



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GARHBETA COLLEGE

**GARHBETA, P.O-GARHBETA DISTRICT- PASCHIM MEDINIPUR
721127**

www.garhbetacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The well known leader in 'Quit India Movement' Late Gobinda Kumar Singha envisaged to establish a higher educational institution at Garhbeta and he successfully did this noble work donating his land having the full support of the villagers of this area. The auspicious day in which the 'Rarah Bangla' got the door opened for higher education was 13th August 1948. Later on it gained recognition under the UGC Act of 1956 U/S 2(f) & 12 (B) in 1986.

During inception, the College was affiliated to University of Calcutta with Arts and Commerce stream in intermediate standard. Affiliation up to B.A. (Pass) standard was extended in 1957, followed by B.Sc. (Pass) in 1960 and Mathematics (Hons.) and History (Hons.) in 1964, subsequently granted B. Com (Pass), Zoology (Pass) and Botany (Pass) in 1982 and 1983 respectively. In 1985, the college became affiliated to the Vidyasagar University. Presently, the college offers 22 UG and 04 PG programs, two professional courses: BPED (NCTE affiliated) & BCA (AICTE approved) catering to approximately 4160 students across disciplines.

The College has adequate physical infrastructure for the pursuit of academic ambiance, alongside hostel, firing practice zone, forest zone, leisure zone, eatery zone, sports zone, orchard zone, garden including medicinal plants zone etc. The campus is Wi-Fi enabled and ICT is extensively put to use in teaching-learning-evaluation and administrative affairs as well.

The college serves as a study centre of Netaji Subhash Open University since 2004. It has two companies of NCC & 4 units of NSS.

Students from the Jungle Mahal areas with disparate learning abilities, largely women and first generation learners primarily enroll in the institution.

The college encourages partnerships with local organizations, colleges and research institutes via Memorandums of Understanding (MoU). It has been enhancing academic quality through research projects, regular academic and administrative audits including energy, green and gender audits. Plantation, water and soil conservation, solar power grid installation are some of our efforts testifying the green initiative of the college. Various extension and outreach programs in and outside the campus make the college socially connected as a member of the community.

Governing Body, Principal, all faculties and non-teaching staff contribute wholeheartedly towards achieving mission and vision of the college.

Vision

The college envisions an enlightened and empowered young generation competent of spearheading and advancing the noble ideals of peace, democracy, secularism, social inclusion, gender equity and ecological consciousness. Through a progressive curriculum and excellent as well as congenial campus environment, youth forces are to be imparted with such comprehensive level of knowledge so that they can act as agents of

transformation in a fast changing and volatile world. Thus, the college inspires students to devote themselves in the work of nation building, to concretize their knowledge with realistic view. It aspires to be a center of excellence at par with any reputed international institution where, irrespective of caste, creed or gender, students are encouraged to become intellectually active, emotionally balanced, socially committed and morally upright global citizens.

Mission

- Our mission is to impart value-based quality education that makes the students intellectually fit, socially committed and ecologically conscious.
- To enhance access to higher education to the students coming from the poor and Backward community of Bananchal based remote areas of the district of Paschim Medinipur, Bankura, Purulia and Hooghly of West Bengal.
- To orient the students by providing them opportunities to face challenges of the competitive world with utmost utilization of their potential in academic, cultural and sports events. To inculcate high moral and ethical values amongst the students to make them responsible citizens and good human beings.
- To promote awareness on ecological and environmental issues by means of campaigning of awareness about the environment and for emphasizing upon the use of nature as remedy. We campaign and promote our medicinal garden and our mission is to eventually encourage the farmers to produce organic means of agriculture.
- To usher the students as well as the teachers into innovative research by organizing seminars, lectures and workshops by eminent persons of different fields.
- To provide well equipped laboratories, ICT enabled classrooms, friendly and green environment to help flourish the potential of the students in all axes like science, arts, commerce, sports and cultural.
- To provide higher education to those people who did not get opportunity to acquire it in time due to some social and financial obstacle through Netaji Subhas Open University Study Centre.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

History and Heritage – In the land of freedom fighters and educationists, Garhbeta College historically became the door to higher studies, completing 76 years of its service.

Sprawling Campus - The vast campus spreading over the 22 acres of land, gives a lot of green cover and accommodates all the infrastructural facilities.

Diverse Platter of Courses - A diverse platter of courses is offered, ranging from ancient languages to IT, following both CBCS and CCFUP system.

