for IQAC, NCC, NSS, NSOU and career counselling. CCTV cameras, adequate

drinking water, toilet facility and sanitary pad vending machine are available. College has solar photovoltaic panel of capacity about 300 units per month on an average. The institution organizes the Annual Sports Meet and different cultural programmes on special occasion. The college has collaborations in the form MoU with academic/ social/ cultural/ government and industrial organisations for specific purposes.

College Central Library has a rich collection of over 42,000 books including both the text and the reference books. The Koha LMS is used for the purpose of partially automated technical works of the library. The OPAC is used for retrieving the books. The initiative is being taken for implementing the Web OPAC. The Barcode technology is used for generating the accession numbers and the patron card numbers. Besides subscribing few printed journals, the college is a member of NLIST project, a college component of e-ShodhSindhu through which 6000 + e-journals and 1,99,500+ e-books and 6,00,000 e-books of NDL can be accessed. The library provides various services like circulation, OPAC, information display and notification services, overnight issue facility for Honours students, reference service with the help of reference tools, CAS and periodicals service.

The college regularly uses various IT resources for administrative and governance purposes. These include online processing of student tasks, creation of textual documents, use of software and internet for official activities, a well-equipped library with academic software, computers dedicated to student searches, subscribed e-resources, email and Google communication, a website with general information, internet facilities, antivirus software, campus-wide Wi-Fi, audio-visual lectures in virtual classrooms.

Student Support and Progression

The website and prospectus of Gushkara Mahavidyalaya provide valuable insights for stakeholders seeking information about this esteemed institution. Beyond its extensive academic offerings, the college prioritizes holistic student development through a robust range of welfare schemes. The central and state governments, as well as institution, provide scholarships to around 71% of the student body. These scholarships guarantee access to crucial academic resources such as books and tuition.

However, the college's commitment to students extends beyond financial support. A breadth of extracurricular activities, including sports, social service initiatives, and cultural events, promote physical fitness, community building, and teamwork. Seminars on soft skills, language, and communication prepare students for professional success. With a multi-gym, yoga, enhanced learning resources, and accomplished alumni for inspiration, the college nurtures overall well-being. Counseling services address academic and personal needs.

Upholding a zero-tolerance policy towards ragging, the college's Anti-Ragging Committee has ensured a safe, incident-free environment for five consecutive years. Annual alumni gatherings provide opportunities to reconnect and celebrate achievements. Impressive academic results (Passing rate of the last five A.Y. is 88% in B.A, 93% in B.Sc , 85% in B.Com) surpassing neighboring colleges and the University average, highlight an unwavering commitment to excellence. Though student elections have been closed for seven years, the Student Council remains integral through event organizing, voicing concerns, and presenting innovative ideas to administration. Their active engagement strengthens bonds within the college community.

Overall, through robust welfare schemes, holistic development opportunities, and an empowered Student Council, Gushkara Mahavidyalaya demonstrates a student-centric approach aimed at fostering well-rounded graduates prepared for future success.

Governance, Leadership and Management

The governance structure of Gushkara Mahavidyalaya is designed to align with its vision and mission through decentralized committees and active participation. These committees, overseen by the Principal, IQAC Coordinator, and Teachers' Council Secretary, ensure efficient functioning across various domains.

Academic Committees, including Academic Affairs, Routine, and Research, oversee academic activities. Students' Sections and Support Committees manage admissions, anti-ragging, grievances, career counseling, examinations, and feedback mechanisms, fostering student-administration interaction.

Scholarships and Students Aid Funds ensure students access financial assistance. The Students' Activity Cell, NCC, and NSS foster holistic development and social responsibility.

The institution, governed by the non-governmental Governing Body from its apex, adheres to policies set by the Higher Education Department and UGC. The Principal oversees administrative and academic affairs, implementing policies and decisions with the suggestion provided by the college IQAC.

Various committees like Service Book and Career Advancement implement government policies. Academic Committees monitor syllabus completion and curriculum implementation.

To ensure a conducive learning environment, committees address issues like anti-ragging, sexual harassment and grievances. Financial and Building Committees make critical decisions, while NCC, NSS, Sports, and Website Committees enhance extracurricular activities and communication.

The institution offers value-added courses and fosters collaborations through MOUs with other institutes and organizations. Teacher and non-teacher performance evaluations rely on student feedback and departmental assessments. Welfare measures include health benefits, professional development, and recreational facilities.

Financial audits ensure transparency and compliance with governmental regulations. The institution utilizes funds for academic and infrastructural needs, with internal and external audits conducted periodically.

Online admissions and ICT enhancements streamline processes, while AQAR submissions aid NAAC accreditation. Conferences, proposals for infrastructure development, audits, health camps, and aquaculture research highlight institutional initiatives. ISO certification underscores quality education delivery. Tree plantations, feedback analysis, and MOUs reflect a commitment to sustainability, community engagement, and stakeholder feedback integration.

Overall, Gushkara Mahavidyalaya's multifaceted approach to governance, resource management, and academic excellence exemplifies its dedication to holistic education and institutional growth.

Institutional Values and Best Practices

Gushkara Mahavidyalaya has been firmly committed to a set of ethical values and social responsibilities. Our

college promotes gender equity through Gender Audit, formation of relevant committees, awareness programmes and facilities (for women) installed in our campus. From 2018-19 to 2022-23 the percentage of female students has been greater than that of male students.

Environmental responsibility is the other area where our college has been proactive. Through utilization of solar energy and energy efficient equipments, water conservation in our water body and systematic management of various types of waste on the basis of a MoU with the Municipality, our college has created a clean and green campus. Environmental promotional activities are conducted within and beyond the campus by our NSS Units. To assess the environment friendly practices of the college, Green Audit has been completed.

Gushkara Mahavidyalaya has been proactive in sensitizing students to cultural diversities and social obligations. The college observes commemorative days and organizes events in which students irrespective of their gender, caste and religion, are encouraged to participate. Our students have received awards and recognitions at WB Youth Parliament Competition, National Integration Camps and State Level Integration Camps.

One of the best practices implemented by our college is the initiation of an Aquaculture Research & Training Unit that aims to facilitate research activities that can be helpful to our students and local community in their journey of entrepreneurship. Another best practice focuses on plantation and conservation of timber-yielding trees. Timber collected from timber-yielding trees is used to make furniture required for the college only after they are uprooted naturally. Besides, there are two additional best practices. To encourage girl students to utilize library resources, one girl student is selected every year as the best library user awardee. Moreover, our students organize donation programmes for the underprivileged sections of our society.

By making its playground available to members of the local community, our college has created a unique relationship with the community. This approach which is distinctive to our college has improved quality of life in the community with regard to issues like physical and mental health.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GUSHKARA MAHAVIDYALAYA
Address	P.O. Gushkara, Dist. Purba Bardhaman
City	GUSHKARA
State	West Bengal
Pin	713128
Website	www.gushkaramahavidyalaya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sudip Chatterjee	03452-255105	9474489962	-	guskaramahavidyalaya@gmail.com
IQAC / CIQA coordinator	Sabina Begum	03452-3452255105	8001755011	-	sabina@gushkaramahavidyalaya.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Burdwan	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-08-1968	View Document
12B of UGC	09-08-1968	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Recognized by RUSA
Date of recognition	24-08-2018

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. Gushkara, Dist. Purba Bardhaman	Semi-urban	8.16	70967

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co urse	Duration in Months	Entry Qualificatio n	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Hons. and General	36	Qualified in HS or equivalent	Bengali	556	480
UG	BA,English, Hons. and General	36	Qualified in HS or equivalent	English	150	59
UG	BA,History, Hons. and General	36	Qualified in HS or equivalent	English + Bengali	331	161
UG	BA,Geograph y,Hons. and General	36	Qualified in HS or equivalent	English + Bengali	84	44
UG	BA,Economics,Hons. and General	36	Qualified in HS or equivalent	English + Bengali	40	0
UG	BA,Philosop hy,Hons. and General	36	Qualified in HS or equivalent	English + Bengali	356	230
UG	BA,Political Science,Hons . and General	36	Qualified in HS or equivalent	English + Bengali	238	94
UG	BA,Physical Education,Ge neral	36	Qualified in HS or equivalent	English + Bengali	119	96
UG	BA,Sanskrit, Hons. and General	36	Qualified in HS or equivalent	Bengali,Sans krit	331	93
UG	BA,Music,G eneral	36	Qualified in HS or equivalent	Bengali	50	8
UG	BSc,Physics, Hons. and General	36	Qualified in HS or equivalent	English + Bengali	77	5
UG	BSc,Chemist ry,Hons. and	36	Qualified in HS or	English + Bengali	72	8

	General		equivalent			
UG	BSc,Mathematics,Hons. and General	36	Qualified in HS or equivalent	English + Bengali	80	6
UG	BSc,Botany, Hons. and General	36	Qualified in HS or equivalent	English + Bengali	69	6
UG	BSc,Zoology ,Hons. and General	36	Qualified in HS or equivalent	English + Bengali	69	20
UG	BSc,Nutrition,Hons.	36	Qualified in HS or equivalent	English + Bengali	25	5
UG	BCom,Accountancy,Hons. and General	36	Qualified in HS or equivalent	English + Bengali	281	11
PG	MA,Bengali, Post Graduate	24	Graduation	Bengali	30	24

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				13				65			
Recruited	1	0	0	1	4	9	0	13	35	29	0	64
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	23	3	0	26
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	9	0	9	8	0	30
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	6	11	0	17
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	567	0	0	0	567
	Female	759	0	0	0	759
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	18	0	0	0	18
	Others	0	0	0	0	0
Certificate / Awareness	Male	4	0	0	0	4
	Female	5	0	0	0	5
	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	158	161	151	160
	Female	190	244	227	226
	Others	0	0	0	0
ST	Male	29	51	45	39
	Female	43	78	44	39
	Others	0	0	0	0
OBC	Male	117	139	151	135
	Female	184	212	220	199
	Others	0	0	0	0
General	Male	269	351	272	254
	Female	360	486	352	365
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1350	1722	1462	1417

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Gushkara Mahavidyalaya, as affiliated to the University of Burdwan, follows the curricula of its parent University. The CBCS syllabi implemented by the latter have ample scope for academic flexibility with an interdisciplinary approach. It offers five types of courses (Core Courses, Discipline Specific Electives, Generic Electives, Skill Enhancement Courses, Ability Enhancement Compulsory Courses) at the UG level that ensure a balance between theoretical and vocational aspects of learning. Accordingly, Gushkara Mahavidyalaya offers seventeen UG programmes with different course combinations that enable students to select their options as per their choice and ability. The syllabus
---	---

of the PG program offered by the college, too, has scope for interdisciplinary. To add to this, our institution organizes various extension activities with the objective of sensitizing students to social issues, and participates in social outreach programmes to spread value education, through its NCC and NSS units. Projects in areas of community engagement and service aim towards the holistic development of students at both the UG and PG levels, and the CBCS curricula at these levels integrate cross cutting issues relevant to human values, professional ethics, gender, environment and sustainability. NEP system has been introduced in our State from 2023-24 Academic Year. In NEP curriculum also, a multidisciplinary education has been introduced which aims at developing critical thinking, versatility, adaptability, problem solving, flexibility, and analytical and communication skills among the students. At our college Environmental Studies is multidisciplinary because it comprises various branches of studies like chemistry, physics, medical science, life science, agriculture, geography, economics, public health and so on. It helps students to understand the power of new ideas, and helps to develop a pragmatic attitude. The opportunities of doing research are also enhanced and improved through this type of holistic and multidisciplinary approach.

