SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

GOVERNMENT GENERAL DEGREE COLLEGE LALGARH

VILL- SHANKHAKHULLYA, P.O. - LALGARH, DIST. - JHARGRAM, POLICE
STATION- LALGARH, BLOCK- BINPUR -1, PIN- 721516
721516
www.lalgarhgovtcollege.org

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"Education is the most powerful weapon which you can use to change the world." —Nelson Mandela. There's no doubt about it: Education is a powerful tool for change. No matter what you're fighting for, leading with a sharp mind can create more positive change than running toward challenges with a sharp sword. Through proper dissemination of educational outputs, character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet. Keeping this holistic approach towards the education and its importance in a not-so oriented area, an academic institution for higher studies contributes to the awareness, change and enlightenment in the modern world.

Founded on July 14, 2014, Government General Degree College, Lalgarh, reflects the Government of West Bengal's dedication to expanding educational opportunities in the Jangalmahal region, an area long affected by socio-political unrest. The college began its first academic session in 2014, with a focus on addressing the educational needs of the local community. As a general degree college, we offer a wide variety of courses in both B.A. and B.Sc. programs, with Honours options available in B.A., alongside General streams. Over the past decade, our institution has played a key role in supporting the socio-economically disadvantaged communities of Jhargram and West Midnapore districts.

Located beside the Jhargram-Lalgarh Road and positioned in the serene hamlet called Shankhakhullya, our college is surrounded by lush farming lands with the Kangsabati river quitely flows on one side. Sprawling over 6 acres of land, our picturesque campus features a well-equipped academic building, a large playground, several gardens, and a throbbing community center exclusively for the dear students with separate common rooms for boys and girls, a gymnasium, and a Self-Help Group-run Canteen. At Government General Degree College, Lalgarh, we are dedicated to fostering an environment of academic excellence and personal growth, continuing our commitment to serving the educational needs of our community for many years to come. With a decade now behind us, we are proud to be able to continue fulfilling our pledge in both letter and spirit.

Vision

- To be center of excellence in higher education with an innovative teaching, learning, research activities,to cater to the academic needs of the students by providing qualitative education making themself-sufficient in life.
- To follow holistic approach for the growth of the inter personal and intrapersonal skills which are essential to build a creative, enlightened and productive civil society in this remote area of Junglemahal.

Our vision is to emerge as a distinguished centre of learning, where education transcends the boundaries of classrooms and textbooks, fostering an enlightened and equitable society. We envision Government General

Degree College, Lalgarh as a crucible of knowledge and wisdom, where students are nurtured to realize their fullest potential and equipped to contribute meaningfully to the world.

1. *Academic Excellence:* Strive to achieve the highest standards of academic excellence, providing a robust curriculum that is responsive to the evolving needs of society and the global landscape.
2. *Innovative Pedagogy:* Embrace innovative teaching methodologies that cater to diverse learning styles and foster a culture of continuous improvement and lifelong learning.
3. *Cultural and Intellectual Diversity:* Celebrate and promote cultural and intellectual diversity, creating an inclusive environment where every student feels valued and respected.
4. *Leadership and Professionalism:* Develop future leaders and professionals who are not only academically proficient but also possess strong ethical values, integrity, and a commitment to social justice.
5. *Research and Development:* Encourage a strong emphasis on research and development, fostering a spirit of innovation and discovery that contributes to the advancement of knowledge and societal progress.
6. *Global Perspective:* Equip students with a global perspective, preparing them to navigate and excel in an interconnected and dynamic world.

Mission

Our mission is to serve as a beacon of enlightenment, extending the transformative power of higher education to the underserved and underprivileged sections of society. With a steadfast dedication to inclusivity and excellence, we aspire to cultivate an environment where learning is not merely a transmission of knowledge but a holistic journey towards personal and communal upliftment.

We are dedicated to:

1. *Empowering Minds:* Provide equitable access to quality education, enabling students to overcome socio-economic barriers and achieve academic excellence.
2. *Fostering Intellectual Curiosity:* Encourage a spirit of inquiry and critical thinking, guiding students to explore and innovate beyond the confines of traditional syllabi.
3. *Holistic Development:* Promote the all-round development of students by integrating academic rigor with co-curricular and extracurricular activities.
4. *Community Engagement*: Instill a sense of social responsibility and encourage students to contribute positively to the local community and beyond.
5. *Sustainable Educational Practices:* Implement sustainable educational methodologies that are adaptable and resilient, ensuring long-term benefits for students and society.
6. o provide the students with knowledge, skills, values and sensitivity to face the challenges in life both in academic field as well as in their personal life.
7. To develop the human potentials to achieve different opportunities in future.
8. To enhance the new teaching learning process for students, faculties and staffs.
9. To develop critical and independent thinking of students to face the various challenges.
10. To generate and disseminate knowledge through interdisciplinary research and creative inquiry for creating a meaningful society.
11. To enable the students to explore the locally available economic resources for their employment and

providing support to the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Driven by our mission statement of imparting knowledge to all
2. Democratic and participatory governance ensures cordial relationships among the stakeholders and a healthy work culture on the campus
3. A strong bond with a good level of interaction between the faculty and students
4. Dedicated teaching faculty in substantive posts recruited through state government conducted highly competitive PSC examinations
5. Quality control and academic expansion are ensured by an efficient IQAC
6. Fair & equitable distribution of the academic & administrative work through various sub- committees of teachers' council
7. A well-defined student admission policy & the selection process strictly based on merit Transparency & accountability in administration & efficient administrative staff
8. There are many govt. & non-govt. students' scholarships available
9. Fees are fixed at nominal minimum and helpful to the weaker section of the society ICT enabled classroom for effective teaching-learning process
10. Well-equipped automated library with modern facilities Gender-friendly & Eco-friendly premises
11. The enrollment of girl students is high, thereby supporting equal opportunities in education.
12. Students' safety and dignity are protected and promoted by several cells including the Grievance Redressal Cell, Anti-Ragging Cell, Internal Complaints Committee, and Career Counseling Cell.
13. Throughout the year, the active NSS unit engages in numerous community outreach activities. Activities such as the Eye check-up camps, Thalassemia screening, and free Covid vaccination drives contribute to promoting the welfare of students.
14. The campus features accessibility provisions for Divyangjans, including a well-lit entrance with a ramp access
15. College has a big adjoining playground in its campus
16. Wide range of extension, co-curricular and extra-curricular activities The HEI is secured with security guards and Close Circuit Camera.
17. In the hard times of pandemic, the college has successfully adopted the online mode for teaching, learning & evaluation
18. It is student centered and offers a great deal of fexibility in terms of time A working feedback-mechanism in place

Institutional Weakness

1. The institute is located in a very remote village area. So, the communication is very poor. Not sufficient transport facilities available for teachers & students.
2. Infrastructural management has procedural delays
3. Limited recurring funds allotted for the institution constrain resources needed for operational expenses, instrument AMC, hiring casual staff, and other necessities of the establishment.
4. As a fully government-funded institution, the college relies entirely on the Public Works Department (PWD) for all construction and renovation-related civil and electrical works. This dependency

complicates maintenance and monitoring efforts.

5. Due to limited funding, there is minimal provision for organizing seminars.
6. The non-recruitment of laboratory assistants has deprived the Science Departments which has also adversely affected the office.
7. Due to a lack of funds, the library does not have an adequate number of quality books Availability of refreshments is inadequate due to remote location
8. Dropouts of students are very high due to various socio-economic & cultural issues Dropout of female students for getting married is a serious matter of concern
9. Non-availability of residential quarters for Teaching or non-teaching staff

Institutional Opportunity

1. Introduction of NEP 2020 has empowered the students to be more mobile across disciplines, enabling more comprehensive learning
2. The well-qualified faculty members who can get grants, funds and research projects
3. Institution can help the growth of economically backward sector students in an excellent manner
4. Most of the students being first-generation learners, it is a great opportunity to groom and prepare them for their future academic journey.
5. Scope for becoming a nodal institution for many governmental programs Immense scope for implementing new courses, PG programs and enhancing seats
6. Increased collaboration with other higher education institutions for organizing various forms of academic programs
7. Creating training facilities to improve teaching capabilities of faculty
8. The college promotes education beyond the syllabus by occasionally organizing Students' Talk and Value-added courses on a variety of academic and social topics.
9. Some departments can conduct field trips to enhance students' learning experiences. Increasing academic help to assist weaker students especially belonging to SC/ST/OBCs
10. Scope of enhancing the number of webinars or extension lectures for students on their concerned

Institutional Challenge

1. As a government college, the institution frequently encounters procedural delays due to the administrative complexities of the government. While unintentional, these delays pose recurrent obstacles.
2. The institution faces challenges due to inadequate government funding, resulting in lack of developments of proper infrastructure.
3. Developing resource is a challenge due to the Government policies Lack of interest among students to pursue research/teaching as career.
4. There is limited opportunity to implement innovative teaching-learning techniques due to the strict constraints of completing the syllabus within the short academic schedule under semester system mandated by the affiliating University.
5. Difficulty to attract bright students from urban schools for admission because of the remote location of the institutes
6. Paucity of time for the teachers for research work
7. Keeping pace with the rapid changes in higher education & upgradation of infrastructure Providing resources for marginalized students

8. Lack of standards for quality control, development of e-resources, and e-content delivery Ensuring digital equity is crucial in digital learning and there is high percentage of digital divide Distribution of ICT Infrastructure across disciplines

9. Strengthening the skills & adaptability of the online platform for both teachers & students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government General Degree College Lalgarh is committed to ensure optimal realisation of curricular aspects. In the matters of curricular planning and implementation, the college completely adheres to the syllabi structured by the affiliated university. Effective curriculum delivery is secured through well-maintained and documented processes like preparing academic calendar, centralised and departmental class routines, conducting continuous evaluation and adopting diverse teaching mechanisms. Currently, the institution is offering 11 (4 years) Honours/Honours with research courses and 2 (3 years) multi-disciplinary programs under CCFUP-NEP, 2020 and 11 Honours and General courses under CBCS curriculum of the Vidyasagar University. In the beginning of each session an academic calendar, following the university's academic calendar is prepared different courses in dual semester-system. For deliberation of lectures along with chalk-and talk method, ICT tools are used. Continuous internal evaluation through home assignments, presentations and class tests is maintained.As per university guidelines internal assessments are meticulously conducted by individual departments as well as centralised internal examination sub-committee as per requirement.

In addition, as part of academic flexibility, several departments conduct a number of Add-On/Certificate/Value-Added Courses with satisfactory response from the students. The courses are designed to enhance skill and expertise in students which are not part of the syllabi. In the last five years the college has successfully completed 17 Value-added courses with atleast one course offered by each department.