Green Spotlight – Our strength lies in the environmental activities we undertake on and beyond campus.

Gender Emphasis – Year-round activities within and beyond curriculum continues to help our students grow as a gender sensitive citizen. Majority of the students are female students.

Community-connect – Innovative community involvement activities help in building connections among people, fostering a sense of belonging and trust.

Skill Building Approach - The college provides various skill-based programs to increase students' employability.

Career Counselling – Regular seminars and workshops are conducted by the career counselling subcommittee.

EFISEI Hub - This unique effort is there to assist students with innovative ideas, preferably eco-friendly, to be able to match them with prospective self-employment opportunities.

Commitment towards IKS – To uphold the Indian heritage, the Departments of Santali and Sanakrit educate students about IKS and various seminars, add-on courses and other programmes on IKS are offered too.

Overcoming Gender Barrier in Higher Education – Various activities and facilities help our female students break the glass ceiling and avail the opportunities of higher education.

Encouraging Future Students in Higher Education – Local school children are invited to visit various departments to help them get interested in pursuing higher education.

Indigenous Fruit Forest – Development and maintenance of an indigenous fruit forest show our commitment towards our environmental heritage.

IPR Cell – Various awareness seminars and workshops are organized year-round.

Institutional Facilities – There are rooftop solar panels, rainwater reuse/recharging, disabled-friendly drinking water and toilet facility, ramps, sanitary napkin vending machines, incinerators etc.

Inclusiveness towards Diversity – Different subcommittees, cells, events and awareness programmes help our

students to embrace diversity.

Library – Library is digitized, uses ILMS software KOHA and proudly hosts a vast number of physical and e-titles.

Mentoring – Every student is mentored by a faculty member.

Faculty Development and Enrichment – Teachers are encouraged to constantly develop themselves, through various supports including teachers' incentive scheme.

Collaborative Activities - MOU-s with various institutions and NGOs provide opportunity for collaborative teaching-learning-research efforts.

Academic Facilities – Physical facilities like classrooms, laboratories, technologies like ICT tools, wi-fi support are significant.

Decentralization – The organogram ensures effective decentralization of functioning through numerous cells and subcommittees.

Commitment to the EWS - Reasonable fee structure enables access to higher education for students coming from economically weaker section of the society.

Campus Security - The campus is secured with CCTV surveillance. Security personnels are always alert. There is zero tolerance against ragging and sexual harassment with the aid of Anti-Ragging subcommittee, ICC and Grievance Redressal Cell.

Accommodation for Outstation Students - Hostel is available to both male and female students.

Superior Sports Facilities – There are one gymnasium, one open stage, seven outdoor playfields, two indoor play arenas and one yoga centre.

NCC and NSS Activities - NSS and NCC units conduct various activities regularly.

Institutional Weakness

1. No scope of curriculum designing.
2. Some departments are facing teacher crisis to conduct classes smoothly.
3. Financial strength of the Institution is not so strong.
4. Infrastructural problem is also a major issue in our college. Shortage of classrooms creates a difficult problem in conducting remedial and advance classes.
5. There is an old building (Najrul Bhavan) in our college requiring thorough repair.
6. College is dealing with shortage of office staffs. The Head Clerk position is also vacant for the last several years.
7. Shortage of support staff is also another weakness.
8. Laboratory space is also not sufficient for lab-based subjects.
9. Numbers of ICT enabled classrooms are limited.
10. Toilet designed for students with disabilities is not spacious.

11. Lack of financial assistance from different funding agencies.
12. Hostel seats are not adequate for accommodating the students.

Institutional Opportunity

1. Opportunity to serve and empower the innocuous souls coming to the college from their respective villages.
2. Vast lush green campus provides numerous opportunities to become a leading example in green practices
3. Implementation of LMS (Learning Management System)
4. More skill-based programs will open various job opportunities for students
5. Opening of more career oriented new add on courses
6. Conducting more programs involving the local community
7. Uploading the e-contents consistently for the students' advantage
8. More ICT enabled classrooms, group discussions, peer-teaching, students' participation in teaching learning process
9. The overall carbon footprint of the college was calculated through a green audit. Even though the college has installed solar power plants, further energy-saving initiatives are required in order to achieve carbon neutrality.