2. Academic bank of credits (ABC):

The National Education Policy has launched the Academic Bank of Credits (ABC) to enhance a multidisciplinary, flexible approach to study. ABC is a virtual or digital storehouse that is a centralised repository housing the comprehensive credit records of individual statements as they progress through their educational journey. This cutting-edge system empowers students to access their accounts seamlessly and offers a plethora of choices when it comes to transitioning between different colleges or universities. The intention of this initiative is to upgrade qualification and improve gross enrolment ratio. Our institution, Gushkara Mahavidyalaya, wholeheartedly supports the Academic Bank of Credit System which is based on the "Distributive and Flexible Teaching Learning", and it has taken all the initiatives to introduce the system. While looking into the matter in details, the infrastructure to have a well-maintained credit system has already been present in the organization of Gushkara

	<p>Mahavidyalaya. Under the Choice Based Credit System (CBCS), the college encourages the teachers to design curricular and pedagogical approaches within the given framework to have a more multidisciplinary and holistic approach to academics. The initial textbook references, assignments and assessments are made in such a way that the students are encouraged to have a critical and analytical understanding of the subjects and can choose according to their orientations. To cut the dropout rates, remedial classes, etc., are conducted for the students who repeat their semester. This institution always encourages and helps in registration of the dropout and financially needy students to reappear for the examinations even after a break so that they can continue pursuing their degree. This institution has signed Memorandum of Understanding (MoU) with Netaji Subhash Open University where the faculties of the college act as academic counsellors, examiners and often take classes of the students who pursue distance learning while doing jobs. Hence, a base for ABC already exists for providing students a multiple entry-exit point in higher education to curtail the dropout rates and orient them to imbibe a multidisciplinary approach to study.</p>
3. Skill development:	<p>Gushkara Mahavidyalaya has undertaken some measures pertaining to skill development of the learners. Teaching is all about developing skills vis-à-vis communicating social and human values to the learners in various ways. Along with such student centric efforts outside the regular curriculum, a wholehearted endeavour is made within the framework of the syllabi to impart and inculcate value-based education among the students. While literature subjects like Bengali, English, Sanskrit, etc., are directly related to imparting teachings related to human values and human ethics; subjects in the social science group like Political Science, Philosophy, History, etc., are engaged in imparting teachings related to constitutional values, moral values, ethics, citizenship rights, tradition, etc. Subjects like Physics, Chemistry, Mathematics, etc., help to build up a skill of strong scientific acumen among the learners. All these student-centric efforts ultimately lead towards a holistic skill development, self-confidence, life skills, and academic success among the learners that pave the way for</p>

	<p>employability across all sectors in job markets anywhere in the world. Following NEP, our college intends to introduce some vocational courses, certificate courses, add-on programmes to keep pace with contemporary needs, because we believe that giving vocational education or training develops job oriented or industry-oriented skills that are directly related to economic development of the country. Students can prepare themselves to thrive in a competitive world where versatility and adaptability are highly prized.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Education, primarily in a multiethnic and multicultural nation like India, necessitates the adoption of well-designed curriculum that includes teaching-learning methods in Indian languages, culture, etc. It calls for appropriate measures to inspire a sense of national integration, and sensitivity to cultural and linguistic diversity is crucial in fostering such a notion. Gushkara Mahavidyalaya plays a pivotal role in this direction. It caters to the academic interests of a large body of students coming from diverse socio- ethnic and religious groups, and fosters an inclusive environment, thereby promoting a sense of harmony and fellow-feeling. Affiliated to the University of Burdwan, Gushkara Mahavidyalaya follows the curricula prepared by its parent university. The CBCS syllabi and NEP syllabi implemented by the latter have ample scope for an interdisciplinary approach to education as it offers a range of courses that ensure strategic integration of the Indian knowledge system. The CBCS curricula are aptly designated to inculcate human values and professional ethics among students. The syllabus of Sanskrit literature, Philosophy, for instance, advocate the fourfold doctrine of life- "Dharma, Artha, Kama and Moksha", in accordance with the Indian philosophical view, while the Indian Classical Literature portion of English Honours syllabus as text like the Mahabharatha, Abhijnanan Shakuntalam and Kadambari that deals with the concepts of "dharma" and the heroic, and proposes a multidisciplinary approach to education geared towards the holistic development of young learners. In the field of Indian languages, Gushkara Mahavidyalaya offers Undergraduate Honours and General degree programmes in Bengali, Sanskrit, and PG degree program in Bengali. The teachers mostly engaged in</p>

	<p>bilingual medium of instruction for the benefit of students who are not conversant in a particular language. The departments of the aforementioned languages use as their medium for instruction the respective languages, urge students to speak in the same, encourage them to indulge in creative writing, and take a combination course in languages other than their own. The college is proactive in sensitizing students to cultural, regional, linguistic, communal and socio-economic diversities through department specific courses which help students to understand and appreciate the socio-cultural and linguistic plurality of our nation. The students are encouraged to participate in various educational, extra-curricular and awareness programmes within and outside the campus as well as in study tours conducted by several departments, which facilitate their acquaintance with the rich variety of Indian population. These efforts enable students to choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths. All these initiatives taken by the college reflect our institutional preparedness for the integration of Indian knowledge system in the context of NEP, 2020.</p>
5. Focus on Outcome based education (OBE):	<p>Focus on Outcome based education (OBE): The National Education Policy aims to create an outcome-based education where the institutions are expected to design a curriculum based on innovation and skill-based learning. Keeping this in mind, Gushkara Mahavidyalaya, under the CBCS, already is following programmes of study which provide a pivotal platform in delivering deeper insight of the subjects and an interdisciplinary and holistic approach to study. The college, through regular assessments and feedbacks from the students, evaluates the progress of their knowledge, skills, research attitudes and conceptualization of the courses taught. The three-year degree courses of B.Sc., B.A. and B.Com. are structured in a fashion where the outcomes can be measured through knowledge building, comprehensive and analytical skills. The students are trained to acquire skills of synthesizing and evaluating the ideas and concepts which will offer an understanding of both normative and empirical virtues of the world. Therefore, the special lectures and seminars held by the three</p>

	<p>streams encourage the students of all disciplines to attend the talks so that they can have an all-inclusive multidisciplinary approach to study. Along with regular courses, the NSS and NCC units frequently conduct campaigns, field works, and awareness programmes for the betterment of the society. The different cultural programmes, study of indigenous languages, projects related to the environment, and educational tours, help the students to understand the importance of preservation of our natural and national resources. Finally, representation of students from different socio-economic cultural communities, and presence of multiple genders along with conduction of gender awareness programmes, and addressing physical and mental health issues by the college not only help in having a democratic campus with responsible citizens for the future, but also train the students to embrace an all-inclusive outcome-based educational system under NEP.</p>
6. Distance education/online education:	<p>Gushkara Mahavidyalaya, as a centre of learning in higher education, has catered to the educational needs of its students since its establishment, and to keep up the commitment of providing quality higher education in various periods. While face-to-face teaching learning process, often hailed as offline classes has proved to be the most effective medium of instruction, use of virtual mode has become very much instrumental and effective since the pandemic phase. Our college is also making significant contribution in the fields of distance education to a large number of left out and backward section of the society through its Netaji Subhas Open University (NSOU) Centre. Various subjects for UG (Bengali, English, History, Political Science, Sociology, Public Administration, Commerce, Economics, Education) and PG (Bengali, English, History, Political Science, Sociology, Public Administration, Commerce, Economics, Education, MSW, MLIS, BLIS) courses are offered and taught by qualified teachers. Our college provides platforms for online materials to the students. Our college library is partially automated. It has the facility of OPAC search and the initiative is being taken for implementation of Web OPAC. Our college is also a member of NLIST of e-Shodhsindhu project through which the e-journals and the e-books of NLIST can be accessed online.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has recently set up the Electoral Literacy Club (ELC) in collaboration with local Block Development Office.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college authority engaged the Co-ordinating faculty members. The participating students were also selected and engaged as volunteers, particularly from the NSS and NCC units of the institution. Presently three staff members are coordinating the ELC and at least twenty-four student members are volunteering student participants. The ELCs are NSS and NCC student volunteers and thus represent a large section of both Boys and Girls students.
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 students under the guidance of coordinating faculty members already participated in one sensitization workshop at the college campus in the light of forthcoming Assembly Elections 2024. During the workshop, they learned to encourage new voters from adjoining localities to cast their votes as a mandatory duty towards democracy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC volunteers will be used by the local "Block Development Office" in different awareness generation programs, particularly in rural areas surrounding the institution. It was further learned from local authorities that ELC members may also be utilized at DCRC for different activities during the time of Assembly Elections 2024.
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.	Through different sensitization programs, the ELC members will encourage new students above 18 years old to mandatorily participate for casting their votes.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3701	3897	3503	3596	3430
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 84

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	76	78	77	46

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
117.04	75.46	87.18	86.04	59.17