Regarding curriculum enrichment the institution integrates cross-cutting issues relevant to professional ethics, gender, human values and environment and sustainability within the premise of the prescribed curriculum. In the last completed academic session an average of 28% of total students enrolled have successfully completed curriculum-directed project/fieldwork addressing these issues. Beyond the curriculum the institution conducts webinars, special talks, awareness drives, professional skill-oriented programmes to enrich students on such matters. The NSS unit and other cells and sub-committees are geared towards organising initiatives for the holistic development and well-being of the students.

The institution has a robust feedback mechanism led by an active IQAC. Feedback regarding academic matters, curricular framework, infrastructure are obtained from all stakeholders. The feedback is then analysed, reported and accordingly action is taken.

Teaching-learning and Evaluation

The college ensures a transparent and merit-based online admission process, managing over1200 applications annually for honours and general / MDP courses, with all information available on the college website. Notifications are also sent to nearby schools for wider reach.

With an enrolment rate of 62%, the process is inclusive, highlighted by the high admission rate of 85.25% from the Reserved Category.

At the beginning of every academic session, an orientation program is conducted for new students. Student mentoring is offered, with mentors providing counselling on academic issues.

The college uses diverse student-centric methodologies for experiential learning such as debates, quizzes, wall magazine preparation, poster presentation, students' seminars, online extension lectures etc.

Some of our departments conduct educational excursions to create a engaging learning environment.

Faculty members combine traditional teaching with dynamic methods, utilizing audio-visual and ICT-enabled aids. Engaging Power Points presentations enhance students' understanding.

Tutorial & Remedial Classes are conducted on a regular basis.

During the challenging period of the pandemic, all teachers actively engaged in online teaching using various online platforms especially Google Meets. Communication through WhatsApp groups has been maintained.

The college has a dedicated team of 23 permanent teaching faculties, including 03 with Ph.D. degrees and 05 with M.Phil. degrees. All teachers are recruited through Public Service Commission, West Bengal.

The Student-Teacher ratio for the current academic session 2023-24 is 33.67:1.

The institution prioritizes transparent communication about the evaluation process through the offline/online notices and university circulars.

Strictly adhering to university regulations, continuous assessment involves assignments, project work, quizzes,

and internal tests, promotes student awareness and engagement in their academic progress.

The syllabi, Programme and course outcomes of all programmes are available on the college website and student assessments are based on these.

A feedback mechanism provides valuable insights for teaching faculty to gauge the depth of their students' understanding of academic matters.

The overall pass percentage of our outgoing students at the University exams is impressive with a 92.07% pass rate for last 5 years (2019-23) across all streams.

Research, Innovations and Extension

The college has embarked on a novel journey for the creation and transfer of knowledge. The courses cover the Indian Knowledge System, encompassing the flavours of arts, literature and pure science. The campus features laboratories equipped with advanced instruments, complemented by 24-hour internet access for faculty members. The introduction of Santali Medium courses plays a pivotal role in transferring knowledge across to the student communities belonging to marginalized zones of first generation learners, contributing to a holistic educational experience at the institution.

Faculties have contributed significantly to academic literature with numerous publications in quality-indexed journals and participate in conferences, workshops and seminars to exchange their knowledge and collaborate. A faculty has successfully secured the a portfolioship in the Central Government MGNCRE projects. The campus bazar projects and incubation activities initiated by the department of Botany exemplify the institution's commitment to extension activities.

Engagement in various social initiatives like health camps, social and academic programs, and environmental awareness campaigns; implementation of community development projects in collaboration with local government bodies through NSS and MGNCRE and various awareness programs in different villages are part of the regular extension activities of our college.

Active participation of students in various awareness programs, adult literacy programs and special lectures through the NSS unit fosters a sense of social responsibility and leadership. The NSS unit organizes different volunteer programs and various extension activities where students contribute to societal development. Understanding the fact that the welfare of an individual is not a discrete phenomenon but rather stands on the foundation of the welfare of society, community, and environment as a whole, the NSS unit is living and re-living its motto, which is *'Not Me, But You'*.

MoUs with different institutions foster knowledge transfer and expose students to diverse career opportunities. Some departments also organize educational excursions to make the students familiar with the experience of field research. Student Magazine marks a significant milestone, celebrating the creativity, talent, and voice of the student body.

Proactive approach of faculty members in research, innovation and extension activities highlights their dedication to academic excellence and societal contribution.

Infrastructure and Learning Resources

Government General Degree College Lalgarh offers a comprehensive educational environment across its 6.4-acre campus, catering to both students and staff with excellent facilities. The college supports academic excellence through 11 undergraduate departments, 23 skilled and hard-woking faculty members along with librarian, and a blend of traditional and modern teaching methods, including online resources.

Physical fitness is prioritized with a spacious playground, a well-equipped gymnasium, yoga hall etc.

The Central Library of college has a collection of over 4,200 books and a reading room equipped with 03 computers, to support extensive academic research and study. Hands-on learning is facilitated by 03 science laboratories for Botany, Physiology and Zoology departments

College provides various facilities like handrails, ramp, wheelchair and separate amenities for divyangjan. The campus also includes 2 separate common rooms for boys and girls with bathroom facilities and a first-aid centre

for immediate medical support. A zero-tolerance policy for ragging and sexual harassment is strictly enforced to ensure a safe environment. College has a well equipped seminar hall for organizing variety of cultural activities, including dance, music, debates, and quizzes.

The college is equipped with robust IT facilities and provides 12 desktops, 02 laptops and complemented by 12 printers, scanners, 4Xerox machines for printing and copying. Power backup is ensured with 1 diesel generator and 02 inverters with batteries. The college has two ICT enable classrooms and one portable projector for audio- visual learning. There are 22 CCTV cameras across the campus for security. The Wi-Fi network offers strong bandwidth, with download speeds of 75.04 Mbps and upload speeds of 73.57 Mbps. Overall, the college is committed to green computing practices by promoting email or any other electronic apps use to reduce paper consumption and ensuring that all electronic equipment is turned off when not in use.

Student Support and Progression

Our institution is steadfastly committed towards the support of the students and their progression in personal, professional and social life. More than seventy percent students of GGDC Lalgarh have been benefitted by various scholarships such as SVMCM, OASIS, Nabanna, Kanyashree (K1 & K2) and National Scholarship in the last five years. These scholarships are generously funded by Govt. of W.B. and Govt. of India.

The institute proactively undertakes skill development programs that cover Soft Skills (Special Lecture on ''Human Values and Ethics''), Language and Communication abilities (Value Added Course on " English'' and "Linguistics''), Life Skills ("Self-Defence Training Programmes", , "International Yoga-Day Celebration") and also training programmes on Computing and ICT Skills.

The Students' Affairs sub-committee of the college organized several awareness programmes on employment opportunities in govt. and private sectors. Many experts from different organizations delivered informative sessions on diverse career paths, covering new industry trends and necessary job market skills. To boost employability of students, the Career Counselling and Placement Cell of GGDC Lalgarh has collaborated with RICE fropup of Institutions, Midnapore to conduct several free Mock Test to prepare them for Govt. and Private recruitment processes. Almost 500 students have participated in the Career Counselling programmes in the last five years.

The institute has established mechanisms for submission of online/offline students' grievances including those

involving ragging and sexual harassment. Grievance Redressal sub-committee examines the grievance thoroughly and works to resolve the issue in a fair and impartial manner.

12 students have been placed and over 100 students have successfully progressed to higher study over the last five years. Furthermore, in the same time frame, one student has passed the UGC-NET examination.

The institution's students enthusiastically and diversely demonstrated their talents by actively participating in over 100 sports and cultural events in the last five years.

The Alumni Association of Government General Degree College Lalgarh has been formed in 2024 through a resolution taken by the Alumni Committee. The process of registering the Alumni association has started.

Governance, Leadership and Management

Nature of Governance

Our institution's governance embodies its vision and mission through a number of crucial procedures. Five major components form the foundation of our college governance:

- Rules of UGC
- Higher Education Department
- West Bengal Service Rules
- Policies of the Vidyasagar University
- Dedication to Democratic, Collaborative Decision-Making for Superior Academic and Administrative Performance

Inclusive Administration

The OIC, head of the administration, practices egalitarianism and participation. The OIC is aided in the management of the college by Co-ordinator, IQAC, Teachers' Council members and the non-teaching staff in every possible way.

Committees for Operations and Maintenance

The Teachers' Council has a number of committees that oversee the upkeep of instructional and support facilities on a regular basis.

Student Welfare and Development

To aid with students' overall growth, the college offers career counseling. Student interests and welfare are protected by active committees such the Grievance Redressal Cell.

Institutional Values and Best Practices

The institution has implemented several measures to promote gender equity over the last five years. These include a dedicated female students' common room, a lady attendant (matron), extensive CCTV surveillance,

security guards, student ID cards, a help desk, a displayed helpline, and committees for internal complaints, anti-ragging, and discipline. Additionally, special gym sessions, self-defence, and martial arts training are provided for female students. The Internal Quality Assurance Cell (IQAC) and Internal Complaints Cell and Cell Against Sexual Harassment sub-committee initiated a gender audit and measures for promoting gender equity and sensitization from the academic session 2022–23.

The institution has installed bio-degradable and non-biodegradable waste management boxes, chemical waste management systems, and a rainwater harvesting system as an initiative for an eco-friendly and healthy campus. Various programs have been organized, such as tree plantations, campus cleaning under Swachh Bharat Abhiyaan, awareness on Tobacco-free Campus and Plastic-free campus, herbal garden plantations and many more on campus and beyond the campus. Awareness banners have been displayed throughout the campus and a policy making every Thursday 'No Vehicle Day' has also been implemented by the college authority as a step towards a pollution-free campus.

Quality audit on environment has been conducted by the efficient audit team from TIFER, Jhargram & Paschim Medinipur for the 2023-24 session.

Our institute takes various initiatives in providing an inclusive environment for SC, ST, and girl students, observing various significant days such as Students Week, Republic Day, Independence Day, International Mother Language Day, International Women's Day, Teacher's Day, and the birthdays of Rabindranath Tagore

and Ishwar Chandra Vidyasagar. Annual sports and cultural programs are also organized each year.