Institutional Challenge

1. To minimize the number of dropouts
2. Generation of funds from various organizations
3. Motivating the students to explore diverse job opportunities
4. Enhancement of staff strength for the smooth conduct of NEP courses
5. To open PG courses in some other departments
6. Restrain early marriage of girl students
7. To build lifts to make all the classrooms accessible for students with disabilities
8. To open new vocational course

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Garhbeta College, being a Government aided college affiliated to Vidyasagar University, **adheres to the prescribed curriculum of the university**. The college has constituted **well-planned curriculum delivery** through properly documented process, **designs the expected learning outcomes** keeping in view the vision, mission and objectives of the college.

A diverse platter of courses and programmes is offered to cater to the varying needs of students, following both CBCS and CCFUP system, as applicable.

The college offers fourteen B.A. programmes, seventeen B.Sc. programmes, three B.Com. programmes, two BCA programmes, one B.P.Ed. programme and one B.A.(OMSP) programme. Two M.A. and two M.Sc.

programmes are offered too.

The **institutional framework** comprising of the IQAC, the Academic Subcommittee and the post-graduate council, **ensures synchronized implementation of the curriculum.**

The **academic calendar** provided by the university and the one prepared by the college, along with the **semester routines** are **regularly communicated with the students.**

The college conducts **summative internal assessments** department-wise with the active coordination of the Internal Assessment Sub-committee.

A number of departments conduct **formative assessments** in different forms. The syllabus and schedule of these assessments are communicated to the students in due course of time.

Numerous efforts are taken to ensure effective learning that is flexible in incorporating **multiple methods of communication.**

Students can undertake **project works**, go on **field trips, excursions, laboratory visits** as and wherever applicable. Regular **seminars, debates**, contributing in **wall-magazines, workshops** broaden the horizon and kindles their interest.

A number of **add-on/certificate/value-added courses** are offered for enhanced learning.

Our Institution **integrates Cross-cutting issues** of the society like moral, ethical, human values, professional ethics, gender equality and empowerment, environmental awareness, sustainability, social reforms and justice, which are inseparable part of the curriculum prescribed by the University. As an affiliated college we follow that.

Beyond the limit of curriculum framed by the university, we have also taken important initiatives to incorporate the aforesaid issues while transacting the curriculum.

The stakeholders provide **regular feedbacks** on the academic and institutional functioning, which are **analysed and appropriate measures are taken.** It is **published on the website** for transparent and efficient management of the teaching-learning process.

Teaching-learning and Evaluation

Garhbeta College puts utmost importance to guide, assist and handhold students in imbibing the ability to hone an open mind, which in turn helps them in acquiring new skills and knowledge on continuous basis.

Our students receive consistent exposure to different **electronic learning tools**, as and whenever applicable. There are sixteen classrooms with **interactive panel boards**, used for curriculum delivery through various **audio-visual learning materials.** Apart from the interactive boards, thirteen classrooms are also equipped with **LCD set-up** that are used regularly for academic communications.

As it is said that if one wants to acquire knowledge, one should teach students periodically get the opportunity of learning through teaching their peers. **Students deliver seminars** regularly **using ICT tools.**

They go on **field trips, excursions**, visits **laboratories, geological hotspots, places with historical and heritage value**, express their thoughts in the **wall magazines**.

They become a part of the lived experience of their neighbours and the surrounding environment by **taking active role in the numerous community extension programmes**.

They understand that learning can be further enriched by **two-way sharing with the society** she/he lives in.

Students get ample exposure to various **problem-solving methodologies** through the **Eco-Friendly Innovation and Self-Employment Incubation Hub** of the college. The **training programmes on skill development** make them equip with the knowhows of solving problems following scientific methodologies.

We use **summative and formative evaluation** (by various departments) methods to properly assess the learning imparted, although the end-of-semester summative evaluations are mostly defined by our affiliating university itself. Transparency and effectiveness are central to the entire process of planning, implementation and communication.

The courses offered in humanities aim at raising the competence of our students in **language, literature, history, politics, religion, ethics and culture**. The courses of sciences inculcate **scientific and mathematical understanding and skills set**, grow the **scientific aptitude in chemical, physical and biological aspects of the world**. Students learn to solve problems through **mathematical analysis, computer applications** as well as through **analysis of different aspects of business, commerce and management**. They learn about **office management, secretarial practices**, the value of a **sound and disciplined mind-body coherence**, through the **myriad courses** offered.

Research, Innovations and Extension

Garhbeta College weaves together research and teaching, to offer a **better-informed learning environment** for the students. Furthermore, encouraging innovations and engaging in community extension activities are carefully blended together with supporting research activities.