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Gushkara Mahavidyalaya, being affiliated to the University of Burdwan, follows the curriculum designed and developed by it, giving sufficient scope for academic flexibility with inter-disciplinary approach. It is to be noted that the University has taken serious initiatives to introduce, frame and implement the new curriculum as per CBCS system from the session 2017-2018. Workshops and seminars were organized to discuss the modalities regarding the effective implementation of the curriculum. Teachers from our college participated in these workshops and shared their suggestions. For improvement of teaching skills, the teachers regularly participate in UGC academic programmes like Orientation Programmes and Refreshers Courses, winter and summer schools, and present papers in various institutions. Following the university guidelines, the IQAC constitutes an Academic Sub-Committee which formulates an academic plan of the semester prescribed by the university. The routine committee of the college designs a central routine considering the number of working days and the availability of classrooms. Following it each department of the college prepares their departmental routine and regularly organizes departmental meetings to divide the syllabi into several units/modules and distributes them on the basis of faculty specialization. In the class routine, theoretical, tutorial and practical classes are properly organized in order to give students enough scope for creative thinking and profitable learning. Interdisciplinarity is given premium whereby faculty members from one department take classes for other departments in specialized topics. For effective implementation of the syllabi, departments of the college employ innovative exercises like group discussion, role play, field trips, etc. The college adopts various steps for bridging the knowledge gap of the enrolled weaker students to enable them to cope with the programme of their choices as well as promote, reward and facilitate advanced learners. This includes scholarship, mentorship, tutorial and remedial classes. The internal assessment which consists of internal tests, presentations, projects, viva-voce, and assignments is conducted as per the curriculum provided by the University. The departments review the performance of the students and ensure completion of syllabi. For better implementation of the curriculum, the college provides facilities like ICT tools, equipped laboratories, reference books, audio-visual hall, projector equipped class room, multi gym, and Wi-Fi zone etc. Counseling programmes are organized for making the students aware of various options related to career opportunities and future prospects. To boost physical fitness and mental health of the students, the college offers Diploma Certificate course on Yoga. The college maintains a Mentoring Mechanism which enables students of all the semesters to provide feedback on different criteria at the end of each session which is then analyzed and actions are taken for further development. Interactive sessions with the guardians of the students are organized for motivating the students towards actively participating in the academic activities of the college. Further, by offering the additional facilities like purified water, play grounds, beautiful and green landscape, gymnasium hall, and hostel, the college maintains a healthy and friendly environment for the students to learn, read and enquire about information and desire for knowledge.

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

1.2 Academic Flexibility

1.2.1

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

Response: 01

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 0.29

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
9	16	0	14	13

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:

An affiliated college it follows the syllabi designed by the University of Burdwan *in toto*. The introduction of CBCS in the 2017-18 session, re-designed the syllabi for all the courses with emphases on issues of importance in the contemporary world. The language courses, except for the technical topics, viz. rhetoric, prosody etc., include gender analysis as part and parcel of their understanding of the subject as any journey through the literary landscape asks the traveller to be cognizant of the different ways in which the different genders view their existence and how they navigate it. Environment forms an important part of comprehension of the process of creativity. As tabula rasa it spurs the creative process while at the same time playing an active role. For the social science subjects, especially Economics, Geography and History, gender and environment are at the core of the subject's appreciation. The syllabi has both of the topics as essential categories of analysis. Political Science in its syllabi also has portions which deal with the emerging issues relevant to both gender and environment especially in a world where which is marred universally by the inequities in one and depredations in the other. Both the languages and social sciences courses are replete with sections of the syllabi which focus on human values and its proactive role in the development of civilization. Music, by being a creative enterprise indulges in students in a realm where human values and emotions are at the foremost. All the language and social courses, especially Philosophy, focuses the core of its academic endeavour on the matter of human values, and its changing nature as it evolves.

In a market-driven globalized world the need for knowledge about the environment has made the essentiality of sustainability normative, as is reflected in the syllabi for the bio-sciences. The life sciences courses with their topics on life and ecology provide the students with knowledge essential for fathoming the complexities of environment and the need for sustainable development. Subjects such as Chemistry and Physics allude to environment and human values as they provide their students with the knowledge regarding the core principles of our natural existence. Both these subjects and Mathematics by their syllabi encourage students to think logically and in an abstract manner, both features of our humanity and base for what makes us human. Accountancy, Nutrition and Physical Education are subjects which involve direct professional training through their respective syllabi thus inculcating the principles of

professional ethics amongst its students.

There is also an attempt by the various academic departments to get faculty members from other departments to take classes whereby new inputs which break the disciplinary barriers are also delivered to the students. Moreover, the curriculum includes Environmental Studies for all students with its focus on environment and sustainability. Additionally, the college from the 2021-2022 session has attempted to implement the mentor-mentee scheme to give them a better understanding of the principles espoused by the syllabi.

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

1.3.2

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

Response: 41.23

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

Response: 1526

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 50.24

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
1350	1722	1462	1417	1469

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2958	2865	2865	3040	3040

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: 60.06

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
712	864	812	756	790

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
1323	1278	1280	1345	1324

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 49.35

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:

Gushkara Mahavidyalaya's faculties employ a diverse range of student-centered teaching strategies to effectively convey the latest information, knowledge, and values, shaping students' characters positively. In every department, advanced teaching techniques are utilized to nurture creativity and problem-solving skills among students.

Experiential learning is a key focus, allowing students to acquire skills through independent work. The faculty actively organizes various learning experiences, such as fieldwork, study visits, model building, workshops, student exhibitions, and laboratory activities. Moreover, departments host events like student seminars, exhibits, debates, mind games, role plays, group discussions, and exhibitions, enabling students to actively engage and enhance their knowledge and abilities.

Project works, tailored to address subject-related issues, are assigned to students, fostering a problem-solving mindset. Subject teachers conduct quizzes to further develop students' critical thinking skills. The college boasts excellent infrastructure and updated ICT tools, providing an effective teaching-learning environment. Each department features an ICT-enabled classroom with a laptop, LCD projector, screen, and internet facilities. Additionally, a dedicated smart classroom equipped with modern ICT facilities is available.

The Seminar Hall, utilized for talks and lectures, is fully equipped with LCD projectors, screens, internet connection, microphones, and speakers. Many teachers employ PowerPoint presentations to enhance understanding. During the pandemic, teachers seamlessly transitioned to online lectures via platforms such as Google Classroom, Google Meet, Zoom, Skype, and others, ensuring students' familiarity with virtual learning. To make learning more engaging, teachers share YouTube video lectures, and students are encouraged to give seminars using PowerPoint presentations.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 92.39

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
81	81	82	82	55

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

2.4.2

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

Response: 71.31

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
55	54	55	53	34

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college strictly adheres to the guidelines set by the affiliating University, Burdwan University, for both internal and external examinations. At the conclusion of each semester, the final examination is administered by Burdwan University. In both the CBCS and NEP education systems, significant emphasis is placed on internal assessment to evaluate students' academic performance throughout the session, ultimately enhancing the overall quality of education.

For every course paper carrying 6 credits, 15 marks are allocated for internal assessment. Student performance is continuously assessed each semester through various means, including class tests, home assignments, seminar presentations, and viva voce. The University-prescribed norms are strictly followed. The college boasts an Examination Coordination Cell, responsible for organizing internal assessments for all semesters. Marks are also assigned for regular student attendance, and the evaluated answer scripts are shared with students to identify mistakes and receive guidance on rectification.

Students are encouraged to discuss their doubts with relevant teachers, and returned home assignments contribute to the feedback loop. Two internal assessments per course are conducted each semester, and the schedule, duration, question pattern, and syllabus are communicated to students beforehand. Detailed schedules for internal examinations are uploaded on the college website 7-10 days before the examinations, and the evaluation process is completed within 10 days.

The internal assessment concludes before the final examination's form fill-up date, with marks uploaded to the college portal by the Marks Capturing Cell. Absentee students due to medical or valid reasons are accommodated with a separate examination date upon proper application submission.

Regular parent-teacher meetings keep parents informed about their wards' academic performance, with feedback from parents on academic matters actively sought. Any grievances related to internal examinations are handled with utmost care by the Grievance Redressal Cell, which accepts grievances through a designated box and online submissions since the onset of the pandemic. Notably, no major grievances regarding internal assessment have been received from students in the last five years.

Regarding final semester examination results, students dissatisfied with their obtained grade points can apply for a post-publication review of their answer scripts. The application process involves submitting forms to the college, which then forwards them to the Review Section of the Department of Controller of Examinations, Burdwan University.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Gushkara Mahavidyalaya adheres to the curriculum outlined by Burdwan University, offering seventeen undergraduate programs and one postgraduate program. The Program Outcome (PO) and Course Outcome (CO) for all courses are formulated by the respective faculty members and are available on the college website. Copies of PO-CO are also accessible in the departments and the college library.

At the commencement of each academic session, the Principal addresses newly admitted students, elucidating the program outcomes of Arts, Science, and Commerce streams. Before the start of the session, teachers finalize syllabus distribution and lesson plans in each department, outlining detailed course outcomes for all courses. In initial classes for new students, teachers elucidate the course structure and outcomes, providing a comprehensive understanding. Course designs prioritize facilitating students in acquiring fundamental concepts and skills related to the subject.