The Institution has adopted two best practices such as proactive health culture and the promotion and conservation of indigenous culture. During the last five years, three health-related camps such as the COVID-19 vaccination camp, eye screening camp and thalassemia screening camp have been organized. A centre of studies for Tribal development has been set up for the promotion of indigenous culture. The institution's distinctiveness lies in the holistic development of students by addressing Sustainable Development Goals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT GENERAL DEGREE COLLEGE LALGARH
Address	Vill- Shankhakhullya, P.O. - Lalgarh, Dist. - Jhargram, Police Station- Lalgarh, Block- Binpur -1, PIN- 721516
City	Lalgarh
State	West Bengal
Pin	721516
Website	www.lalgarhgovtcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Bisweswar Chakraborty	03221-263316	9474756866	-	principal@lalgarhgovtcollege.org
Associate Professor	Debabrata Das	-	9800301026	-	debabratlalgarh@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	**University name**	**Document**
West Bengal	Vidyasagar University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	08-09-2017	[View Document](#)
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Vill- Shankhakhullya, P.O. - Lalgarh, Dist. - Jhargram, Police Station- Lalgarh, Block- Binpur -1, PIN- 721516	Rural	6.4	5260.91

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Three Year Ba Hons In Bengali,Three Year Hons CBCS	0	0		0	0
UG	BA,Three Year Ba Hons In English,Three Year Hons CBCS	0	0		0	0
UG	BA,Three Year Ba Hons In History,Three Year Hons CBCS	0	0		0	0
UG	BA,Three Year Ba Hons In Philosophy,Three Year Hons CBCS	0	0		0	0
UG	BA,Three Year Ba Hons In Political Science,Three Year Hons CBCS	0	0		0	0
UG	BA,Three Year Ba Hons In Sanskrit,Three Year Hons CBCS	0	0		0	0
UG	BA,Three	0	0		0	0

	Year Ba Hons In Santali,Three Year Hons CBCS					
UG	BA,Three Year Ba Hons In Sociology,Three Year Hons CBCS	0	0		0	0
UG	BA,Three Year Ba General In Bengali,Three Year General CBCS	0	0		0	0
UG	BA,Three Year Ba General In English,Three Year General CBCS	0	0		0	0
UG	BA,Three Year Ba General In Philosophy,Three Year General CBCS	0	0		0	0
UG	BA,Three Year Ba General In History,Three Year General CBCS	0	0		0	0
UG	BA,Three Year Ba General In Political Science,Thre	0	0		0	0

	e Year General CBCS					
UG	BA,Three Year Ba General In Sociology,Three Year General CBCS	0	0		0	0
UG	BA,Three Year Ba General In Sanskrit,Three Year General CBCS	0	0		0	0
UG	BA,Three Year Ba General In Santali,Three Year General CBCS	0	0		0	0
UG	BSc,Three Year Bsc General In Botany,Three Year General CBCS	0	0		0	0
UG	BSc,Three Year Bsc General In Zoology,Three Year General CBCS	0	0		0	0
UG	BSc,Three Year Bsc General In Physiology,Three Year General CBCS	0	0		0	0
UG	BA,Three	0	0		0	0

	Year Ba Hons In History In Santali Medium,Three Year Hons in Santali Medium CBCS					
UG	BA,Three Year Ba Hons In Philosophy In Santali Medium,Three Year Hons in Santali Medium CBCS	0	0		0	0
UG	BA,Three Year Ba Hons In Political Science In Santali Medium,Three Year Hons in Santali Medium CBCS	0	0		0	0
UG	BA,Three Year Ba General In History In Santali Medium,Three Year General in Santali Medium CBCS	0	0		0	0
UG	BA,Three Year Ba General In Philosophy In Santali Me	0	0		0	0

	dium,Three Year General in Santali Medium CBCS					
UG	BA,Three Year Ba General In Political Science In Santali Medium,Three Year General in Santali Medium CBCS	0	0		0	0
UG	BA,Four Year Ba Hons Or Hons With Research In Bengali,Four Year Hons or Hons with Research CCFUP	48	Higher Secondary or Equivalent Examination	Bengali	69	48
UG	BA,Four Year Ba Hons Or Hons With Research In English,Four Year Hons or Hons with Research CCFUP	48	Higher Secondary or Equivalent Examination	English	46	22
UG	BA,Four Year Ba Hons Or Hons With Research In History,Four Year Hons or Hons with Research	48	Higher Secondary or Equivalent Examination	English + Bengali	69	38

	CCFUP					
UG	BA,Four Year Ba Hons Or Hons With Research In Philosophy,Four Year Hons or Hons with Research CCFUP	48	Higher Secondary or Equivalent Examination	English + Bengali	58	27
UG	BA,Four Year Ba Hons Or Hons With Research In Political Science,Four Year Hons or Hons with Research CCFUP	48	Higher Secondary or Equivalent Examination	English + Bengali	58	27
UG	BA,Four Year Ba Hons Or Hons With Research In Sanskrit,Four Year Hons or Hons with Research CCFUP	48	Higher Secondary or Equivalent Examination	Sanskrit	60	32
UG	BA,Four Year Ba Hons Or Hons With Research In Santali,Four Year Hons or Hons with Research CCFUP	48	Higher Secondary or Equivalent Examination	Santali,English + Santali	60	27
UG	BA,Four Year Ba	48	Higher Secondary or	English + Bengali	49	20

	Hons Or Hons With Research In Sociology,Four Year Hons or Hons with Research CCFUP		Equivalent Examination			
UG	BA,Four Year Ba Hons Or Hons With Research In History In Santali Medium,Four Year Hons or Hons with Research in Santali Medium CCFUP	48	Higher Secondary or Equivalent Examination	English + Santali	60	29
UG	BA,Four Year Ba Hons Or Hons With Research In Political Science In Santali Medium,Four Year Hons or Hons with Research in Santali Medium CCFUP	48	Higher Secondary or Equivalent Examination	English + Santali	60	30
UG	BA,Four Year Ba Hons Or Hons With Research In Philosophy In Santali Medium,Four Year Hons	48	Higher Secondary or Equivalent Examination	English + Santali	60	29

	or Hons with Research in Santali Medium CCFUP					
UG	BA,Three Year Ba Multidisciplinary In Humanities,Three Year Multidisciplinary CCFUP	36	Higher Secondary or Equivalent Examination	English + Bengali	355	284
UG	BSc,Three Year Bsc Multidisciplinary In Life Science,Three Year Multidisciplinary CCFUP	36	Higher Secondary or Equivalent Examination	English + Bengali	38	21
UG	BA,Three Year Ba Multidisciplinary In Humanities In Santali Medium,Three Year Multidisciplinary in Santali Medium CCFUP	36	Higher Secondary or Equivalent Examination	English + Santali	60	28
UG	BSc,Three Year Bsc Multidisciplinary In Life Science In Santali Medium,Three Year Multidisciplinary in Santali Medium CCFUP	36	Higher Secondary or Equivalent Examination	English + Santali	30	0
UG	BSc,Four	48	Higher	English +	30	1

	Year Bsc Hons Or Hons With Research In Computer Science In Santali Medium,Four Year Hons or Hons with Research in Santali Medium CCFUP		Secondary or Equivalent Examination	Santali		
UG	BSc,Four Year Bsc Hons Or Hons With Research In Geography In Santali Medium,Four Year Hons or Hons with Research in Santali Medium CCFUP	48	Higher Secondary or Equivalent Examination	English + Santali	30	11
UG	BSc,Four Year Bsc Hons Or Hons With Research In Nutrition In Santali Medium,Four Year Hons or Hons with Research in Santali Medium CCFUP	48	Higher Secondary or Equivalent Examination	English + Santali	30	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				46			
Recruited	0	0	0	0	0	0	0	0	19	6	0	25
Yet to Recruit	0				0				21			
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				9
Recruited	6	0	0	6
Yet to Recruit				3
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				4
Recruited	4	0	0	4
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.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	13	3	0	16
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

08-12-2024 11:23:02

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	371	0	0	0	371
	Female	305	0	0	0	305
	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	52	56	60	55
	Female	40	55	52	60
	Others	0	0	0	0
ST	Male	68	101	108	45
	Female	50	82	69	50
	Others	0	0	0	0
OBC	Male	57	67	69	52
	Female	41	46	55	29
	Others	0	0	0	0
General	Male	122	129	122	189
	Female	107	125	112	208
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		537	661	647	688

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP 2020 provides a comprehensive framework for every level of education - primary, secondary, higher education, and vocational training education in both urban and rural areas of India. NEP 2020

	proposes several reforms in higher education, including the establishment of a single regulator, a multidisciplinary approach, flexibility in curriculum, and increased use of technology. It aims to increase the Gross Enrollment Ratio (GER) in higher education and promote research and innovation. Government General Degree College Lalgarh uses (a) a teaching strategy that includes each student's potential through sensitization of students and parents. (b) Departments of our college have made "elective papers" available to students in all disciplines. (c) Interdisciplinary subjects were encouraged for students to choose to help them to acquire knowledge across the courses. (d) The college also provides value-based education, environmental education, and community engagement and services through NSS. (e) Departments arrange invited lectures on knowledge system based areas to provide diversity among courses. (f) Individual Departments, IQAC and different cells of the college arrange regular webinars, seminars, and awareness programmes in different diverse fields.
2. Academic bank of credits (ABC):	The State Government and the affiliating University have addressed the roadmap for NEP 2020. As a part of this all the students of Government General Degree College Lalgarh duly registered under the University and enrolled under NEP have their respective ABC Ids to avail the advantages of the National Academic Repository. Total 688 in the Academic Session 2023-24 students have been instructed to create their ABC Ids before Registration and all of them did their Ids.
3. Skill development:	The policy emphasizes the integration of skill development and vocational education into the mainstream curriculum. NEP 2020 seeks to bridge the gap between education and employability by providing students with practical skills and hands-on training aligned with industry requirements. The affiliated university has tailored its curriculum in light of the growing need for skilled workers in both the public and commercial sectors. There are many courses featured in the curriculum that are skill-oriented. The current imperative is to generate a young generation with degrees in their chosen fields and extra training programs that will enable them to launch their entrepreneurship after graduating from

	college. Other effective methods used by the institution for skill development include scientific workshops, sports competitions, etc. The syllabus of each subject is structured in such a way that students are required to complete application-oriented compulsory modules ('Skill Enhancement Courses') in Semesters 3 and 4), which relate to skill development, problem-solving, and analytical thinking, all of which are essential. Additionally, the college has set up a number of 'Add-on Courses' that might provide students with an edge in the fiercely competitive job market by giving them access to knowledge and abilities that they would not otherwise be able to acquire through the regular curriculum.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college attempts to elevate these disciplines by offering four languages in its undergraduate programs: English, Bengali, Sanskrit, and Santali. Philosophy, Political science, History and Sociology are also offered as major courses to instill a sense of national integration, passion for art and culture, respect for women's community, and civic consciousness among the student body. Two languages, Sanskrit and Santali, and Philosophy are taught to ensure proper integration of Indian knowledge system. Besides in History, Philosophy and Political Science , the State Government has been kind enough to introduce teaching-learning process through Santali Medium and Olchiki Scripts in order to promote core ethos of Indianness.
5. Focus on Outcome based education (OBE):	The integration of OBE within the NEP 2020 framework is poised to significantly elevate the quality of higher education in India. As educators and institutions adapt to this new paradigm, the focus on outcomes rather than inputs promises to better prepare students for the complexities of the modern world. To implement the spirit of NEP, the syllabus of every course has been nurtured with care for macroeconomic and societal needs at large. The initiative to change the curriculum toward OBE began with the implementation of the CBCS system. In our plan of action and in providing 'Generic Electives', 'Skill Enhanced Courses' and 'Discipline Specific Electives' we have taken great effort to give courses to students with the specific purpose of growing skills or gaining knowledge. By the end of the course, students should have completed

	the aim. All courses are taught with the cognitive capacities of remembering, understanding, applying, analyzing, evaluating and creating as their primary learning objectives. In addition to domain-specific knowledge, learning outcomes at all levels guarantee social responsibility, morality and entrepreneurial abilities so that students actively contribute to the country's economic, environmental, and social well-being. The courses are designed to attain the promised outcomes in respective programmes. (a) Students are expected to have logical thought processes in a range of social, historical, scientific, economic, ideological and philosophical traditions after finishing their selected programme. (b) The programmes also enable graduates to compete in numerous competitive examinations or pursue the higher education of their choice. (c) All the ignited minds, are able to consider and take action on a variety of issues affecting human life to improve this world. (d) Students are urged to have a rational, scientific mindset and approach, especially those studying the sciences.
6. Distance education/online education:	It has been observed that some of the primary components of NEP 2020 are 'Technology in Education' and 'Digital Education'. The college has long thought that integrating ICT into education might open the door to a new paradigm and offer a better platform for educating today's youth. This entire digital education satisfies the core objectives of Digital India's programmes and has enormous potential to improve the country's educational system where the learning population finds it challenging to reach and access education due to a lack of resources and infrastructure.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES. Usually, the NSS Programme Officer of the College Unit shoulders the responsibilities to both mobilize and arrange the programmes in connection with the ELCs.