The culture of research and innovation is nurtured in the college by way of motivating faculties towards **research, publishing research papers, undertaking projects, organizing seminars, workshops, awareness program, invited talks & special lecture programs**.

Financial support is provided to the faculties for presentation of papers in national and international seminars and conferences.

College also acknowledges teachers for their **successful completion/supervision of Ph.D work** during service tenure.

Students are also encouraged in writing articles by way of giving a cash prize for the best article under **student incentive scheme**.

Currently, 26 faculty members hold PhD and 31 are currently pursuing their doctoral research.

The Institution also promotes the **cultural and sports activities** among its students. The college has arranged a

week-long **AI course on Robotics** for the students.

Initiative is taken to establish necessary infrastructure like **Museum, Language Lab, Common Research Facility, software tools for analysis and design, audio-video conferencing facilities, modern equipment in the laboratories** etc.

The college has expanded the scope of research, innovations and learning through **twenty-seven MoUs/linkages/collaborations** with other institutions and organizations.

The Institution committedly upholds **Indian heritage, ancient Indian Knowledge, practice and tradition** and thus already has established **departments of Sanskrit and Santali**. The set up of a **museum** for the preservation of heritage has started.

There are various **add-on/certificate/value-added courses, workshops and seminars related to IKS, Vedic Mathematics, recent trends in research on ethics & moral values in Sanskrit literature, Santali language, music and culture, spoken Sanskrit, ancient Indian history etc. along with several Yoga programs to gain peace of mind.**

The **IPR cell** is an integral part of research and innovations and conducts regular seminars, workshops, and entrepreneurial training.

There is **Eco-Friendly Innovation & Self –Employment (EFISEI) Hub** to showcase and support innovative ideas into feasible employment opportunities.

The students and staff of the college regularly engage in **community extension activities on issues like gender, environment, health and hygiene**, with many **recognitions and appreciations**.

Infrastructure and Learning Resources

Garhbeta College has a vast campus spread over the **22 acres of land**. This is a great opportunity for the institution, which enables it to host a number of separate buildings and other infrastructural facilities throughout the sprawling campus, without compromising its **green cover** or **aesthetic appeal**.

The campus is divided in different parts, such as, **academic and administrative zone, hostel zone, staff residential zone, firing practice zone, forest zone, leisure zone, eatery zone, sports zone, orchard zone, garden including medicinal plants**, etc.

There are **11 academic and administrative buildings, 2 boys' hostels, one girls' hostel and a 4-room staff residential area**.

There are **48 classrooms, 2 seminar halls, 19 laboratories** for spacious and simultaneous learning.

Moreover, there is **one central library, three departmental libraries** for assisting on-campus access to learning materials and learning facilities.

One gymnasium, one open stage, seven outdoor playfields, two indoor play arenas, one yoga centre and a medicinal plants garden enables the teaching-learning process to become truly hands-on and engaging.

The **central library is partially automated** (with the **ILMS software, KOHA**), offers a wide range of resources with semi-open access. It houses an extensive collection of over **44,634 physical books**, along with access to more than **199,500 e-books, 6,000 e-journals, 20 magazines, and 7 daily newspapers** (including materials related to employment opportunities), in both Bengali and English.

There is a **dedicated reading room facility** for both teachers and students. Additionally, it features an **Online Resource Centre, reprographic services and remote access to the Online Public Access Catalogue (OPAC) via websites and an Android app**, encouraging the use of digital resources.

Our IT infrastructure features a **centralized data management system, AIMS Cloud server-based infrastructure** and a **co-host server for the library**.

All on-campus academic buildings are **fully Wi-Fi enabled**, with **100 Mbps speed** and **2000 users' acceptance capability**.

College provides **sufficient band-width** to access database like **Sci-finder, Google-Scholar, Shodhganga, ResearchGate** etc. and to use **GNU-plot, Mathematics, Microprocessor Simulator, Visual Studio C++, Dev C++, Java, Python, Lingo Latex, Power X, Origin** etc.

Garhbeta College has its **official YouTube channel** that hosts a wide range of lectures, webinars and other valuable resources.

Student Support and Progression

Garhbeta College takes every effort in implementing various services and strategies to help the students overcome the barriers in higher education. The goal is to help the students succeed academically, ethically, and socially through their educational journey and ensure their smooth progression from college education to higher education or other professional level.