Our college employs several strategies to attain the desired learning outcomes:

- Students are encouraged to actively engage in classes, asking questions to enhance their understanding of the subject. Participation in group discussions and seminars fosters critical thinking capabilities.
- Language courses contribute to improving communication skills, enabling students to express their thoughts effectively.
- Involvement in cultural programs, annual sports, and various extension activities cultivates independence and group collaboration among students.
- Guidance is provided for students to act as responsible citizens, encouraging their participation in civic life through volunteering.
- Participation in environment awareness programs and the construction of projects on various environmental and sustainable development issues contribute to holistic learning.
- Field studies in many courses enhance students' experimental and analytical abilities.
- The Career Counselling cell organizes seminars and workshops focusing on personality development and job opportunities for students.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The determination of program outcomes (PO) and course outcomes (CO) is influenced by various factors:

- The achievement of CO and PO is gauged through the final university examination results or the grade points obtained by students. These results are documented in the departments and deliberated upon during the Academic Sub Committee meetings. Notably, the pass percentage for our college students has consistently exceeded 80% over the past five years.
- Student performance in Internal Assessment across all semesters is meticulously recorded, taking into account attendance. Besides Internal Assessment, the college conducts continuous internal evaluation through class tests, discussions, home assignments, providing students with opportunities for ongoing improvement. A comprehensive study of student performance in Internal Assessment indicates an average score of around 70%.
- Practical examinations and viva-voce in science subjects serve as effective means to evaluate learning outcomes.
- Annual collection and analysis of feedback reports from students regarding learning outcomes by the IQAC contribute to the estimation of CO & PO.
- Departments create CO PO mapping matrices, providing insight into the level of Program Outcome attainment.
- The recording of students' progression to higher studies is maintained by all departments. A significant number of our college graduates pursue Master's degrees (MA/MSc./ M.Com/MCA, etc.), with many qualifying for prestigious examinations like NET, GATE, and others after completing postgraduate programs. Some postgraduate students from our college proceed to join universities and institutes for Ph.D. programs.
- The placement records of students post-graduation, kept within the departments, also reflect the level of attainment of PO and CO.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response: 85****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
938	939	827	451	318

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
951	947	890	645	653

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response: 3.5**

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Gushkara Mahavidyalaya established an "Aquaculture Research and Training Unit" within the Department of Zoology in 2022, dedicated to education, research, and community training, utilizing the college wetland. The wetland is divided into three parts by natural walls: 1) Pond wetland for Aquaculture, 2) Bog wetland for Larvicidal fish culture, and 3) Marsh wetland for Phytoremediation and Habitat conservation, aligning with the goal of sustainable development. Larvicidal fishes such as Molly (Poecilia sphenops, Poecilia latipinna), Guppy (Poecilia reticulata), Zebrafish (Danio rerio) are cultured in the Bog wetland, contributing to the prevention of mosquito-borne diseases, including Dengue, within the college campus and local communities.

Several departments at our college incorporate Intellectual Property Rights (IPR) into their syllabus and curriculum. For instance, the Department of Botany includes IPR as a course in SEC 1 (Skill Enhancement Course 1) in the 3rd Semester Honours syllabus. Additionally, faculty members from

various departments regularly inform students about copyrighting, patents, and trademarks (under IPR) during classes, lectures, project writing, and other academic affairs related to IPR.

In 2022, an IPR Cell was established under the Research Development Cell (RDC) in compliance with guidelines for creating a Research & Development Cell in Higher Education Institutions. The IPR Cell, comprising three members, a Director (RDC), and a Chairman (RAC), follows the guidelines of the Higher Education Department and The University of Burdwan, playing a pivotal role in fostering a research culture and ecosystem within the institution.

The Department of Zoology operates an Animal House where Drosophila culture is conducted during winter sessions. Drosophila sp requires a temperature of $23^{\circ}\text{C} \pm 2^{\circ}\text{C}$ for laboratory culture in the BOD chamber. To overcome the high cost of indigenous and foreign-branded BOD chambers, Zoology faculty introduced a low-priced Clay Pot Drosophila culture technique, costing less than 5000/- rupees. This cost-effective culture technology will be shared with neighboring colleges and academic institutions for their projects and practicals.

Pisciculture in the pond wetland employs the latest scientific technologies, implementing a natural food and low-priced self-made feed system in semi-intensive polyculture. The Department of Zoology initially designed the pisciculture protocol, with ongoing scientific advice and expertise provided by the Research & Development Cell since 2022. These specialized technologies and knowledge systems have been extended to students and local fish farmers under the guidance of our scientifically trained faculty members.

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

3.2.2

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

Response: 6

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
2	1	2	1	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.68

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
7	13	17	8	12

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

3.3.2

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

Response: 0.37

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	12	4	4

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

3.4 Extension Activities**3.4.1**

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

Response:

The college actively organizes a variety of extension activities aimed at fostering a strong connection between the institution and the local community to sensitize students towards community needs. The active participation of our students in social service activities contributes to their overall development. The overarching goal of Extension Activities is to empower our student volunteers, fostering social responsibility, experiential learning, and leadership qualities – crucial attributes for professional success. A service-oriented attitude is deemed essential for flourishing in any profession.

Our extension activities encompass various dimensions, including the National Service Scheme, Women's Empowerment Cell, Red Ribbon Club, Electoral Literacy Club, Road Safety Club, Unnat Bharat Abiyan, Swachh Bharath Abiyan, and more. These activities play a pivotal role in balancing the professional and life skill development of our general graduates. Students actively engage in fieldwork in adopted villages, gaining firsthand knowledge of the real conditions faced by villagers.

Key activities and thrust areas include Fit India, environmental protection, tree plantation, personal health and hygiene, national integration and harmony, book distribution, mask distribution, eradication of superstition, dengue awareness programs, child labor awareness programs, child marriage awareness programs, pre-schooling campaigns, adult education campaigns, and life skills development.

Significant social activities conducted for the benefit of nearby communities encompass voter awareness programs, Clean India initiatives, dengue awareness, women empowerment, road safety programs, awareness on social media, celebrations of important days, constitution of India awareness, green and clean environment initiatives, and more.

The institute follows a structured mechanism for students' involvement in various social activities, promoting citizenship roles, leadership qualities, and social consciousness. Additionally, the institution organizes sports, cultural events, technical and non-technical events to ensure holistic student development. The following analysis highlights the impact of extension activities in sensitizing students to social issues and contributing to their overall development. The program aims to instill social welfare values in students and encourage them to provide unbiased service to society. NSS/NCC volunteers actively work towards ensuring that those in need receive assistance to enhance their standard of living and lead lives of dignity.

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

3.4.2

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

Response:

Awards and recognitions serve as a means to celebrate effort, perseverance, and success. Despite the significant amount of work and selfless efforts undertaken by teachers without any expectation of accolades, finding ultimate reward in self-satisfaction and inner happiness, the persistent and diligent efforts of our hardworking faculty members occasionally receive recognition from prestigious government and non-government bodies. Both our faculty and students actively participate in numerous community outreach and service activities, earning various awards at national and international levels from government and non-government entities.

Our teachers collaborate with government and non-government bodies to integrate curriculum-based community engagement with teaching, learning, and research activities. This creates extended learning opportunities for students, allowing them to understand the problems of others, provide actual help, and learn from these experiences. Over the last five years (2018-2023), we have received several awards. In the year 2018-2019, Moneswar Sarkar, Assistant Professor in the Department of Economics, participated in a 7-day NSS Training Program conducted by the NSS Empaneled Training Institute, Ramkrishna Mission Ashrama, Narendrapur, Kolkata, in collaboration with the Department of Youth Affairs, Government of India. In 2019-20 Partha Sarathi Ghosh, Non Teaching Staff nominated as the Best Booth Level Officer by District Election Officer, Purba Bardhaman District, West Bengal.

In 2019-2020, our NSS volunteers participated in the District Level Youth Parliament Competition

organized by Memari College in collaboration with the Government of West Bengal. Moving to 2021-2022, our volunteer Rajkumar Mondal participated in the 17th WB Junior Boy's State Handball Championship-2022 organized by North 24 Parganas District Handball Association in collaboration with Rajarhat Handball Association under the Aegis of West Bengal State Handball Association. In the subsequent year, 2022-2023, our NSS volunteers participated in the District Level Youth Parliament Competition organized by Vivekananda Mahavidyalaya, Purba Bardhaman, in collaboration with the Government of West Bengal.

Further in 2022-2023, Sneha Thakur participated in the National Integration Camp at the University of Burdwan (18.2.2023-24.2.2023), and Sayatani Banerjee also took part in the State Level National Integration Camp held on 19th & 20th May, 2023, at State University, Barasat, in collaboration with the Higher Education Department of the Government of West Bengal.

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

3.4.3

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

Response: 77

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
27	19	4	12	15

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

3.5 Collaboration

3.5.1

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Gushkara Mahavidyalaya boasts excellent physical and academic infrastructure, coupled with a hazard-free and eco-friendly green environment, making it a distinctive institution. The college consistently updates its academic facilities in accordance with the curriculum prescribed by the affiliating university, addressing the evolving needs of both students and teachers.

The campus spans an area of 33,022.38 sq. m (8.16 acres), encompassing academic and administrative buildings, two hostels (one for boys and one for girls), staff quarters, a sports complex, a Multi Gym, Rakhahari Bakshi Mancha, a drosophila culture centre, and a pond. Operating with a Day section and Morning shift as an extended Day section, the college houses a total of 17 departments, offering a range of courses, including PG in Bengali and a certificate course in Yoga. Many departments maintain their own libraries, in addition to the central college library.

Currently, the college has 30 operational classrooms, with 12 additional classrooms in the new academic building funded by RUSA yet to be utilized. All classrooms are well-equipped with proper lighting, fans, green/white boards, benches, and ventilation. Additionally, there are 16 ICT-enabled classrooms, a Virtual classroom, and a seminar hall used for academic purposes. Teachers also utilize four movable LCD/LED projectors for regular classroom sessions.

The institution features common spaces such as a staffroom, common rooms for boys and girls, and a students' union room. A conference room, soon to be completed, will serve for academic and administrative conferences. Dedicated rooms are assigned for IQAC, NCC, NSS, NSOU, and career counseling. Wi-Fi is available for teachers, staff, and students, while filtered drinking water is accessible in each block. The premises are monitored by 25 CCTV cameras strategically placed for continuous surveillance.

Separate toilet facilities are provided for boys and girls, along with amenities for male and female staff in each block. A sanitary pad vending machine is available in the girls' common room. The college canteen caters to the needs of students and staff, and there is ample parking for bicycles and two-wheeler. The college generates about 300 units of solar energy per month, contributing to the power supply grid. Furthermore, the college features 17 well-equipped laboratories for various disciplines.

The college's own playground accommodates various sports, including football, basketball, volleyball,

badminton, handball, kabaddi, kho kho, and a jumping pit. An Annual Sports Meet is successfully organized each year. Cultural programs, initiated by students, commemorate special occasions such as Freshers' Welcome ceremony, Independence Day, Republic Day, Netaji's Birthday, Teachers' Day, Bhasha divas, Rabindra Jayanti, and Saraswati Puja. The students also arrange cultural competitions, with prizes awarded during the Annual Social. Additionally, the college has established collaborations through MoUs with academic, social, cultural, government, and industrial organizations for specific purposes.

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

4.1.2

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

Response: 19.07

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
21.78	15.48	25.41	8.676	9.67

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is situated in a three-storeyed building with a total area of 45,000 sq. ft. On the first floor, Librarians' desks, stack areas for all subjects (excluding Economics and Commerce), the Reference Collection (dictionaries, encyclopedias, etc.), staff area, information display unit, Koha server, and information retrieval terminals are housed. The second floor features a spacious, well-ventilated, and well-lit reading hall with a seating capacity for thirty-six. Additionally, four toilets and a water purifier are provided. Economics, Commerce, RUSA Collection, Special Collection, and Periodicals Collection stack areas are also on the second floor. CCTV surveillance is available with three cameras on the first floor and one in the reading hall on the second floor.