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.	Government General Degree College, Lalgarh, has always been an active participant in all programs organized by the Election Commission of India, expedited through a vibrant electoral Literacy Club (ELC), comprising Chairperson, Faculty Coordinator, Faculty Members, Student Members and the Alumni. The Club works tirelessly in the dissemination of the spirit of democracy in thought and praxis in various constituencies within its access. The college also arranges awareness programmme in collaboration with local administration.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The College was apprised about the ongoing project undertaken by the Election Commission of India named "My Vote, My Future – the Power of My Vote" from the Office of the Block Development Officer of Lalgarh, Jhargram. Mr. Nowser Rowa Sk, Assistant Professor of History, the NSS PO as well as the coordinator of the Electoral Literacy Club (ELC) of the College attended the meeting represented the College, The college also arranges programme to spread awareness about Election Process, Democracy, and need for Electoral Participation in collaboration with local administration.
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.	From its very inception on 16th August, 2019, the Electoral Literacy Club (ELC) of the College has observed that almost all of its students above eighteen years of age are already enrolled as voters in the electoral roll. However, for the mere handful of students who are yet to be registered as voters, the ELC of the College takes active measures to spread awareness about the electoral process and get them acquainted to the various aspects of their civic duty of voting. Special lectures are arranged to inform the new voters about their rights, duties, and the expected code of conduct at the time of polling. The students are also informed about the different methods of redressing grievances related to the electoral process. Efforts are made by the College to help these uninitiated voters to know about the use and functions of EVM machines and make them realize the importance of their contribution to the democratic process of election. They are urged to get themselves enlisted on the electoral roll as early as possible and get Voter's ID cards / EPICs issued in their favour.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
689	647	661	537	478

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: 25

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

2023-24	2022-23	2021-22	2020-21	2019-20
25	25	25	24	24

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
9.62237	29.00252	23.16241	4.56688	19.49711

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:

1.1.   **Curriculum Planning and Implementation:**

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:

1. **Adherence to University Syllabus:** Government General Degree College Lalgarh, as a Constituent College affiliated withVidyasagar University, operates strictly within the framework set by the university for undergraduate courses. We adhere to the syllabus framed by Vidyasagar University, ensuring that students receive a comprehensive and structured education.

2. **Implementation and Dissemination of Curriculum:**

We prioritize the effective implementation and dissemination of the curriculum by closely following the Academic Calendar prepared by Vidyasagar University. To enhance the college experience, we incorporate unique extracurricular activities. Curriculum dissemination at the departmental level is carefully strategized to optimize learning outcomes. Extra classes are offered to students requiring additional support, and tutorial classes supplement regular coursework to ensure thorough understanding.

3. Academic Planning and Routine Structure:

Our institution ensures balanced syllabus coverage and timely completion, in alignment with the academic calendar. A centralized Master Routine and detailed Departmental Time-Tables facilitate smooth curriculum delivery. The Routine Sub-Committee, overseen by the Teachers' Council, designs the Central Routine for both Arts and Science departments.

4**. Adaptation to Pandemic Challenges:**

During the pandemic, our institution swiftly adapted to the challenges posed by the situation. We transitioned to online platforms to ensure the continuity of education. Virtual classes, online assessments, and digital resources were utilized to maintain the academic schedule. Faculty members underwent training to effectively use these online tools, ensuring that the quality of education was not compromised.

5. **Teaching Techniques**: Government General Degree College Lalgarh employs diverse teaching techniques, ranging from traditional chalk-and-talk methods to modern ICT-enabled lecture delivery systems. These techniques are designed to foster student engagement and interest in the learning process. In addition to regular teaching methods, continuous evaluation is ingrained within our teaching methodology, incorporating various assessment methods such as class tests, home assignments, and presentations. These practices allow us to effectively gauge students' academic progression throughout the year.

6. **Evaluation Process and Internal Assessment:** Evaluation is an ongoing process that included Internal Assessment and End Semester Examinations per University guidelines, ensuring comprehensive student performance assessment. Each paper allocates 15 marks for Internal Assessment, constituting 20% of the total marks, with 10 marks for internal assessments and 5 for class attendance. These assessments are mandatory and integral to the Choice Based Credit System implemented in 2018 per Vidyasagar University regulations, and the CCFUP framework implemented in 2023.

7.Centralized Exam Administration: To ensure fair and efficient conduct of exams, the College Examination Sub-Committee, operating under the Teachers' Council, arranges centralized examinations. Our institution rigorously adheres to university-set deadlines for completing internal assessments each semester. Additionally, the End Semester Examinations are centrally coordinated through the Examination Sub-Committee under the Teachers' Council for this purpose.

8. Uploading Assessment Marks and Responsibility of Tabulation Sub-committee: Departments are tasked with the responsibility to upload Internal and continuous Assessment marks to the University portal.

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: 12

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: 5.88

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

2023-24	2022-23	2021-22	2020-21	2019-20
93	76	08	00	00

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:

1.3.1 Curriculum Enrichment

Government General Degree College Lalgarh is dedicated to integrating the essential elements of gender equality, human values, environmental awareness and sustainability, and professional ethics into every facet of institutional activity. From the core responsibility of teaching to the organization of various student-centric learning programs, the college emphasizes these cross-cutting issues.

The academic curriculum designed by Vidyasagar University, which is followed by all colleges under its jurisdiction, naturally includes these ideals. Although individual colleges have limited scope to alter or add to the syllabi, it is fortunate that the syllabi of various subjects inherently promote these values. The teaching faculty at **Government General Degree College Lalgarh** ensures that these objectives are met in the course of imparting education.

Nearly all subjects offered at the college cater to the realization of one or more of the mentioned ideals. Both the **CBCS** (Choice Based Credit System) and the **CCFUP-NEP** (Curriculum and Credit Framework for Undergraduate Programmes under the National Education Policy) have good representation of these themes. Environmental Studies (**ENVS**) is consistently provided as a compulsory course for all students, regardless of their chosen programs. Along with the theoretical portion in the **ENVS** course, the preparation and submission of a project on any environment and sustainability-based topic is mandatory. Under the proficient guidance of supervisors, studentsenthusiastically engage in these projects.

The language subjects of Bengali, English, and Sanskrit include significant portions that address human values, gender, environment, and related themes. The English syllabus, in particular, offers courses on soft skills and other professional necessities. Humanities subjects such as Philosophy, History, and Sociology provide foundational as well as applied aspects on gender and human values.

At the institutional level, **Government General Degree College Lalgarh'**s approach to planning and implementing various academic activities reflects the importance given to cross-cutting issues. The college arranges talks and lectures specifically on these topics. Even in the online mode, various departments and sub-committees organize successful webinars on human values, ethics, and gender. In celebrating diverse events, there is always an attempt to address these issues. Special talks on gender issues are arranged.

The NSS unit of the college is active in incorporating and imparting essential ideals, particularly on the environment and sustainability. Repeated sessions are held on keeping the campus clean, spreading awareness on sustainability, and addressing gender issues such as education before marriage and others. The institution is successful in organizing tree plantation and maintenance drives.

Through these comprehensive efforts, **Government General Degree College Lalgarh** successfully integrates these crucial elements into its educational framework, fostering a well-rounded and ethically aware student body.

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: 51.52

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

Response: 355

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: 71.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
689	647	661	537	478

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

2023-24	2022-23	2021-22	2020-21	2019-20
1102	847	802	802	685

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: 82.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
689	647	661	537	478

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

2023-24	2022-23	2021-22	2020-21	2019-20
1102	902	847	432	355

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: 27.56

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:

2.3.1

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

Response:

Government General Degree College Lalgarh has tried to incorporate the use of ICT in teaching and learning since its inception.In recent years the use of ICT tools, including online resources, at our institution has significantly increased, enhancing students' learning experiences through experiential learning, participative learning, and problem-solving methodologies. This integration has made learning more engaging and interactive, ensuring continuous educational growth even during challenging times like the COVID-19 pandemic. More importantly, it has kept our students abreast with the most recent developments in the field of academics, proving that in a world powered by technology, geography is no barrier.

Experiential Learning:

1. Laboratory Demonstrations: The bio-science departments like Botany, Physiology and Zoology facilitate learning through experiments in well-equipped laboratories.

2. Educational Tours: The Departments of Bengali and Sociology organises regular educational tours and field surveys providing students with firsthand experiences.

3. Projects: Students engage in hands-on learning through projects and class assignments, promoting peer learning and teamwork.

4. Seminars and lectures: Several departments and the IQAC regularly organise seminars, interactive lectures,Yoga sessions to further enhance experiential learning.

Participative Learning

1. Observation of student week: The college observes "Students "Week" to promote physical activity, teamwork and skill development which provide a refreshing break from the regular academic routine.

2. Co-curricular Activities: Students participate in cultural competitions, sports, quiz, poster presentations, etc. promoting active learning.

3. Student Seminars: Some departments organise student seminars to develop critical thinking and personality.

4. Students' Contributions: Students of several departments actively participate in the making of wall magazines.

5. Event Organisation: Students take part in organising events like Freshers' meet, Saraswati Puja and

Teachers' Day programmes, enhancing their organisational skills and teamwork.

6. Outreach Activities: NSS unitinvolves students in community service, social work and environmental awareness programs.

Problem-Solving Methodologies

1. Class Assignments and Practical Learning: Our institute encourages students to take part in different assignments and practical sessions to develop problem-solving skills.