The College works to ensure that students get the **benefit from the scholarships and freeship schemes** provided by Government agencies through prompt and timely notifications, communications and verifications for smooth processing of the same. **About 67.01% of students** received different scholarships and freeships in the last five years. There are provisions of freeships availed regularly by our needy students.

Garhbeta College organizes various programmes to help build **skills and further capacity** of the students, to make them employment ready. The target is also to enhance their knowledge and competencies for succeeding in various competitive examinations. So far almost 1500 students have participated in the **guidance and counselling programmes**. About twenty such programmes have been undertaken, apart from different other workshops for building specific skills set like apiculture, beekeeping, poultry farming, ecological entrepreneurship etc.

About 14.07% of the outgoing students have **progressed to higher education** in the last five years. About 1.21% of the students have **qualified in the competitive entrance examinations** in the last five years.

Realising the need for developing enough skills for self-employment, Garhbeta College has decided to find and nurture the talents of our students who can become future entrepreneurs. The **EFISEI hub** organizes innovation fair, encourages students' innovative ideas and aims at matching them with potential funders and/or trainers.

Students are encouraged to participate in **extracurricular events** too. Our students perform very well in the sporting events at the **university/state/national level** and get awarded regularly.

Garhbeta College has a statutory cell for **grievance redressal**. The grievances reported online/offline addressed swiftly with stern actions.

Garhbeta College Alumni Association is a registered association that has constantly engaged in the overall progress of the college at various levels. Alumni of Garhbeta College are now well established in their respective fields, i.e., Education, Judiciary, Literature, Sports, Agriculture, Politics, Business and Industry, Social Work etc.

Governance, Leadership and Management

Our mission is to **impart value-based quality education** towards the students coming from the poor and backward (EWS) community of Bananchal-based remote areas of the district of Paschim Medinipur, Bankura, Purulia and Hooghly of West Bengal.

Opportunities are there for the faculty members to **update their knowledge, teaching and research skills** with the adequate infrastructure and learning resources.

The college has smoothly implemented the **NEP-2020 curriculum and credit framework** as instructed by Vidyasagar University.

The **Governing Body** is apex, constituting some committees for **decentralization and participation** in the institutional governance.

Various sub-committees are formed like **Finance, Purchase, Building, Maintenance, Academic, Examination, Students' AID Fund, Free Studentship** etc. for better administration and governance. Sub-committees/cells like **Grievance Redressal Cell, Anti-ragging Sub-committee, Equal Opportunity Cell, ICC, Women's Cell** keep a close watch on the maintenance and protection of inclusive environment on education and the interests of students towards the attainment of vision.

The policy of decentralized, participative management is reflected in the **institutional organogram**.

In order to follow the vision and mission, the management, IQAC, Finance Committee, Purchase Committee and various committees work on the perspective plan.

The **committee for maintenance/updating of staff service book** aimed towards better management of their career advancements.

The college provides **facilities to faculty members for the completion of Ph.D degree**. The **teachers' incentive scheme** encourages them to pursue research. Teachers receive help in paying the registration fees for presenting paper in a conference/Seminar/Symposium.

The well-being of the staff of an institution is the key towards better management of both the academic and administrative wings.

The institution provides '**Festival advance**' on the eve of autumn festivals.

Non-teaching staff receive **Puja Bonus/ex-gratia** as an appraisal of their services.

Staff can take loan against simple interest from the **cooperative society**, affiliated to the Vidyasagar Central Cooperative Bank Ltd., Garhbeta, West Midnapore.

Lunch facility is there for the Gateman, Gardener and Sweeper as recognition of early-hour service. The Gateman receives **free uniform along with washing charge**.

The staffs are sanctioned **various types of leaves**. The female employees can avail **maternity leave** and/or **child care leave**. **Duty leave** is granted to the teachers for various enrichment programmes.

Institutional Values and Best Practices

Garhbeta College consistently and regularly works for promoting and raising awareness about gender equity, both on and beyond campus.

Gender equity is an integral component of the vision and mission of our college as well, as clearly stated and displayed on the website.

Saheli, the **Women's Cell** of Garhbeta College works for the promotion of gender equality, raising awareness for women's health, hygiene, legal rights and organizing skill development programmes.

The **Internal Complaints Committee (ICC)** of the college ensure a sexual harassment-free environment, zero tolerance towards gender-based violence, regularly organizes gender sensitization programmes and has initiated gender audit.