The library boasts a rich collection of over 42,000 books, including both text and reference books, all cataloged in the Koha Library Management Software (LMS) database. The open-source Koha software has been upgraded to version 21.05 from its previous version of 15.11. The Cataloguing Module of Koha is utilized for data entry in the universally accepted MARC format using AACR II Cataloguing Code and the Dewey Decimal Classification Code. While the Circulation Module is partially used for automated circulation for employees and Post Graduate students, there are plans to extend it to Undergraduate students. Patron Categories and Patron lists are created using the Koha-Patron Format, and reports are generated with various parameters.

Both students and faculty can retrieve required books by searching the Online Public Access Catalogue (OPAC) of Koha, with plans to implement WebOPAC. Barcode Technology is employed for generating accession numbers for books and card numbers for patrons.

The library subscribes to various journals, magazines, and newspapers, being a member of the NLIST project, a college component of e-ShodhSindhu. This affiliation grants access to 6000+ e-journals, 1,99,500+ e-books, and 6,00,000 e-books from the National Digital Library (NDL).

Library services include Circulation, OPAC, Information display and notification, Overnight issue facility for Honours students, Reference service, Current Awareness Service (CAS) on employment opportunities, Periodicals service (printed + e-journals), Photocopying, Internet browsing, and Reading room services.

Embracing the concept of a 'Green Library,' traditional card catalogs have been replaced by the OPAC service. An additional green measure includes the initiative to introduce potted plants inside the library to reduce pollution caused by dust accumulation.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college consistently employs various IT resources for administrative and governance purposes, regularly updating them. These resources include:

- Online processing of all student-related tasks, encompassing registration, admission, scholarship management, creation of computerized identity cards, completion of exam forms, generation of mark sheets and admit cards, and submission of marks on the university web portal.
- Execution of all official tasks, such as creating textual documents like letters, notices, and account statements, as well as other official activities, utilizing the internet and software.
- The central library of the college is equipped with KOHA software for academic purposes.
- Four computers in the Central Library are designated for student use, specifically for searching the Online Public Access Catalogue (OPAC).
- The college library subscribes to E-resources, including NList and other e-journals.
- Communication with the university and government is facilitated through email-based and Google Platform channels.
- An online library catalog is accessible to both teachers and students.
- The college library provides a computerized lending service.
- The college's website serves as a platform for disseminating general information about the institution, including notifications, events, details about admissions and exams, information about the NAAC, department and faculty profiles, infrastructure, and support services.
- Internet facilities are available for both teachers and students.
- All academic departments and the college office are equipped with antivirus software for security purposes.
- The entire campus is enveloped by Wi-Fi routers.
- Audio-visual presentations of lectures are conducted in the Virtual Classroom.
- Periodically, the college upgrades its IT infrastructure. In 2017, the college transitioned to conducting official work online. Over the past five years, there has been a substantial increase in the number of desktop and laptop computers. With this growth, additional network centers have been established.
- Currently, 69 computers are utilized in various areas, including academic departments, computer labs, the central library, the morning office, and the college office. Modern audio-visual systems,

facilitated by fixed LED projectors in every academic departmental classroom, enhance the learning environment.

- Grievance redressal and online feedback mechanisms are also implemented by the college.

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

4.3.2

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

Response: 119.39

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

Response: 31

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 13.26

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
15.00	5.66	9.10	17.7	8.86

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.18

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
3386	1967	1896	2823	2831

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: A. All of the above

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

5.1.3

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

Response: 5.12

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
219	230	0	237	243

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 14.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	126	115	84	69

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
938	939	827	451	318

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

5.2.2

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

Response: 1.79

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
15	11	4	10	13

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

5.3 Student Participation and Activities

5.3.1

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

Response: 22

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
5	4	2	6	5

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

5.3.2

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

Response: 15.8

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
23	21	5	16	14

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Purbita Alumni Association plays a pivotal role in nurturing a strong connection between the college and its former students. Through regular meetings and events, the association provides a platform for alumni to reconnect with each other and with their alma mater. This sense of camaraderie and nostalgia becomes particularly evident during the annual cultural program, where alumni from different batches come together to celebrate their shared experiences and achievements.

The leadership of Sri Kushal Mukherjee and Dr. Mrinal Kanti Chattopadhyay has been crucial in the growth and success of the alumni association. Serving as the Alumni President, Dr. Mrinal Kanti Chattopadhyay utilizes his experience and expertise as the Principal of Kandra Radhakanta Kundu Mahavidyalaya, to guide the association towards its goals. Sri Kushal Mukherjee, the chairman of Gushkara Municipality, as the Alumni Secretary, ensures smooth communication and coordination between the association and the college administration.

The college website's dedicated window for alumni registration has streamlined the process for former students to become members of the association. This online platform allows alumni to provide their contact information, share current professional details, and express their willingness to contribute to the college's development. The registration process not only helps maintain an updated database of alumni but also serves as a means to reach out to them for various initiatives and events.

The college's commitment to fostering a strong relationship with its alumni is demonstrated by the utilization of its physical facilities for the annual meeting and other events. By providing a venue for these gatherings, the college acknowledges the importance of alumni involvement in the institution's growth and development. This gesture also reflects the college's recognition of the valuable contributions that alumni can make towards enhancing the college's reputation and academic excellence.

The alumni association's decision to register under the Society Registration Act underscores their commitment to operating in a transparent and legally recognized manner. This resolution ensures that the association adheres to existing regulations and can avail the benefits and privileges associated with being a registered organization. Opening a separate bank account after completing the registration process will further enhance the association's financial management and enable alumni members to contribute towards the college's development in an organized and systematic manner.

The association's focus on organizing distinct events highlights their dedication to creating memorable

experiences for both alumni and current students. By constantly innovating and introducing new elements to their events, the association aims to keep alumni engaged and interested in participating. This approach not only adds value to the alumni experience but also helps in attracting more alumni to join the association and contribute towards its objectives.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution's vision encompasses the following goals:

- Transforming the youth, especially those from backward communities in the local region, through holistic education towards an enlightened egalitarian society.
- Imparting value-based education to develop moral values among students, fostering perseverance and earnestness for attaining true knowledge and success in life.
- Creating social and environmental awareness among students to produce intellectually stimulated, technologically trained, and empathetic citizens with a strong sense of responsibility.

The institution's mission is outlined as follows:

- Developing environmental awareness among students.
- Encouraging an understanding of society and fostering a commitment to contribute to it.
- Empowering girls from the region, especially those from backward communities.
- Facilitating the entry of first-generation learners into higher education.
- Developing intellect and technical skills among students.
- Enhancing physical skills and promoting health development among students and other stakeholders.
- Imparting life skills education to create an overall personality development among students.
- Identifying and enhancing the inherent potentials of students to meet challenges in their chosen fields.
- Creating a group of tech-savvy students.
- Providing quality education at an affordable cost, particularly to economically weaker sections of society.
- Facilitating socially backward communities in the region to access quality education.
- Reducing the social and cultural gap between privileged and underprivileged sections of society by offering good quality higher education at an affordable cost, especially to the underprivileged.

To align with the institution's vision and mission, various committees have been established. A brief overview of the Committee System clarifies how governance is decentralized, allowing members to participate actively. The Principal, Teachers' Council Secretary, and IQAC Coordinator serve as ex-officio members, overseeing the overall performance of the committees throughout the academic session. Regular meetings and annual reports ensure effective functioning, and Teachers' Council meetings are held at intervals to discuss and decide on important matters.

The committees can be broadly categorized as follows:

Academic Committees: Academic Affairs Committee, Routine Committee, Research Cell.

Students' Section & Support: Admission Committee (UG and PG), Anti-Ragging Cell, Grievance Redress Cell, Career Counselling Cell, Examination Cell (Internal and University), Feedback Committees - acting as the interface between students and the College administration.

Scholarships & Students Aid Funds: Ensuring students have access to all funds, grants, and scholarships provided by the College, state and central governments, and other private organizations.

Students' Activity Cell: Includes the Club of Ecology and Environment (CEE) working to showcase students' co-curricular and extra-curricular skills.

NCC and NSS: The College's active NCC and NSS Cells conduct regular programs, awareness camps, and visits to adopted villages to instill a sense of social responsibility among students.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Gushkara Mahavidyalaya, a non-government and non-sponsored college, is governed by the Governing Body positioned at the top of its organizational structure. This body plays a pivotal role in supporting development through planning, extension, performance review, and policy-making. The composition of the Governing Body, appointments, and service rules are all formulated by the Higher Education Department of the Government of West Bengal and the UGC. The institution strives to adhere to and implement the policies, plans, strategies, and guidelines issued by the Government of West Bengal periodically.

The Principal serves as an ex-officio member of the Governing Body and is the head of the institution,

responsible for both administrative and academic activities. Empowered and accountable, the Principal implements the policies and decisions of statutory bodies, management, and higher authorities. Working alongside faculty and non-teaching members, the Principal guides the college in academic progress, admissions, and administrative affairs.

The IQAC (Internal Quality Assurance Cell) takes the initiative, plans, and supervises activities for the development and application of quality benchmarks in collaboration with the Principal. The Bursar collaborates with the Principal in managing office, finance, and temporal aspects. Various committees, such as the Service Book and Career Advancement committees, work consistently to put government policies and plans into action regarding employment and service conditions.

The Academic Committee, in coordination with the IQAC, continuously monitors the completion of the syllabus and the effective implementation of the curriculum developed by the University. Committees like the Anti-ragging Committee, Sexual Harassment Prevention Cell, and Grievance Redress Cell focus on addressing the grievances of students and other stakeholders to create a healthy teaching-learning environment.

Financial and Building sub-committees play a crucial role in making important decisions related to financial matters, construction, renovation, and maintenance of the college. The NCC and NSS Cells concentrate on the curricular and extra-curricular development of students, while the Sports Committee organizes annual sports events. The Website Committee works diligently to keep the college website updated for easy access to upcoming events and programs. The ICT Cell remains vigilant for the effective use of ICT by teachers and students in teaching and learning. Additionally, various other committees, such as the Career Counselling Cell, Women Cell, Cultural Cell, Research Committee, Scholarship Cell, and Canteen Committee, perform their respective functions. The college also includes the Teachers' Council and the Association of Non-teaching Staff.