2. Tutorials and Beyond the Classroom: Interactions in tutorials, held regularly indifferent departments, help students dispel doubts and improve their understanding. Moreover, the teacher-student interaction in our college extends beyond the classroom and the campus. Students can approach the teachers with their problems at any hour.

3. Mentor-mentee system: Considering post pandemic situation, Mentor-mentee system is adopted for the students in every discipline of our college. It addresses academic, personal, and professional needs, providing structured support that fosters growth, confidence, and success.

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: 455.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	15	12

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: 1.63

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**

2023-24	2022-23	2021-22	2020-21	2019-20
00	01	01	00	00

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:

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

Response:

Being affiliated to Vidyasagar University, Government General Degree College Lalgarh abides by therules and regulations formulated by the University regarding curriculum, examinations, and assessment.

Between 2018 and 2023 our college used the Choice-Based Credit System (CBCS) to ensure fair evaluation of all students. It has now switched to the CCFUP system following the adoption of the NEP by the university. TheExamination Sub-Committee monitors and conducts both internal and external examinations all throughout the year, along with the several departments who evaluate the students through continuous assessment system. Repeated assessments keep the students on their toes, ensuring a good attendance in the classes.The university administers semester exams, with many faculty membersinvolved in evaluating students through question framing, moderation, and assessment. Additionally, thecollege also serves as an examination centre.

We also conduct internal assessments following the CBCS pattern earlier and the CCFUP framework now, in addition to university exams.Ourcollege's assessment process is continuous and transparent. The college determines marks for internalassessments, while the university assesses students on their final exams. For core courses, 10 marks areallocated for internal assessments, and 5 marks for skill enhancement courses. Additionally,marks out of 5 areawarded based on attendance records kept by teachers.

The Internal Assessment exams for each semester are conducted centrally by the Examination Sub-Committee, preparing proper schedule and notifying the students in advance. Students are notified about internal assessments at least a week in advance through various channels:college website, notice boards, intimations in class and in WhatsApp groups by professors. Over the last couple of years, though, a greater thrust has been put on the continuous assessment system, encouraging the departments to conduct short exams in several modes (like, written exam, quiz, paper presentation) all throughout the semester, particularly for Honours Core/ Major papers.

During the COVID-19 pandemic, we shifted to online assessments. Teachers used WhatsApp groups and Google Classrooms tonotify students of internal assessments during the 2020-21 and 2021-22 (partly) academic sessions.Students received questions digitally and submitted scanned answer scripts via email.During the pandemic, colleges administered online end-of-semester exams. Despite technical issues,most students successfully submitted their answers via email. The Examination Sub-Committeeensured a smooth running of the process. Students without internet access could drop off their scripts in person at thecollege drop-box, following COVID-19 guidelines.

Evaluation does not stop with assessments. If a student struggles, we offer extra help through tutorials, and continuous support that extends beyond the college hours.

Our college offers a comprehensive learning experience with diverse activities that enrich students' education, including field studies, poster presentations, seminars, and practical classes.

These activities foster active learning, creativity, and critical thinking, preparing students for academicsuccess and future careers.

The college evaluates students beyond test scores, focusing on their learning journey and providing continuous support. It prioritises transparency, holistic learning, and a Grievance Redressal Systemtoensure every student's voice is heard and valued. The goal is to build a community where every studentcan succeed and thrive.

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:

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the

institution are stated and displayed on website

Response:

The B.A./B.Sc. (Honours/ Single Major as well as General/ Multidisciplinary Studies) programmes at Vidyasagar University adopt the UGC-recommended Choice-Based Credit System(CBCS) and CCFUP, spanning six semesters across three academic sessions. The curriculum ismeticulously designed to provide students with a comprehensive understanding of their chosen subject, fostering critical thinking, practical skills, and ethical values essential for their professional and personalgrowth.

The cornerstone of the curriculum, the Core Courses, delves deeply into the fundamental branches of thesubject, offering students exhaustive knowledge and a holistic view. Through the exploration of keyconcepts and major texts, students gain a solid conceptual base and are equipped with crucial analyzingtools and methodologies. This foundation prepares them for advanced study and research in theirdiscipline.

An integral part of the Core Courses is an overview of the subject which serves as a compass for youngminds, elucidating the necessity and scope of their chosen programme. By contextualising the disciplinewithin existing and evolving fields of research, students are inspired to delve deeper into their areas ofinterest, understanding its relevance in the contemporary world.

As the course progresses, students are introduced to classical and modern theories, as well as

contemporary trends, within their respective disciplines. This exposure enables them to understand theevolution of thought and its sustainability in addressing present-day challenges and opportunities.

Humanities students also undergo training in literary and social skills, exploring intersections betweenliterature, culture, society, and politics. They also learn publication norms and ethics, preparing them foracademic and professional endeavours. Moreover, students are constantly oriented towards critical thinking and original ideas, through assignments and seminar presentations. This enables students to discern problems, formulate research questions, collect data,and interpret findings effectively.

The Skill Enhancement Elective Courses (SECs) broaden students' understanding of the applicative

aspects of their subject, providing exposure to interdisciplinary texts, practices, and issues. This enhancescross-cultural awareness, critical argument formation, and basic research aptitude, contributing to theiroverall development.This fosters ability to problematise complex issues, laying the groundwork forfurther exploration and clarification.

In general, the programmes' orientation toward global issues in society and culture equips students with abroad understanding of diverse perspectives and challenges. This prepares them for a range of careeroptions, leveraging their knowledge and skills to contribute meaningfully to society. Emphasis is placedon advancing knowledge, critical thinking ability, practical skills, environmental awareness, and ethicalvalues, aligning graduates with the evolving demands of the contemporary job market.

Thus, the inference that can be drawn from this is that the B.A./B.Sc. programme atVidyasagar University is meticulously crafted to provide students with a robust foundation in theirchosen discipline while fostering critical thinking, practical skills, and ethical values essential for

personal and professional success in a dynamic global landscape. Through a combination of Core

Courses, practical application, interdisciplinary exposure, and research training, graduates emerge ascompetent professionals ready to tackle the challenges of the 21st century with confidence and

competence.

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:

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Institution, Government General Degree College Lalgarh, has implemented several strategies to achieve PSOs and COs. They are as follows-

1. **Continuous assessment:** Apart from internal assessments, departments continuously evaluate theirstudents like for instance in the form of poster presentations which are intended solely for the benefit ofthe students. In the last couple of years, we have put greater emphasis on this.

2. **Tutorials:**Introducing special slots for tutorials within the class-routine has enabled more personal and close interactionsbetween learners and teachers. This approach is implemented in accordance with the teacher'sspecialisation.

3. **Students seminar:** In addition to classroom activities, student seminars are organised to educatestudents about new approaches and spark curiosity among learners.

4. **Field trips:** Educational excursions are scheduled to expose the students to first-hand ground realities and thus introduce the learners to real-life situations.

5. **Quiz Competition:** Quiz Competition is a fundamental aspect of the annual cultural programme heldin the college. They help students develop critical thinking skills, learn about subjects, and improve theirlanguage abilities. They can also help students build confidence, learn to communicate, and solveproblems.

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: 97.86

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

2023-24	2022-23	2021-22	2020-21	2019-20
192	222	223	189	133

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

2023-24	2022-23	2021-22	2020-21	2019-20
198	233	226	190	133

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: 3.42

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: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Government General Degree College has created an ample environment for holding Indian Knowledge System Related Seminars, about Intellectual Property Rights and Incubation Centre

3.2.2 Number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship 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:

3.2.2 Number of workshops/seminars/conferences including programs conducted on Research

Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years.

Year	Name of One DaySeminar	Date	Link for Supporting Documents
2019-2020	**One day Seminar titled "Qualitative vs Quantitative Research: Choosing the Right Methodology"**	**16.08.2019**	
2021-2022	*One day seminar on Indian Knowledge System titled* *" ??????????????????? ????????????/ The origin and developmental history of Santali Language"*	**05.05.2022**	
2022-2023	*One day seminar on Intellectual Property Rights titled "Understanding the IPR Landscapes: Challenges and Opportunities"*	**15.09.2022**	
2022-2023	*One day seminar on research methodology titled "Remote Sensing: A Method of collection of Geographical Data"*	**06.04.23**	
2023-2024	*One day seminar on Indian Knowledge System titled "Exploring the Philosophical Foundations of the Indian Knowledge System"*	**29.09.23**	

Year	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
Number	1	2	1	0	1

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: 5

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**

2023-24	2022-23	2021-22	2020-21	2019-20
1	2	1	0	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.96

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	03	06	10	02

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: 1.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
19	04	03	04	08

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:

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

Name of the activity	Organising unit/ agency/ collaborating agency	Year of the activity	LINK
2022-2023			
Cleanness Drives Programme in Nearest Fair ground	NSS UNIT-1, GGDC LALGARH	February, 2023	
Health Awareness Campaign in Sankha Khulya Village	NSS UNIT-1, GGDC LALGARH	February, 2023	
Tobacco Prohibition Camp in Nearby Villages	NSS UNIT-1, GGDC LALGARH	August, 2023	
Three Days Celebration of Azadi Ka Amrit Mahotsav	NSS UNIT-1, GGDC LALGARH, / Central Bureau of Communication, Govt. of India	August, 2023	
2023-2024			
PM Poshan School Nutrition Garden Survey	NSS Unit-I, GGDC Lalgarh/ Pratichi Institute, Pratichi (INDIA) Trust	March, 2024	
Blood Donation Camp	NSS Unit-1 & Students Affairs Committee; GGDC Lalgarh, Jhargram -721516/Jhargram Blood Bank,Jhargram-721507.	April, 2024	
SAP Programme- Temple Cleaning in Locality	NSS UNIT-1, GGDC LALGARH	May, 2024	
Anti-Ragging Campaign	NSS UNIT-1, GGDC LALGARH/ Lalgarh Police Station	June, 2024	

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:

Received appreciation from the MGNCRE for Extension Activities,.

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: 8

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**

2023-24	2022-23	2021-22	2020-21	2019-20
04	04	00	00	00

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: 19

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:

4.1.1
The Institution has adequate infrastructure and other facilities forteaching – learning, viz., classrooms,laboratories, computing equipment etc
ICT – enabled facilities such as smart class,Facilities for Cultural and sports activities, Yoga Centre, Games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The College offers a conductive atmosphere and ample campus facilities to meet the needs of both students and staff. Spread over approximately 6 acres, Government General Degree College Lalgarh provides an environment that supports both learning and work.

Academic Excellence: The college boasts 11 undergraduate departments staffed by 23 experienced faculty members, who combine traditional teaching techniques with modern tools, including two projectors, 26 classrooms, and a strong focus on online teaching resources. The college is also one of the first institutions in West Bengal to offer B.A. courses entirely in the Santali language,making higher education more accessible to the local Santal community. The college offers B.A. Honours courses in History, Political Science, and Philosophy and also B.A. General Course, entirely in Santali language. This initiative not only promotes the Santali language and cultural identity but has also attracted students from various districts, emphasizing the growing demand for indigenous-language education in the region.