The **Legal Awareness Cell** works to assist in empowering the female stakeholders (also men needing legal help) of our college.

The college ensures that a significant number of female students receive the benefit of **Kanyashree scheme** of the Government of West Bengal.

A **girls' hostel** accommodates outstation female students.

A **girls' common room** with resting facility is useful for the female students needing rest.

Both facilities have **sanitary napkin vending machines (with incinerators)** for uninterrupted learning of the girl students.

A number of courses incorporate gender studies, address the issue of gender provide students and the opportunity to learn about the intellectual contributions of renowned female writers/thinkers/scientists.

The college regularly undertake **green/environment and energy audit** by recognized organization/institution.

A number of **green-clean campus initiatives** are taken, including the unique **forest of local endangered indigenous fruit plants**.

Environmental awareness programmes are undertaken regularly on and beyond campus.

The **rainwater storage-recharge project** is initiated to implement institutional commitment towards water conservation.

Rooftop panels have been installed for **on-grid solar energy** production.

Waste segregation and recycling is done regularly, with designated **dry waste** and **e-waste storage areas** as well as a **compost pit**.

Our students regularly take part in awareness programmes and do their part in various **cleanliness drives beyond campus**.

Institutional framework of the **cells on equal opportunity and SC/ST affairs** and regular activities helps uphold **cultural, linguistic, communal, environmental inclusivity and constitutional responsibility**.

Two best practices, **overcoming gender barrier in higher education** and **encouraging future students to pursue higher education** are successful in meeting their goals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GARHBETA COLLEGE
Address	Garhbeta, P.O-Garhbeta District- Paschim Medinipur
City	GARHBETA
State	West Bengal
Pin	721127
Website	www.garhbetacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Hariprasad Sarkar	03227-265143	9434509500	-	garhbetacollege48@gmail.com
Associate Professor	Sushil Kumar Ghosh	-	9474504604	-	sushilkumar15ghosh@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority 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	01-01-1986	View Document
12B of UGC	01-01-1986	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	27-05-2015	24	
AICTE	View Document	09-05-2024	24	

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	Garhbeta, P.O-Garhbeta District- Paschim Medinipur	Rural	22.44	9606.13

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Hons. in Bengali	36	HS Passed	Bengali	122	122
UG	BA,Bengali, Hons. or Hons. with Research in Bengali	48	HS Passed	Bengali	162	78
UG	BA,English, Hons. in English	36	HS Passed	English	107	107
UG	BA,English, Hons. or Hons. with Research in English	48	HS Passed	English	136	84
UG	BA,History, Hons. in History	36	HS Passed	English + Bengali	90	90
UG	BA,History, Hons. or Hons. with Research in History	48	HS Passed	English + Bengali	142	63
UG	BA,Philosophy,Hons. or Hons. with Research in Philosophy	48	HS Passed	English + Bengali	84	31
UG	BA,Philosophy,Hons. in Philosophy	36	HS Passed	English + Bengali	43	43
UG	BA,Sanskrit, Hons. in Sanskrit	36	HS Passed	Sanskrit	77	77
UG	BA,Sanskrit,	48	HS Passed	Bengali	77	27

	Hons. or Hons. with Research in Sanskrit					
UG	BA,Santali,H ons. or Hons. with Research in Santali	48	HS Passed	English + Santali	49	47
UG	BA,Santali,H ons. in Santali	36	HS Passed	English + Santali	54	54
UG	BSc,Physics, Hons. or Hons. with Research in Physics	48	HS Passed	English + Bengali	77	7
UG	BSc,Physics, Hons. in Physics	36	HS Passed	English + Bengali	11	11
UG	BSc,Chemist ry,Hons. in Chemistry	36	HS Passed	English + Bengali	27	27
UG	BSc,Chemist ry,Hons. or Hons. with Research in Chemistry	48	HS Passed	English + Bengali	94	8
UG	BSc,Mathem atics,Hons. in Mathematics	36	HS Passed	English + Bengali	43	43
UG	BSc,Mathem atics,Hons. or Hons. with Research in Mathematics	48	HS Passed	English + Bengali	151	16
UG	BSc,Botany, Hons. or Hons. with Research in Botany	48	HS Passed	English + Bengali	55	10