With a commitment to achieving excellence, the college has introduced a variety of add-on/value-added courses in environmental studies as per the syllabus. Furthermore, MOUs have been initiated with several institutes and colleges to facilitate faculty and student exchange. Collaborations have been established with institutions such as Gushkara Municipality, Syamsundar College, Mankar College, RKMVCC Rahara, Bolpur College, Vivekananda College Purba Bardhaman, RAIBASA, NSOU, etc.

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

6.2.2

Institution implements e-governance in its operations

1. Administration

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

For Teaching Staff:

The evaluation of teachers' performance is primarily based on information gathered from i) feedback provided by students, ii) assessments from departmental heads, and iii) direct evaluations by the Principal. As part of career advancement schemes, teachers prepare and submit self-appraisal reports following guidelines prescribed by the University Grants Commission and approved by the Government of West Bengal. Additionally, the Principal submits an Annual Confidential Report and a Special Confidential Report, as needed, in a prescribed format for each faculty member to the Director of Public Instructions.

For Non-teaching Staff:

Performance appraisal for non-teaching staff is informed by feedback from students, enabling the college administration to assess their effectiveness. Non-teaching staff members, assigned to various academic departments and the Office of the Principal, operate under instructions from teachers and senior-most departmental staff. Evaluations are conducted by the respective departments and senior-most teachers. Career Advancement Schemes are available for non-teaching staff, with assessments carried out according to prescribed proforma issued by the Director of Public Instructions, Government of West

Bengal. The Principal forwards the Annual Confidential Report and Special Confidential Report for the "Confirmation" of Group C staff to the Education Directorate. Administrative staff performances are continuously appraised by the Principal through monitoring administrative progress.

Both teaching and non-teaching staff have access to various welfare measures initiated and approved by the Higher Education Department, Government of West Bengal, and Gushkara Mahavidyalaya. Key welfare measures include:

1. General Provident Fund
2. Group Insurance
3. Employees' Co-operative Credit Society
4. Pensionary benefits, Gratuity, and Leave Encashment
5. Child Care Leave, Medical Leave, in addition to Casual Leave
6. Provision of staff quarters based on need and availability
7. LTC granted twice during the employee's service
8. Government Health Scheme for employees and their dependent family members
9. On-Duty Leave for attending Professional Development and Administrative Training Programmes
10. Medical camps organized for health check-ups of staff members
11. Recreational facilities, including outdoor and indoor games
12. Affordable canteen
13. Gym and Yoga facilities
14. Festival bonuses and advances for eligible staff
15. Free Covid-Vaccine Drive organized for all staff
16. Sports competitions for both teaching and non-teaching staff
17. Special retirement function to honor retiring staff members and their families
18. Free WiFi and provision of free email addresses in the institutional domain name.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

6.3.3

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

Response: 11.83

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
16	7	16	10	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
26	26	26	26	26

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

This college is the institution which is government funded. Therefore, most part of our financial needs is met with the finances made available by the Government of West Bengal. Besides bearing the salary cost for the staff working here the state government occasionally provides funds for infrastructural development.

The college also used to receive regular grants from the UGC under various heads and also received grant under RUSA 0.2.

Besides the funds received from the governments the college receive assistance, in the form of infrastructure development, from the MLA of the local assembly segment.

Though in a very negligible amount, the college earns revenue from the canteen and selling of fish from the aquaculture pond.

As for as utilization of the received funds is concerned, we have a clear and transparent approach toward it. All the expenditures are incurred keeping in view the academic and infrastructural requirements of the institution. The funds received from the state government are utilized strictly as per the instructions and conditions specified with the provision of funds. Likewise, the UGC grants are utilized in accordance with the regulation and guidelines issued by the UGC. The RUSA funds are also utilized as per the concerned instructions.

To generate resource the College has planted a large number of timber yielding trees. Medicinal plants are also planted in considerable quantity. Under the supervision of the Department of Zoology aquaculture is practiced in the pond within the college campus.

Timbers yielded by the timber yielding plants are used to make furniture required for the college only after they are uprooted naturally or by natural calamity.

The College has provided space for the construction of cycle stand out of the MLA LAD scheme and provided space in the campus for the construction of high-mast light offered by the Gushkara Municipality. College developed an economic plant garden and a pit for Vermicompost to get organic manure to meet the demand of its own garden thus has facilitated generation of resource.

The **Internal Financial Audits** of the institution are carried out by our internal audit firm Name-Jadab Roy & CO., and Address- Ranisayer North Burir Bagan, Purba Bardhaman, 713101, appointed by the college authority. The last internal financial audit was held in January 2024, for the financial year 2022-2023.

For External Financial Audit, The Principal has to send a request to the Principal Accountant General, Audit Branch, A.G. Bengal, who then forward the same to the Accountant General, Bengal to send a team of auditors to visit the institution and conduct the audit. The last external financial audit was conducted by the College in 2018-19 by CAG-enlisted auditors Name- Ghosh Basu & Associates, Address-33B, Market Street Kolkata-700087. The Higher Education Department has not yet sent any auditor's name to do audit for the financial year 2020-21 and 2021-22. Hence, the statutory audit has not yet been completed. Under these circumstances, we have completed the Internal Audit for the financial years 2020-21, 2021-22 and 2022-23.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Online admission in first semester B.A. /B.Sc. /B. Com and P.G. under CBCS: - As per direction of the State Government and the University of Burdwan, the college has introduced NEP from 2023.

With minor changes in the existing online admission software programme, the admission of first semester B.A/B.Sc. /B.Com students under CBCS system and NEP have so far been executed smoothly. Online Admission has been done according to the merit other than verification. The application fee has been waived.

Introducing course module at the beginning of the year: - Respective departmental teachers, including SACT, discuss among themselves regarding the portion or part of the subject to be taught individually, and accordingly routine serves to the students and classes are held as per routine.

Strengthening of ICT: - In addition to conducting a large number of classes at virtual classroom, several computers have been repaired and special software and LED projectors have been purchased by the college in order to strengthen up ICT facility. Further all the departments have been given Wi-Fi facilities. Several CCTV cameras have been installed to facilitate college administration.

Submission of AQAR for NAAC accreditation: - IQAC has prepared and uploaded AQAR of the years 2016-2017 to 2022-2023 on the NAAC portal.

CAS of the teachers, Dr. Papita Dutta, Mr. Saroj Kumar Sarkar and Mr. Samiran Ray is processed and sent to the DPI, WB.

During this academic session 2022-23, a two-day International Conference has been organized by the IQAC of this College on 5th and 6th March, 2023.

The IQAC of the college has in the meeting passed a resolution to submit a proposal to DPI West Bengal for construction of a new separate ladies toilet complex and a new cycle stand in the college campus.

Green/Academic/ Finance Audit: - As resolutions passed in the IQAC meeting the Green and Academic Audit reports of the College have been prepared. The financial internal audit of the college has

been in process. However, the final financial audit by the government is yet to be done.

Health check up camp and awareness Programmes: - Dr. S. Mondal visited the institute and conducted the camp.

Strengthening Aqua culture research unit: - Aquaculture research programme under the supervision of the department of Zoology started.

ISO Certificates: - This institution has acquired ISO Certificate for providing the courses of undergraduate, post graduate, certificate and internship courses along with Governance and with sustainable development.

MOU done: - MOU has been performed with 25 institutes such as NIOS, Guskara Municipality, Syamsundar College, Bolpur College, RAIBASA, Mankar College and like.

Tree plantation The IQAC, NCC and NSS unit of our college have organized plantation programme in the college campus. The Dept. of Botany also planted medicinal saplings.

Feedback Analysis: - Feedback received from different stakeholders' viz., students, alumni, and parents analyzed and placed in the IQAC meeting. IQAC has analyzed the feedback and prepared action taken report accordingly and placed before Governing Body Meeting through the Principal.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

A core value of Gushkara Mahavidyalaya is the advancement of gender equity in all spaces. The college treats its male and female students equally and encourages equal participation from them in every event. Being a rural college, it gives special impetus to confirm that the female students of the nearby villages and townships get access to higher education. The college also confirms that the female students get scholarships and Kanyashree in due time. More than fifty percent of the students of this college are female and there are considerable numbers of women amongst the teaching and non-teaching personnel. From 2018-19 to 2022-23 the percentage of enrolled female students has been greater than that of male students.

Theme of Gender Equity in Curricular Activities: The syllabi of several Departments include components that focus on the theme of women empowerment and gender equity. For example, the prescribed syllabus of Core Course III of Semester III English (General) is titled 'Contemporary India: Women and Empowerment'. Similarly, the syllabus of Core Course VI ('Western Ethics') of Semester III Philosophy (Honours) includes 'Gender Equality'. Generic Elective II of Semester VI History is titled 'Gender and Education in India'..

Safety and security: The whole premise has been guarded by walls and is also well lit and is under CCTV surveillance. Identities of outsiders are checked at the main entrance to prohibit trespassing.

Gender friendly amenities: Two common rooms are available for female students with attached toilets. There is a sanitary napkin vending machine. Separate toilets for women teaching and non-teaching staff are also available on the campus.

Awareness campaign: The college promotes engaging openly with the topic of gender equality through several seminars and awareness campaigns:

Women's Day Celebration is organized on 08th March.

Awareness Programme on the theme of women empowerment was held at Jadabganj Adibasi Uchchavidyalaya on 08.03.2022.

Red Ribbon Programme by NSS was held on 06.08.2022. A lecture on "Child Marriage and Effect in the Society" was delivered by Mrs Pratima Bannerjee and Mrs Soma Tiwari, Supervisors of ICDS.

A lecture on “The Empowerment of Women” was delivered by Dr Tamali Neogi on 12.08.2022.

A lecture on ‘Under age Marriage and adolescence period’ was delivered by Soma Tiwari, Supervisor, ICDS on 28.11.2022.

A lecture on “Child Marriage and Effect in the Society” was delivered by Dr Papita Dutta on 29.11.2022.

An awareness programme on cyber crime and its effect on women was held on 30.11.2022 and a lecture was delivered by Nitu Singh and the Team of Superintendent of Police, Purba Bardhaman.

A lecture on “Women Empowerment and Social Status” was delivered by Dr Tamali Neogi on 01.12.2022.