Technological Infrastructure: The institution is equipped with 21 desktop computers for teachers and students, along with two classrooms featuring ICT capabilities. This setup enables a smooth transition to

online learning for both students and teachers. Additionally, the college provides portable projectors for all departments to facilitate the teaching and learning process. The College Hall is outfitted with advanced technology, including projectors, sound systems, and Wi-Fi.

Physical Fitness and Hygiene Standards: To support student well-being, the college offers a large playground and a well-equipped gymnasium. Sports equipment's are also adequately stacked to provide to the students. Hygiene is prioritized with separate toilets for boys, girls, teachers, and non-teaching staff on each floor, all of which are regularly cleaned by dedicated personnel.

Hands-On Learning: The college boasts three well-equipped science laboratories, specifically designed for Botany, Zoology, and Physiology, providing hands-on learning experiences for our general science students.

Inclusive Facilities and Student Amenities: The campus is designed with accessibility in mind, featuring a ramp and a wheelchair. A first-aid facility ensures immediate medical assistance. Additionally, there are two common rooms for boys and girls, each equipped with bathroom facilities.

Student Welfare: The college upholds a zero-tolerance policy towards ragging and sexual harassment, with dedicated cells established to address these concerns, ensuring a safe environment for all.

Cultural Activities: The Cultural Committee organizes a variety of activities, including dance, music, debates, quizzes, and poster-making. These events take place in the spacious College Hall and elsewhere in the college building providing students with numerous opportunities to showcase their talents and engage in diverse cultural experiences.

Sports Facilities and Opportunities: The college offers a wide range of indoor and outdoor sports, with top-notch facilities for games such as football,cricket, kabaddi, and discus throw. Both students and teachers regularly take part in sporting activities.

08-12-2024 11:23:02

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
9.62237	29.00252	23.16241	4.56688	19.49711

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:

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 Central Library, inaugurated in 2014 concurrently with the founding of the college, spans an impressive 1,178 square feet. This well-appointed, fully automated, open-access facility boasts an extensive collection of approximately 4,200 volumes, alongside four magazines, one weekly periodical, and two daily newspapers. The library features distinct reading areas for faculty and students, with seating up to 45 individuals.

Library Management Software:

The library is fully automated through the web-based Integrated Library Management Software (ILMS), KOHA. This cloud-based system ensures efficient cataloguing, circulation, and user management.

Distinctive Features of Our Central Library:

- Utilization of cloud-based KOHA ILMS, providing 24/7 accessibility via the internet from any location.
- Availability of Web OPAC (Online Public Access Catalogue) around the clock.
- User login facility for personal account management.
- Swift issue and return processes facilitated by barcode scanners.
- Email notifications for issue and return transactions, as well as due date reminders.

Web OPAC:

Staff client:

Library Orientation Programme:

This program offers comprehensive orientation to each student, familiarizing them with both the offline and online library access systems. Through this initiative, students gain a thorough understanding of the library's resources and functionalities, ensuring they can effectively navigate and utilize the available services.

Annual Report:

The library publishes an annual report detailing various aspects such as book acquisitions, expenditures,

user access statistics, and the issuance and return of books. This comprehensive report provides valuable insights into the library's operations and resource management, ensuring transparency and informed decision-making for continuous improvement.

NDLI Club:

Students and faculties can access texts and reading materials from National Digital Library and participate in different programs through NDLI Club.

Previous Years QuestionPapers:

Students can access digitized versions of previous years' question papers on the college library's website (Library Blog). This invaluable resource aids in academic preparation, providing comprehensive insights into past examinations and facilitating effective study strategies.

Remote Access to Library: Students and staff have the convenience of remote access to bibliographic sources via OPAC and various e-resources.

Open Educational Resources: Library listing teaching and learning materials that are freely available online for everyone to use.

Footfall at the Library: The college library recorded a total footfall of 1921 users over the past year.

MOU: MOU with GGDC Salbonifor Inter Library Loan for resource sharing. Significantly enriches the academic environment and supports the library's mission.

Library Blog: The library blog functions as an interactive conduit, fostering engagement within the campus community by disseminating the latest updates, resources, and events. This vibrant platform ensures that students and faculty remain informed and connected, enhancing the overall academic experience.

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:

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 bandwidthwithin a maximum of 500 words
Response:

Response:

The college provides adequate IT facilities for learning management and administrative services, andthese facilities are well maintained and regularly updated.The college is equipped with Wi-Fi access and CCTV surveillance. The library also equippedwith Wi-Fi internet facilities.

IT Facility Category	Facilities/Equipment	Quantity/Details
IT Facility	Desktops	21
	Laptops	02
Printing Facility	Printer / Scanners	18
	Printer (Wi-Fi capable)	00
	Xerox Machine	02
Power Backup Facility	Diesel Generator	01
	Inverter & Battery	01
Audio – Visual Learning Facility	ICT enabled rooms	02
	Projectors	03
Security Surveillance Facility	CCTV Cameras	16
Wi-Fi Facility	Wi-Fi Bandwidth	Download 52.40 Mbps & Upload 56.98Mbps
LAN Connection	Wired Internet Connection Points	02
IT Facility in the Library	Desktop	03
	Printer	02

Moreover, our college actively practices aspects of Green Computing. We encourage the use of email for inter-departmental and intra-departmental communications to reduce paper usage. All electronic equipment is turned off when not in use to conserve energy. As part of our future goals, we aim to become a paperless institution, further contributing to sustainability efforts.

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: 62.64

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

Response: 11

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: 100

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
9.62237	29.00252	23.16241	4.56688	19.49711

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: 77.89

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**

2023-24	2022-23	2021-22	2020-21	2019-20
612	461	811	134	328

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: 20.62

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**

2023-24	2022-23	2021-22	2020-21	2019-20
60	184	377	00	00

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: 8.32

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

2023-24	2022-23	2021-22	2020-21	2019-20
35	17	10	11	04

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

2023-24	2022-23	2021-22	2020-21	2019-20
192	222	220	172	120

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

5.2.2

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

Response: 0.71

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.)**

2023-24	2022-23	2021-22	2020-21	2019-20
00	05	01	00	00

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: 2

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*

2023-24	2022-23	2021-22	2020-21	2019-20
02	00	00	00	00

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: 14.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
33	25	8	1	7

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 Govt. General Degree College Lalgarh, established in 2014, has reached a significant milestone in its short journey of ten years. Since its inception, the institution has been committed to providing quality education to the students of the socially backward 'Jungle Mahal' area of Jhargram district in the state of West Bengal. Over the years, the college has grown substantially in both academic excellence and student enrolment. In this one decade of journey, the college has graduated nearly 700 students. To celebrate its achievements and foster a stronger community, the college has initiated efforts to establish an Alumni Association in 2023. The inaugural alumni meet, held on 13th January, 2023, witnessed active participation from former students wherein the members of the first Managing Committee have been unanimously decided. The Managing Committee is comprised of 12 members including the OIC, GGDC Lalgarh as Honorary President. The association aims to create a platform for former students to connect, share experiences, and contribute to the college's growth. The Association has observed campus cleaning and plantation programs in the college. It also aims to contribute to the college through donations, scholarships, and hosting events such as reunions, seminars, and workshops to engage alumni and strengthen their bond with the college. The process of registering the Alumni Association is underway.

File Description	Document
Upload 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:

Founded on July 14, 2014, Government General Degree College, Lalgarh, reflects the Government of West Bengal's dedication to expanding educational opportunities in the Jangalmahal region, an area long affected by socio-political unrest. The college began its first academic session in 2014, with a focus on addressing the educational needs of the local community. As a general degree college, we offer a wide variety of courses in both B.A. and B.Sc. programs, with Honours options available in B.A., alongside General streams. Over the past decade, our institution has played a key role in supporting the socio-economically disadvantaged communities of Jhargram and West Midnapore districts.

Vision

Our vision is to emerge as a distinguished centre of learning, where education transcends the boundaries of classrooms and textbooks, fostering an enlightened and equitable society. We envision Government General Degree College, Lalgarh as a crucible of knowledge and wisdom, where students are nurtured to realize their fullest potential and equipped to contribute meaningfully to the world.

1. **Academic Excellence:** Strive to achieve the highest standards of academic excellence, providing a robust curriculum that is responsive to the evolving needs of society and the global landscape.
2. **Innovative Pedagogy:** Embrace innovative teaching methodologies that cater to diverse learning styles and foster a culture of continuous improvement and lifelong learning.
3. **Cultural and Intellectual Diversity:** Celebrate and promote cultural and intellectual diversity, creating an inclusive environment where every student feels valued and respected.
4. **Leadership and Professionalism:** Develop future leaders and professionals who are not only academically proficient but also possess strong ethical values, integrity, and a commitment to social justice.
5. **Research and Development:** Encourage a strong emphasis on research and development, fostering a spirit of innovation and discovery that contributes to the advancement of knowledge and societal progress.
6. **Global Perspective:** Equip students with a global perspective, preparing them to navigate and excel in an interconnected and dynamic world.

Mission

Our mission is to serve as a beacon of enlightenment, extending the transformative power of higher education to the underserved and underprivileged sections of society. With a steadfast dedication to inclusivity and excellence, we aspire to cultivate an environment where learning is not merely a transmission of knowledge but a holistic journey towards personal and communal upliftment.

We are dedicated to:

1. *Empowering Minds:* Provide equitable access to quality education, enabling students to overcome socio-economic barriers and achieve academic excellence.
2. *Fostering Intellectual Curiosity:* Encourage a spirit of inquiry and critical thinking, guiding students to explore and innovate beyond the confines of traditional syllabi.
3. *Holistic Development:* Promote the all-round development of students by integrating academic rigor with co-curricular and extracurricular activities.
4. *Community Engagement*: Instill a sense of social responsibility and encourage students to contribute positively to the local community and beyond.
5. *Sustainable Educational Practices:* Implement sustainable educational methodologies that are adaptable and resilient, ensuring long-term benefits for students and society.

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:

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:

Government General Degree College, Lalgarh operates under the guidance of the Higher Education Department of the Government of West Bengal, ensuring that its administrative framework, appointments, service regulations, and procedures strictly adhere to government policies.

Appointments: The West Bengal Public Service Commission, with the Governor's approval, oversees the selection process, including merit lists, interviews, and appointments.

Transferability: Educators employed in the West Bengal Education Service can be transferred across government colleges within the state. The college abides by the orders of the Governor as and when issued.

Promotions and Rules: Promotions are regulated by UGC guidelines, which are approved by the Government of West Bengal. These guidelines incorporate both state policies and specific UGC regulations. The Career Advancement Scheme of the West Bengal government is firmly in place in this college, and promotions under this scheme take place under the vigilant eyes of the IQAC, government representatives and subject experts from the affiliating university.