UG	BSc,Botany, Hons. in Botany	36	HS Passed	English + Bengali	14	14
UG	BSc,Geograp hy,Hons. or Hons. with Research in Geography	48	HS Passed	English + Bengali	84	48
UG	BSc,Geograp hy,Hons. in Geography	36	HS Passed	English + Bengali	98	98
UG	BSc,Physiolo gy,Hons. or Hons. with Research in Physiology	48	HS Passed	English + Bengali	32	14
UG	BSc,Physiolo gy,Hons. in Physiology	36	HS Passed	English + Bengali	14	14
UG	BSc,Zoology ,Hons. or Hons. with Research in Zoology	48	HS Passed	English + Bengali	77	36
UG	BSc,Zoology ,Hons. in Zoology	36	HS Passed	English + Bengali	55	55
UG	BCom,Com merce,Hons. or Hons. with Research in Accounting and Finance	48	HS Passed	English + Bengali	84	3
UG	BCom,Com merce,Hons. in Accounting and Finance	36	HS Passed	English + Bengali	8	8
UG	BA,B A Gen eral,Multidis ciplinary in Humanities	36	HS Passed	English + Bengali	1491	1251

UG	BA,B A General,General	36	HS Passed	English + Bengali	1199	1199
UG	BCom,B Com General ,General	36	HS Passed	English + Bengali	30	0
UG	BSc,B Sc General,Multidisciplinary with Life Science	36	HS Passed	English + Bengali	69	69
UG	BSc,B Sc General,General	36	HS Passed	English + Bengali	35	0
UG	BSc,B Sc General,Multidisciplinary with Mathematics and Computer Science	36	HS Passed	English + Bengali	15	3
UG	BSc,B Sc General,Multidisciplinary with Physical Science	36	HS Passed	English + Bengali	25	15
UG	BCA,B C A,Bachelor of Computer Application	36	HS Passed	English + Bengali	42	42
UG	BCA,B C A,Bachelor of Computer Application under CCFUP	48	HS Passed	English + Bengali	38	29
UG	BA,O M S P,Major in Office Management and Secretarial Practice	36	HS Passed	English + Bengali	12	12

UG	BPEd, B P Ed, Bachelor of Physical Education	24	HS Passed	English + Bengali	122	44
PG	MA, Bengali, in Bengali	24	HS Passed	English + Bengali	40	40
PG	MA, History, in History	24	HS Passed	English + Bengali	40	32
PG	MSc, Mathematics, in Applied Mathematics	24	HS Passed	English + Bengali	30	13
PG	MSc, Zoology, in Zoology	24	HS Passed	English + Bengali	20	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				16				78			
Recruited	1	0	0	1	14	2	0	16	58	20	0	78
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				32
Recruited	16	5	0	21
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	19	4	0	23
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	8	1	0	12	5	0	27
M.Phil.	0	0	0	1	1	0	4	2	0	8
PG	0	0	0	5	0	0	42	13	0	60
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	8	2	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1933	0	0	0	1933
	Female	2082	0	0	0	2082
	Others	0	0	0	0	0
PG	Male	56	0	0	0	56
	Female	100	0	0	0	100
	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	314	383	515	471
	Female	297	338	392	365
	Others	0	0	0	0
ST	Male	145	201	278	269
	Female	143	162	220	218
	Others	0	0	0	0
OBC	Male	485	545	596	579
	Female	420	425	434	429
	Others	0	0	0	0
General	Male	984	1070	1353	1245
	Female	1050	1018	1224	1155
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3838	4142	5012	4731