Counselling programme: Women teachers regularly counsel female students about gender issues. There are boxes installed in the campus for collection of written statements about grievances.

Gender Sensitization Committee against Sexual Harassment: A sexual harassment prevention unit has been set up.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

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

Gushkara Mahavidyalaya has been proactive in sensitizing students to cultural, regional, linguistic, religious and socio-economic diversities. The College observes commemorative days like Independence Day, Republic Day, Youth Day (on the birth anniversary of Swami Vivekananda), Netaji Subhas Chandra Bose's birthday, Rabindra Jayanti, Teachers' Day, Sarad Utsav, Cultural competition, Basanta Utsav, Saraswati Puja, International Mother Language day, International Yoga Day, Sports Day, Women's Day, College Foundation Day and so on. On Mother Language day students belonging to tribal communities are encouraged to speak on their language and cultural traditions. Sampriti Saptaha, a special series of programmes was organized from 11th September to 17th September, 2018 to commemorate the 125th anniversary of Swami Vivekananda's Chicago speech. Since 2021 we have been organizing events on 21st June to celebrate Yoga Day. Laboratory Day was celebrated on 5th and 6th May, 2022 through invited lectures, student competitions and science exhibition. We celebrate Bengali New Year through Barsha Baran Utsav in April. Since 2020 we have been organizing Students' Week in the 1st week of January every year through invited lectures on environmental and social issues.

Ideals of communal harmony and tolerance as professed by our cultural icons are recalled and emphasized. Events such as Sports Meet, Freshers' Welcome and College Social are organized annually, wherein students irrespective of their backgrounds, are encouraged to participate. Several departments organize field trips to acquaint students with diverse socio-cultural practices in our country. Community services undertaken by NCC and NSS play a vital role in promoting an all-inclusive environment. In winter a Tribal Fair is organized in the college premises by Government of West Bengal for which the college provides logistical support. Our college has committees like the Grievance Redressal Cell and the Women Cell which deal with complaints irrespective of anyone's gender, caste or creed.

At Gushkara Mahavidyalaya the students, teachers and non-teaching employees are very much conscious of their social and constitutional obligations. The teachers are dedicated to the task of preparing the students for their academic career as well as turning them into responsible citizens. Every year at the beginning of the new session our teachers meet the new students and deliver talks on the importance of discipline, academic integrity and social responsibilities. Students are acquainted with the rich variety of the Indian population – their languages, religions and cultures. Gushkara Mahavidyalaya organizes study tours for students under the guidance of both its teaching and non-teaching personnel. Our students participate in Mock Parliaments by which they learn how an MLA or an MP should behave in the house, how to address the speaker, how to argue for and against a bill. This makes them aware of the duties and responsibilities of an elected representative. The college believes that proper training during student life can make a learner suitable for being a responsible leader of the country. As a part of this training, the students of the Department of English actively organize an annual donation programme for the underprivileged sections of our society.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE:1

1. Title of the Practice: Aquaculture Research & Training Unit

2. **Objectives:** The main objectives for establishing an Aquaculture Research and Training Unit within our institute campus are as follows:

Education and Research: This practice has been designed to promote or facilitate various types of research activities, related to aquatic ecology, aquatic toxicology, fish, biology, limnology, environmental pollution, aquatic microbiology, histology, sustainable development, chemical biology, biochemical interactions etc.

Entrepreneurship: This aquatic research and training unit could be very helpful to our students and local community in their journey of entrepreneurship.

3. **The Context:** The 'Aquaculture Research & Training Unit' was designed, developed and proposed by the Department of Zoology. On 18.06.2022, the Governing Body of Gushkara Mahavidyalaya approved this aquaculture research and training unit proposal and awarded a water body (including large pond wetland and marsh wetland) for this purpose.

4. The Practice: Pisciculture

The pisciculture wetland is the largest part of the water body comprising nearly 500 m² located just in the backyard of our institution.

Pond preparation

We checked the character of the water body or wetland, their water level during various seasons, their aquatic animals, vegetation, and the ecosystem continuously from 2021.

Fish varieties

We have selected indigenous fish species like *Labeo rohita*, *Labeo bata*, *Labeo calbasu*, *Catla*, etc

available locally and exotic fish species like *Hypophthalmichthys molitrix*, *Ctenopharyngodon idella* etc.

Release of fingerling

Approximately 25 kgs of fingerling were released in the water body on 03.09.2022 and 05.09.2022.

Feeding and rearing

The water body is very rich in natural nutrients and vegetation as well as other food sources. Supplementary food such as mustard oil cake was also supplied to the water body at regular intervals. Use of any artificial hormones, medicines, or food supplements has been minimized.

5 Evidence of Success:

Capturing adult fishes and other aquatic animals

Approximately 20 kgs of various fish species had been captured on 16. 05. 2023. The second lot of approximately 50 kgs of different fish species and snails were captured on 24. 07. 2023.

Marketing

Our project was initiated with the fund of Rs. 8,000. Fish captured in the first lot of nearly 20 kgs had been sold within our institute. The second lot of more than 50 kgs was sent to the Gushkara fish market. Thus, we have already received Rs.3000 from the first lot and nearly more than Rs.7000 from the second lot. The total invested price of rupees Rs.8000 is less than the total selling price of Rs.10,000. Moreover, 35% to 40% of approximately 40 to 50 kg of fish are still present in the water body.

Education & Training

We have already launched practical and field experience for zoology and other related students regarding pisciculture.

Sustainable development

We are conserving ecology as well as the ecosystem including nature and natural habitats with organisms as well as preserving the water body for the use of future generations.

6. Problems

- a. Lack of skilled workers
- b. Decreasing depth of the pond due to accumulation of mud.

BEST PRACTICE: 2

1 Title: PLANTATION FOR RESOURCE GENERATION AND ITS SUSTAINABLE DEVELOPMENT AS A PART OF CAMPUS ECOSYSTEM

2 OBJECTIVE OF PRACTICE:

One priority of our college is to maintain a green campus through regular plantation of tree saplings. One objective is to promote environmental consciousness and to conserve biodiversity. To generate resource and to minimize expenditure the college has planted a large number of timber yielding trees. Timber collected from timber yielding trees is used to make furniture required for the college only after they are uprooted naturally.

3 THE CONTEXT:

The college has made good use of its campus space (7.3 Acres) for plantations of trees, flowers and other medicinal plants. This serves three vital purposes:

1. Department of Botany needs varieties of plants for practical or lab-based experiments.
2. Having most of these plants on the campus takes care not only of the time and effort needed to scout them from outside but also saves money.
3. When some of the timber yielding trees fall or become dry due to various natural factors, they are used for some of the needs of the college such as furniture.

4 THE PRACTICE:

Gushkara Mahavidyalaya has prioritized planting flowers, medicinal plants and varieties of trees. Flowers are not only appreciated for their beautiful radiance; they also keep the environmental equilibrium in place as bees feed on them.

When some of the trees fall due to natural factors, they also become an useful source of timber for some of the furniture needs of the college saving the college funds for other needs.

We particularly use the timber from the trees situated along the boundary walls to protect the timber from being used by local people without permission.

5 EVIDENCE OF SUCCESS:

There are varieties of plants within the area of our campus. The students of Botany require different genera and species of plants for theoretical and practical purposes. To meet these needs, our college garden provides all the plants. Some of the important medicinal plants on our campus include *Canna indica* L., *Rauvolfia serpentina*(L.)Benth. Ex Kurz., *Centella asiatica*(L.) Urban., *Ocimum sanctum*(L.), *Aloe vera*(L.)Burn.f., *Curcuma longa*(L.),etc. The timber-yielding trees include *Dalbergia sissoo*(Roxb.), *Polyalthia longifolia*(Sonn.), *Swietenia macrophylla* (King) and *Tectona Grandis*(L.f.).

While their main purpose remains to strengthen the ecological balance, the timber-yielding trees are regularly utilized for diverse furniture needs of the college saving a handsome amount.

6 PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

One problem is to protect the trees from natural calamities. To address this problem, we regularly plant new saplings. We are planning to create a Digital Plant Data library. Some of the plants develop plant diseases which are caused by varying abiotic factors. Biotic factors are also responsible, such as insects, mites, bacteria, fungi, viruses, etc. The disease and mineral deficiency in medicinal plants can be countered by the application of various measures. Nutrient uptake of the soil can be maintained by adjusting the soil PH level and providing nutrient supplements biologically by the implementation of beneficial microbes.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness: Contributing to Community Development by Making the College Playground Available to Sports Enthusiasts of the Local Community

Gushkara Mahavidyalaya was established in 1965 with almost 7.3 acre land with a well-designed playground occupying a substantial space within the institutional premises. Our college provides 24 x 7 security to the playground and to the academic and administrative buildings. The playground is regularly

utilized by the students and teachers of the Department of Physical Education. However, it is not confined only to the students and teachers of the said institution. Rather it has been made available to the children and people belonging to the local community for playing various kinds of games like basketball, volleyball, kho-kho, cricket, football and so on. The college playground includes one basketball ground, one handball ground, one Kho-Kho ground, one volleyball ground, a multi-gym, cricket and football fields and open galleries. After college hours, sports enthusiasts of the local community are allowed to practice or to organize tournaments in the playground. By making its infrastructure accessible and available to members of the local community, our college has created a unique relationship with the community.

Play is the key to physical, mental, intellectual and social well being. Of late, child psychologists, doctors and other health specialists have argued that playgrounds could assist in children's social, emotional and physical development. Playgrounds play an essential role in fostering collaboration. They promote community awareness by helping children build bonds with each other. Additionally, while cooperating with other children at a playground, they can build their leadership and communication skills, which are essential to participating in the community as responsible citizens. Playing outside can build children's connection to their senses — new sights, smells, textures and sounds can help build nerve connections in the brain. One surprising benefit of investing in a playground is that it can help support and grow children's immune systems. Physical exercise has a host of benefits for children such as improving cardio respiratory health, building strong bones, increasing muscle development, reducing anxiety and stress etc.