Key Bodies and Committees:

• **Teachers' Council and IQAC:** The Teachers' Council forms subcommittees for managing academic administration, while the Internal Quality Assurance Cell (IQAC) plays a pivotal role in academic decision-making.

• **Administrative Committees:** The Teachers' Council Secretary and the Principal/Officer-in-Charge establish committees to manage day-to-day administrative tasks. The Admission Committee, the Purchase Committee are examples of such.

• **Student Welfare Committee:** Focuses on the overall development of students, both in extracurricular activities and academic areas. It also ensures the proper distribution of of state-run scholarships among the students, in collaboration with the office staff.

• **Event Committees:** The Sports and Cultural Committees organize major annual events to enrich campus life.

• **Website Committee:** Ensures that the college website is regularly updated, providing easy access to information for students regarding events and programs.

These committees and bodies work together to strengthen the college's academic and administrative structures, promoting the holistic development of students and maintaining high educational standards.

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:

6.3.1

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

Response:

The Government of West Bengal's Higher Education Department oversees the administration of Government General Degree College Lalgarh. Both teaching and non-teaching staff enjoy the benefits available to legitimate government employees.

West Bengal Health Scheme (WBHS):

Teaching staff and permanent non-teaching staff are eligible to enroll in the WBHS. The scheme is managed by the Medical Cell under the Finance Department, in consultation with the Health and Family Welfare Department, as per G.O. No. 3472-F dated 11.05.2009.

WBHS Benefits:

The WBHS offers a comprehensive insurance policy for medical treatment covering various diseases. Employees can access medical care from government hospitals, nursing homes, and other medical institutions. Additionally, the scheme provides affordable diagnostic services at WBHS-empanelled diagnostic centres.

Indoor Treatment and Cashless Facility:

Employees are eligible for cashless inpatient treatment in empanelled private hospitals up to Rs. 1,50,000, as per G.O. No. 73-F(MED)WB dated 28.04.2022.

Reimbursement Facility:

For treatment expenses exceeding Rs. 1,50,000, employees can apply for reimbursement through the online WBHS portal.

Self Appraisal Report (SAR):

The Government of West Bengal has introduced a Self Appraisal Report (SAR) for teaching faculty, which is submitted via the WBIFMS system. This report assesses faculty members' performance, character, conduct, and professional qualities, following a hierarchical review process involving the Reporting Officer, Reviewing Officer, and Accepting Authority.

For non-teaching staff, performance appraisals are forwarded to higher authorities during confirmation and promotion evaluations.

The institution also values student feedback, which plays a significant role in shaping teaching practices. Students evaluate faculty performance, providing insights that help faculty continuously improve their teaching methodologies.

Welfare Measures for Teaching and Non-Teaching Staff:

Teaching staff enjoy various welfare measures, including General Provident Fund (GPF), Group Insurance, Medical Leave, Maternity Leave, and Child Care Leave (CCL). Non-teaching staff receive similar benefits, along with bonuses and advance salary during festive periods, as well as promotion opportunities.

Career Development and Progression:

The institution is committed to promoting professional growth through its Career Advancement Scheme (CAS) for teaching staff, in line with UGC guidelines. The scheme ensures promotions based on merit, accomplishments, and dedication to ongoing professional development.

These initiatives reflect Government General Degree College Lalgarh's dedication to recognizing and supporting the efforts of its staff, fostering an environment that promotes well-being and career advancement.

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**

2023-24	2022-23	2021-22	2020-21	2019-20
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: 26.06

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**

2023-24	2022-23	2021-22	2020-21	2019-20
10	01	08	11	07

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

2023-24	2022-23	2021-22	2020-21	2019-20
06	06	03	02	02

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:

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:

Government General Degree College Lalgarh operates under the supervision and financial backing of the Higher Education Department, Government of West Bengal. Annually, we submit our proposed budget to the department, detailing salary and other expenses. For the procurement of equipment, books, chemicals, and other necessary items, we send requisitions with supporting documents to the Higher Education Department.

The government allocates funds for salaries and developmental activities through a centralized Human Resource Management System (HRMS), which is integrated with the Integrated Financial Management System (IFMS) for managing financial transactions. Our Teachers' Council has set up subcommittees, including the Purchase Committee, to manage the tendering process, whether through paper tenders or e-tenders, in line with government guidelines. The committee compares quotes and places orders with approved vendors, working in coordination with the Heads of Departments and using college order books.

Once the items are received, they are recorded in departmental stock books, and the corresponding bills are submitted to the college office for electronic payment processing via IFMS. At the close of each financial year, we ensure that all funds are fully utilized and submit utilization certificates, either offline or online, to the Government of West Bengal.

As a government institution, our accounts are audited by the Accountant General's Office (AGE) of West Bengal. Additionally, to maintain financial transparency, we have engaged a reputed chartered accounting firm to conduct external audits, and their report is attached to this document.

The financial statements for the fiscal years 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 have all been audited by a Kolkata-based chartered accounting firm. All departmental and office stock books are also subject to routine internal audits.

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:

Institution plays a crucial role to develop a nation. Institutional role and role of the head in the institution are also salient parameters to get effective reflections on the knowledge domain to work everything smoothly and functionally. So, as a whole, a good administrator and good environment can make everything meaningful in the context of societal development. In the management structure, two key regulators are there in each academic and professional institute. These are Tteachers' Council and Internal Quality Assurance Cell (IQAC). In a teacher council's meeting, subcommittees have been formed to run the institution smoothly. Like other subcommittees, IQAC is a separate subcommittee in which many teachers, non-teaching staff member, student's representative, social reformer and or social worker including Govt. representatives belong to. The committee runs with the dual help of the HOI as the Chairperson, and Coordinator of the IQAC of the same institution. One senior most officer or teacher always acts as an IQAC coordinator. If the institution presses for any kind of activity, the main director of the institution is IQAC. As a firm backbone of the institution the IQAC ensures all-round inspection and monitoring process. Therefore, it's role is varied and myriad. To develop the overall qualities of the institution, IQAC reflects its objectives to guide the characteristic themes according to the vision and mission of the institution, and, even to plan and implement a students and teacher centric atmosphere. Academic, research and extension activities are broadly associated with the IQAC. Carrier Schemes and personality development of teachers and even skill development of students are always regulated by IQAC. Departmental activities, analysis of drawbacks and problems and look after their remedies even infrastructural resource management are always under the supervision of IQAC.

Academic audit of staff and department is also under the guidance of IQAC. Therefore, during evaluation of instruction by experts under different agencies like NAAC etc. the role of IQAC is very important. IQAC supervises various academic and non-academic activities and their shortfall after work and recommends proper suggestions to mitigate the problems and develop the favourable environment in a proper manner. Data development for NIRF, AISHE, NGNCRE, HEI and others are also the mission of the IQAC. By and large, from students to teachers and from classroom to field, members of IQAC are always busy and ready to supervise and nurture the overall quality work in a managerial way. Sustenance of the education and implementation of the institutional policy always reflect the path of IQAC.

Our institution is significantly cater to the educational needs of the 1st generation learners in a tribal people dominated area. So, keeping this view in mind we the members and Coordinator of the IQAC of Govt. Gen. Degree College, Lalgarh, Jhargram, W.B. are always working with you in society for better quality and infrastructure development. A good and moral effort makes a society more prosperous in terms of time.

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:

Title: Advancing Gender Equity: Institutional Initiatives

Women's Day Celebrations:

Our institution celebrates Women's Day with unbridled enthusiasm, serving as a powerfulplatform for students to actively engage in diverse events and activities. These endeavors strive toamplify gender

equality, foster women's empowerment, and showcase their remarkableaccomplishments. Our celebrations transcend mere rituals and forge collective awareness,nurturing an environment of inclusivity and utmost respect.

Committee Against Sexual Harassment (CASH) & Internal Compliance Committee (ICC) :

In 2014, just when the Government General Degree College, Lalgarh started its journey, the institutiontook a momentous step forward in addressing the pervasive issue of sexual harassment byconstituting the CASH committee. An Internal Complaints Committee (ICC) has been set upunder the Teachers Council for dealing with the complaints filed under the Sexual Harassment of

Women at Workplace (Prevention, Prohibition and Redressal) Act 2013. Meticulously addressing complaints, conducting comprehensive inquiries, and implementing preventative measures, these committees exemplify our commitment to eradicating the scourge of sexual harassment on campus. Furthermore, the committee spearheads impactful awareness campaigns and conducts enlightening workshops, effectively equipping students and staff with the knowledge and understanding of their rights and responsibilities.

Separate Common Room for Girls:

In a resolute pursuit of safety and security, our institution has meticulously installed an extensive

network of Closed-Circuit Television (CCTV) cameras throughout the campus, encompassing

corridors and outdoor spaces. These vigilant sentinels stand as formidable deterrents, dissuading

potential offenders and instilling an abiding sense of security within the entire collegiatecommunity. The captured footage serves as incontrovertible evidence, invaluable in the event ofuntoward incidents, bolstering the maintenance of an impregnable environment conducive tolearning and personal growth.

Security:

Our college boasts a dedicated security room with vigilant guards who remain alert at all times.Identity cards have been issued to every student, ensuring that only authorized individuals accessthe premises. This comprehensive system prevents inappropriate persons from entering whileprioritizing the safety of girls and maintaining overall security within the college grounds.

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:

7.1.4

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

Response:

1. **Tolerance and harmony towards cultural, regional, linguistic, and communal socioeconomic diversity:**

Our venerable institution stands as a paragon of tolerance and harmony, exemplifying an unwavering embrace of the intricate tapestry woven by cultural, regional, linguistic, communal, and socioeconomic diversities. In earnest, we ardently champion the promotion of Santal culture, imbuing every aspect of campus life with its essence. Each poster and directive is scrupulously curated in English, Bengali, and Santali languages, facilitating seamless communication across the diverse spectrum of our student body.

In a testament to our compassionate ethos, we extend our unwavering support to students hailing from scheduled tribes and scheduled caste communities. With assiduous dedication, we diligently assist them in availing the most advantageous scholarships offered by both state and central governments, alleviating economic disparities and fostering an equitable milieu characterized by mutual respect and empathetic understanding.

A highlight of our illustrious annual events lies in the splendid celebration of Santali Traditional Culture,where exclusive segments regale the audience with captivating performances, such as the graceful PataDance and the reverential Karam Puja. These resplendent showcases not only pay homage to theprofound heritage of the Santal community but also underscore our unwavering commitment to exaltingand safeguarding its unique identity.

Furthermore, our deep reverence for the luminaries of the Santal community finds expression in

commemorating the auspicious birth anniversaries of revered figures like PanditRaghunathMurmu, BirsaMunda, and Santali Bhasha Vijay Divas. The reverent gatherings, attended by esteemed guests from the Santal community, serve as poignant reflections of our profound admiration and gratitude for their invaluable contributions.