With infrastructural support from the college, a number of individuals devoted to sports regularly provide sports training and coaching in the college grounds. Shri Manikeswar Karmakar (b.1947), an ex-staff of Gushkara Mahavidyalaya and a local inhabitant has been coaching local students (mostly from other institutions) in this institutional playground since 1980s without any remunerations or fees. He is a member of "Gushkara Zonal Sports Association" (1981) which is affiliated to "Burdwan District Sports Association." He serves as a coach to the players of basketball, kho-kho, football and athletics all thorough the year. Each year, a team of "Gushkara Zonal Sports Association" participates in the basketball league organized by "Burdwan District Sports Association." Furthermore, he organized many tournaments with participation from the school pupils until pandemic period in our college ground. Interestingly, his coaching groups include a large number of female participants from surrounding areas.

Trishan Mal, who has been a trainee under Manikeswar Karmakar, is now playing for the Kolkata Basketball Club. He was also selected three times in all India University level Basketball Competition. Nisha Shaw, Monica Sahani and Sangita Mistry took part in inter-district basketball competition. For the academic year 2019-20, the trainees who have been trained under the supervision of Mr. Karmakar are listed here. From the category of girls the trainees are - Soumi Mukherjee, Diya ghosh, Krishna Mallick, Mania Sahani, Koyel Halder, Sangita Mistry, Nisha Shaw and Sumana Mondal. And from the category of boys the names of the trainees are - Swastik Sakhari, Navaneel Banerjee, Deb Kumar Pal, Dipak Mal, Samik Seikh, Dharamjit Paswan, Debjit Halder and Mainak Banerjee. The data of the academic year 2020-21 shows the names of girl players only: Subarna Mondal, Koyel Patra, Indira Mondal, Parna Dey, Ankita Bhakat, Sananda Saha, Kamrunnesha Khatun, Neha Sahani, Hamiba Ansari and Sanjana Sharma.

The basketball players of the academic year 2021-22 & 2022-23 are mentioned here: Tandrima Goap, Priyanka Khayun, Anindita Dey, Mandira Pramanik, Kasturi Mukherjee, Bristi Das, Disha Dey, Adrija Bairagya, Rimi Samaddar and Raisinha Mukti.

Besides basketball our college playground is also used for other sports like kho-kho, a traditional game of India. The players for the academic year 2021-22 are mostly girls: Susmita Hembram, Moti das, Riya Mondal, Anjali Biswas, Tanushree Gayen, Mangali Hembram, Shrabani Murmu, Payel Khatun, Amina Khatun and Riya Goldar. During the academic year 2022-23 the trainees were - Tandrima Goap, Priyanka Khayun, Anindita Dey, Mandira Pramanik, Kasturi Mukherjee, Bristi Das, Disha Dey, Adrija Bairagya, Rimi Samaddar and Raisinha Mukti.

Apart from Manikeswar Karmakar, Shri Binoy Roy, another local inhabitant has been coaching football to the children of Gushkara and its surrounding areas in our college playground. He organizes a football tournament each year on 15th August, the day of Indian Independence with various football teams in our playground.

The playground of Gushkara Mahavidyalaya has also been provided to Guskara Bishan Athletic Club (2012) for organizing Dues Ball T-20 Cricket League each year during the months of January-February since 2017 with the cricket teams of surrounding districts. It is conducted under the supervision of Shri Saugata Gupta (b.1980), the secretary of Gushkara Bishan Athletic Club.

Thus, Gushkara Mahavidyalaya has contributed substantially to community development by offering free access to its playground. Our college is actively encouraging the local community to cultivate healthy sports activities in the outdoor playground. This approach which is distinctive to our college has improved quality of life in the community with regard to issues like recreation and physical and mental health.

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

5. CONCLUSION

Additional Information :

1. Extension of Day Section:

Considering local demand for higher education and to accommodate the large number of students of the catchment area – the then college authority was forced to open an extended day section of the college and thereby the morning shift of the college emerged in the year 1983-84.

2. Academic Diversity and Excellence:

Currently Gushkara Mahavidyalaya has 78 Teaching Staff, 26 Non-teaching Staff, and 2 Librarians. Five Assistant Professors joined this college recently. Two posts yet to be recruited: one teacher and one librarian.

3. Sports Facilities and Community Engagement:

The college playground and gallery play a pivotal role not only during the annual sports day but also in fostering local community sports activities, including football tournaments and other events.

4. Academic Resources and Honours Departments:

Each Honours Department boasts its own seminar library, providing essential academic resources to students enriched by contributions from faculty members.

5. Sustainable Energy Initiatives:

The institution's 10- kwh solar panel system generates 10,000 watts of electricity per hour, reducing power usage by 300 units monthly. Surplus electricity is supplied to the WBSEDCL regularly.

6. Infrastructure Development:

Ongoing efforts to enhance the college's facilities include the construction of an additional conference room, catering to the evolving needs of academic and administrative functions.

7. Student Amenities and Financial Support:

A new bicycle stand for students was established through funding from the local MLA, facilitating a convenient and eco-friendly mode of transportation. The Teachers' Council of the college has instituted a fund to provide financial assistance to students facing economic challenges.

8. Power Backup System Enhancement:

Complementing the existing generator, the institution has strengthened its power backup system by acquiring a 62.5 kVA power generator, made possible through financial support from RUSA 2.0 (Rashtriya Uchchatar

Shiksha Abhiyan).

9. Collaborative Educational Initiatives:

In 2019, our college established a study center in collaboration with Netaji Subhash Open University, expanding educational opportunities for students.

10. Zoology Department's Specialized Facility:

The Zoology Department features an animal house dedicated to "Drosophila Culture" during the winter, showcasing the institution's commitment to hands-on learning experiences in various academic disciplines.

Concluding Remarks :

Gushkara Mahavidyalaya, inspired by the Sanskrit verse "Tamso Ma Jyotirgamaya," is committed to progressing from darkness to light through a disciplined approach, kindling the lamp of self-knowledge in the hearts of its primary stakeholders—the students. Devoted to providing value-added education across diverse disciplines, the institution outlines the following future plans within a concise scope.

1. Each department will introduce a minimum of two Add-on Courses per semester.
2. Implement at least one certificate course in each department.
3. Introduce Honours and Post Graduate courses based on market demand.
4. Encourage faculty (including Associate professors) to publish at least two UGC CARE listed papers annually, including contributions like Book Chapters.
5. Promote faculty engagement in research projects.
6. Initiate Faculty Development Programs (FDP) participation, aligning with the National Education Policy (NEP).
7. Increase the number of National and International seminars, workshops, and conferences organized annually.
8. Encourage faculty participation in MOOCS and SWAYM.
9. Introduce Vocational Courses emphasizing practical training and employability.
10. Implement measures for resource generation, including Rain Water Harvesting and Groundwater Recharge mechanisms.
11. Take steps to enhance admission percentages across all streams.
12. Boost the mentoring process to achieve higher pass percentages.
13. Construct a special Research Library for PG students and teachers.
14. Allocate funds for new books in the College Library (Approx Rs.200,000/).
15. Enhance green campus initiatives, focusing on a Herbal Garden with Medicinal Plants.
16. Install a Fire Prevention mechanism in the College Building for a safe and pollution-free campus.
17. Allot new classrooms for PG Bengali section.
18. Improve the infrastructure of Digital Classrooms for each department.
19. Introduce a Self-Defense Course (karate) for girls.
20. Strengthen NSS wings for social, cultural, and environmental welfare activities in adopted villages, including "Swachhata Abhijan."
21. Renovate ladies' toilets for teaching staff and address urgent facility needs like increasing the number of toilets and installing water purifiers with coolers.
22. Install CCTV in the new building and address related issues on an emergency basis.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 1563</p> <p>Answer after DVV Verification: 1526</p> <p>Remark : DVV has made the changes as per shared report by HEI students undertaking project work .</p>																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr> <tr> <td>721</td><td>885</td><td>838</td><td>798</td><td>809</td></tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr> <tr> <td>712</td><td>864</td><td>812</td><td>756</td><td>790</td></tr> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr> <tr> <td>1338</td><td>1296</td><td>1296</td><td>1367</td><td>1367</td></tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr> <tr> <td>1323</td><td>1278</td><td>1280</td><td>1345</td><td>1324</td></tr> </table> <p>Remark : DVV has made the changes as per shared report by HEI seats filled against reserved categories.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	721	885	838	798	809	2022-23	2021-22	2020-21	2019-20	2018-19	712	864	812	756	790	2022-23	2021-22	2020-21	2019-20	2018-19	1338	1296	1296	1367	1367	2022-23	2021-22	2020-21	2019-20	2018-19	1323	1278	1280	1345	1324
2022-23	2021-22	2020-21	2019-20	2018-19																																					
721	885	838	798	809																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
712	864	812	756	790																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
1338	1296	1296	1367	1367																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
1323	1278	1280	1345	1324																																					
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83	83	83	83	59

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	81	82	82	55

Remark : DVV has made the changes as per shared report by HEI full-time teachers against sanctioned posts .

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
2	1	4	1	0

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared report by HEI workshops/seminars/conferences .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	17	8	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	13	17	8	12

Remark : DVV has made the changes as per shared report by HEI .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	7	15	7	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	12	4	4

Remark : DVV has made the changes as per shared report by HEI books and chapters in edited volumes .

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
35	24	5	13	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	19	4	12	15

Remark : DVV has made the changes as per shared report by HEI extension and outreach programs .

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 :16

Remark : DVV has made the changes as per shared report by HEI functional MoUs/linkages with

institutions .

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
21.78150	15.48422	25.41920	8.67638	9.674117

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21.78	15.48	25.41	8.676	9.67

Remark : DVV has made the changes as per shared report by HEI expenditure for 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)*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.00567	5.66156	9.10178	17.78901	8.86246

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.00	5.66	9.10	17.7	8.86

Remark : DVV has made the changes as per shared report by HEI expenditure incurred on maintenance.

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
170	150	143	117	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
122	126	115	84	69

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
938	939	827	451	318

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
938	939	827	451	318

Remark : DVV has made the changes as per shared report by HEI placement of outgoing students.

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
17	11	6	10	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	4	10	13

Remark : DVV has made the changes as per shared report by HEI students qualifying in state for the year 2018-19,2019-20,2020-21,2022-23.

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
27	21	7	23	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	5	16	14

Remark : DVV has made the changes as per shared report by HEI number of sports and cultural program for the year 2018-19,2020-21,2021-22,2022-23.

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
14	05	20	10	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	16	10	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
01	01	01	00	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

Remark : DVV has made the changes as per shared report by HEI teaching and non-teaching for the year 2018-19,2019-20,2021-22,2022-23.

2. Extended Profile Deviations

Extended Profile Deviations

No Deviations