In essence, our institution stands resolute in nurturing an inclusive environment that venerates, respects, and celebrates the kaleidoscope of diversity in all its hues. Through our steadfast dedication to promoting Santal culture and uplifting marginalized students, we aspire to create an erudite and harmonious campus that thrives on the boundless richness of our collective heritage.

1. **Sensitization of students and employees to the constitutional obligations: values, rights, duties, and responsibilities of citizens:**

Our institution takes great pride in sensitizing students and employees to their constitutional obligationsas responsible citizens. As a symbol of our commitment, we prominently feature the national emblem,including the Ashoka Chakra, in our annual functions, Republic Day & Independence Day.

Students, staff, and external visitors have the opportunity to visit the stall dedicated to the national emblem, fostering a sense of national identity and civic responsibility. Additionally, during social events, we showcased a stall emphasizing the importance of the national emblem.

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: Promote environmental sustainability and raise awareness on critical social issues**

1. **Objective:**

The objective of GGDC Lalgarh is to foster a sense of community responsibility, promote environmental sustainability, and raise awareness on critical social issues. Through active participation in community-centric programs, the college aims to develop holistic individuals who contribute to the welfare of society and the environment.

1. **The Context:**

GGDC Lalgarh is situated in a remote and rugged area where access to resources and infrastructural facilities is limited. Despite these challenges, the college has adopted a proactive approach to engage with the local community through regular environmental and social awareness initiatives. These initiatives are largely spearheaded by the college's National Service Scheme (NSS) unit, which works

under the guidance of the college authorities to make a meaningful impact on both the students and the local community.

1. **The Practice:**

GGDC Lalgarh consistently implements a range of community outreach and environmental activities. The major initiatives include:

• **Garbage Cleaning Drives**: Regular clean-up activities are conducted to keep the campus and the local area clean and instill in students a habit of cleanliness and responsibility. These include drives to remove all plastic waste from the campus and reduce its future use.

• **Tree Plantation**: The college organizes tree planting programs to contribute to environmental sustainability and create and maintain green spaces in the campus.

• **Awareness Programs**:

   • **Tobacco Prevention**: Programs are held to educate students and the local community about the dangers of tobacco consumption and to promote a tobacco-free lifestyle.

   • **Cyber Security and Cyber Crime Prevention**: In today's digital age, the college conducts awareness sessions on safeguarding personal information and preventing cyber crimes, especially targeting youth.

These activities are designed not only to educate but also to engage students in hands-on social responsibility projects.

Best Practice – 2

1. **Title: Bi-Annual Health Awareness Camp**

1. **Objective:**

Our college's resolute aim among many others is to transform the lives of students hailing fromneighboring villages, where the burdens of social, economic, and geographic constraints hamper theirpursuit of a normal,healthy, worry-free student life. We also acknowledge that staff members of our

college also needs to remain healthy both physically and mentally.Keeping that objective in mind the TC resolute to arrange health awareness camp for students and staff with proper consent. The broad objective of this practice is to 1. Create awareness on various health or wellness related topics among students and staff. 2.Sensitizing them on issues related to physical and mental health 3.To support girls and brings awareness on menstrual and gender related issues 4. To create awareness among the parents regarding girls early marriages to avoid health and medical issues.5. Sensitize staff and faculty with monitoring on respiratory and cardiovascular health which often goes unnoticed or under -diagnosed.

1. **The Context:**

We resolute that a healthy lifestyle would encourage students and staff to be more meaningful and productive. The growing prevalence of depression, anxiety, cardiovascular diseases, and its related debility is detrimental to the teaching learning curve.Since the college hails from an ostracized part of the mainframe society; raising health awareness among students would eventually translate to health sensitization in their family. This would reduce both the burden of illness and rising healthcare costs for the Government apart from improving health and preventing drop-outs/absenteeism.

1. **Practice**

The Department of Physiology of GovernmentGeneralDegreeCollegeLalgarh works with the vision of "Prevention is better than cure" considering the rising healthcare costs incurred by every family. In line with this vision, the Department of Physiology aimed to conduct two health monitoring camps per year (roughly at an interval of six months) as a part of preventive health care check-up for faculty, students, and non-teaching staff. After the resolution in TC Meeting, the 1st Bi-yearly Health Monitoring Camp was held on 2.05.2023 in ICT room of our college followed by the second and third camps on the 23.11.2023 and 7.05.2024. The students and staff are first taken to the seminar room where they are briefed on health issues and course of their assessments that they need to undertake in the ICT room which is beside the seminar room. The physical and physiological vitals that are measured include blood pressure, heart rate, blood grouping (if required) oxygen saturation, body mass index, peak flow meter based respiratory function, and Snellen's chart. (visual impairment test), grip strength, reflexes. We at the Department of Physiology are of the opinion that monitoring these vitals will not only help to alleviate under nutrition and malnutrition or mitigating the obesity epidemic but also helps to sensitize the staff and non-teaching staff regarding their possible risk of cardio-respiratory complications. Based on these vitals, we have successfully screened students with visual and respiratory impairments and also staff and faculty members for cardiovascular problems based on which they were advised to seek structured medical intervention. However,attendance in the health monitoring camp is not mandatory neither for faculty nor students and confidentiality of medical information is ensured strictly. We also undertake the responsibility that the referred health data is not utilized neither for academic or commercial interest.

1. **Evidence of Success**

Through screening we have able to address nutrition needs of two students who were underweight as well as a staff member who took medical advice from South India Hospital for his long standing chronic gastrointestinal problem. We also counseled students and staff on issues to mental health.

1. **Problems Encountered**

Female students remain inaccessible to share their mental or social health problems. Interestingly, they are the ones who self-volunteered for physical health screening. Secondly, a structured cost-effective intervention involving the rural health monitoring team is required to follow-up family health issues that are voiced by the students.

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: COURSES IN SANTALI MEDIUM

Overview of B.A. Courses in Santali at Government General Degree College Lalgarh

Established in 2021, Government General Degree College Lalgarh became one of the first institutions in West Bengal to introduce undergraduate (B.A.) courses entirely in the Santali language, making it a significant milestone for the state's tribal education initiatives. Initially, the college offered B.A. Honours courses in History, Political Science, and Philosophy, each with an intake capacity of 30 students. Due to growing demand and the success of the program, the intake capacity has been increased to 55 students for each subject, and also 60 more for B.A. General Course.

What sets this initiative apart is the exclusive use of the Santali language as the medium of instruction and evaluation. Classes are conducted in Santali, and students write their examinations in Santali, using the OlChiki script. This approach not only makes higher education more accessible to students from the Santal community, who are often more comfortable with their native language than with Bengali or English, but also actively promotes the language in academic spaces.

The decision to introduce these courses reflects the increasing importance of language as a tool for preserving cultural identity. By offering courses in Santali, the college is contributing to the revitalization of a language that is often marginalized in mainstream education systems. Additionally, this move aligns with broader national and state-level efforts to uplift tribal communities through education and linguistic preservation.

Impact on the Local Community

The introduction of Santali-medium courses at Government General Degree College Lalgarh has had a significant positive impact on the local tribal communities. For many tribal students, particularly those from the adjacent rural areas, pursuing higher education in their native language provides a sense of comfort and cultural continuity. Many students who might have struggled with the language barrier in Bengali or English-medium institutions now have the opportunity to excel in their academic pursuits without the added pressure of mastering a foreign language.

Moreover, the courses have attracted students not only from the immediate locality but also from other districts in West Bengal, such as Bankura, Murshidabad, and Purulia, where Santali-speaking communities are prevalent. This influx of students from diverse districts highlights the growing demand for education in indigenous languages and underscores the significance of this initiative as a regional hub for Santali-language education.

Preserving Santali Language and Culture

GGDC Lalgarh's Santali-medium B.A. courses are playing a vital role in preserving and promoting the Santali language and, by extension, the culture of the Santal people. Language is a fundamental component of cultural identity and the use of Santali as the medium of instruction ensures that students are not disconnected from their cultural roots while pursuing modern education.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Government General Degree College, Lalgarh, began its academic journey in 2014. Since its inception, the college has rapidly developed, filling teaching positions and supporting student success through various opportunities for higher education. Our commitment to quality assurance is reflected in our focus on promoting effective teaching practices, making our institution a preferred choice for students aspiring to build successful careers. We are committed to fostering societal consciousness and preparing our students for the diverse and multifaceted roles they will play in the modern world.

Looking ahead, our institution is dedicated to several key initiatives aimed at enhancing both academic and extracurricular experiences for our students and staff. We plan to expand in coming years our academic periphery by introducing post-graduate courses in disciplines like Chemistry, Sanskrit and Sociology. We also hope to expand our Students' Exchange and Faculty Exchange Programmes, encouraging cross-cultural understanding and broadening academic perspectives. Our partnerships with diverse organizations will offer collaborative programmes that enrich our academic environment.

We are focused on upgrading our infrastructure, including the implementation of more state-of-the-art ICT-enabled classrooms that will promote interactive and modernized learning experiences. Additionally, we are empowering our educators to develop engaging e-content, making teaching resources more accessible and innovative. The central library of our college is relentlessly working on archiving these materials.

In our commitment to inclusivity, we will initiate programmes that promote gender equity and enhance facilities for differently-abled individuals, ensuring that all members of our community feel supported. Furthermore, we are dedicated to inspiring academic excellence, particularly in competitive examinations, and will advocate for increased government support to further enhance our infrastructure, including installation of solar panels as non-conventional alternative source of energy and expansion of recreational spaces. Our commitment to sustainability remains strong as we work to preserve green spaces and expand eco-friendly initiatives for a greener future.

Through these initiatives, Government General Degree College, Lalgarh, aims to provide a holistic education that prepares students for success in both their professional, personal and communal lives.

Concluding Remarks :

At Government General Degree College, Lalgarh, our pursuit extends beyond academic excellence to encompass a deep commitment to inclusive education, particularly for the underprivileged communities in our catchment area. We recognize that education is a powerful tool for social change, and we are dedicated to providing accessible, high-quality learning opportunities that empower all students, regardless of their socio-economic background.

Our institution is uniquely positioned to serve the diverse needs of our community, and we take pride in fostering an environment where every student can thrive. By offering targeted support and resources, we aim to bridge educational gaps and create pathways for success, enabling our students to reach their full potential and contribute meaningfully to society.

In addition to our academic initiatives, we are deeply committed to educating our students about the importance of living in harmony with nature. Sustainable living practices are integral to our educational philosophy, and we strive to instill a sense of environmental stewardship in our students. Through various eco-friendly initiatives and green campus projects, we encourage our students to adopt sustainable practices in their daily lives, promoting a culture of responsibility and respect for the environment.

As we look to the future, we remain steadfast in our commitment to nurturing well-rounded individuals who are not only academically accomplished but also socially conscious and environmentally responsible. By empowering our students with the knowledge and values needed to create a more just and sustainable world, we are shaping the future leaders of our society.