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Garhbeta College, a constituent college of Vidyasagar University, adheres to the University's regulations and integrates multidisciplinary and interdisciplinary aspects into its curriculum. Emphasizing a multidisciplinary approach, each department offers discipline-specific electives and skill enhancement courses alongside core subjects, enabling students to gain comprehensive insights and relevance in the job sphere. The inclusion of generic electives fosters an interdisciplinary approach. The active participation of NCC and NSS teams in social awareness programs reflects the college's commitment to community engagement, erasing boundaries between curricular and extracurricular</p>
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	<p>activities. In the spirit of NEP, the college promotes diverse add-on and value-added courses to equip students with extra skills, certifications and knowledge.</p>
2. Academic bank of credits (ABC):	<p>The introduction of the Academic Bank of Credit (ABC) revolutionizes credit retention for students, contrasting the former Choice-Based Credit System (CBCS). Now, students can preserve their earned credits, aligned with the National Education Policy (NEP) directives. This shift enables students to establish a credit bank, differing from the past CBCS limitations. The ABC model promotes flexibility, allowing students to accumulate credits from diverse courses and activities during their academic tenure.</p>
3. Skill development:	<p>Garhbeta College prioritizes skill development, preparing students for the job market through diverse workshops in areas such as AI and its application in robotics and drones, current trends in technology, ecological entrepreneurship, apiculture, bee-keeping, etc. The Eco-Friendly Innovation and Self-Employment Incubation (EFISEI) Hub, following the hub-spoke model emphasised in the NEP 2020, has started to work as an epicentre for nurturing innovative ideas of the students of our and of other surrounding colleges and institutes. The College regularly conducts seminars in collaboration with various organizations, local gram panchayat and local high schools and colleges around on the curricular and vocational topics. MOUs with industries and other institutes enable us to further widen the skill enhancement opportunities. Regular seminar, workshops and hands-on trainings focusing on deep learning of the curricular as well as pertinent social issues, fostering holistic development. These efforts aim to equip students with the skills needed to thrive in a competitive world, ensuring both physical and mental preparedness for successful alignment in today's world. Moreover, in the spirit of NEP, the college promotes diverse add-on and value-added courses to equip students with extra skills, certifications and knowledge.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The Institution committedly upholds Indian heritage, ancient Indian Knowledge, practice and tradition and thus already has established departments of Sanskrit and Santali, along with Bengali and English language departments. The set up of a museum for the</p>

	<p>preservation of heritage has started. There are various add-on/certificate/value-added courses, workshops and seminars related to IKS, Vedic Mathematics, recent trends in research on ethics & moral values in Sanskrit literature, Santali language, music and culture, spoken Sanskrit, ancient Indian history etc. along with several Yoga programs to gain peace of mind. Garhbeta College maintains an informative website for timely updates, ensuring student and faculty engagement. Embracing digital pedagogy, the college employs smart classrooms, offers PDF resources, conducts online classes, and grants access to an online library.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college upholds Outcome-based education, employing a methodical approach in evaluating program outcomes (PO), program-specific outcomes (PSO), and course outcomes (CO) in accordance with established university directives. Assessing course outcomes involves both direct and indirect methods. Direct measurement adheres to university protocols, encompassing two internal assessments based on course outcomes, evaluating class performance, assignments, quizzes, and external examinations. Meanwhile, indirect measurement involves a systematic analysis of student feedback, reflecting diverse facets of learning. This comprehensive evaluation process ensures a thorough understanding of educational achievements, fostering continual enhancement within the academic framework.</p>
<p>6. Distance education/online education:</p>	<p>Garhbeta College exclusively offers courses in the regular mode, duly sanctioned by the UGC. College has a study center for Netaji Subhas Open University. The college places a high emphasis on integrating technology into education, making substantial investments in advanced IT resources. Garhbeta college boasts ICT-integrated classrooms, state-of-the-art facilities, and a Wi-Fi-enabled campus, ensuring seamless connectivity and accessibility. Upholding an IT policy that ensures uninterrupted services, college embrace modern learning methods through online platforms. Garhbeta College has a YouTube channel that serves as a valuable repository of knowledge, enhancing the learning experiences of all stakeholders.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, as directed by the Additional District Magistrate of Paschim Medinipur, an Electoral Literacy Club (ELC) has been established in our college on 09/08/2021 to promote voter education among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college appoints both the students' coordinator and coordinating faculty members. The ELC is functional. Indeed, the ELC operates with a range of innovative programs and initiatives aimed at raising awareness of voting rights among students.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC of our college in association with Garhbeta-1 Block Development Office observed Voter awareness Programme (SVEEP) on 23rd January, 2024 in connection with the birthday of Netaji Subhas Chandra Bose. ELC in association with the department of Political Science, Garhbeta College organized an awareness programme on 25/01/2024 as a part of celebration of National Voters' Day. The main goals of the above programmes were: <ul style="list-style-type: none"> • To educate students about their democratic rights, significance of their votes in election and to exercise that right following informed decisions. • To foster critical thinking regarding voting rights, democratic processes, and related issues. • To raise awareness among students about the impact of even a single vote. • To advocate for ethical voting practices and inclusiveness. • To facilitate voter registration for eligible members who have not yet registered.
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.	Yes, awareness program on Voters' Day and Quiz Contest were held on 25th January, 2024.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC has taken initiative so that each mentor inspires their mentees to participate in electoral processes as a responsible citizen of India and help the eligible unenrolled students (aging 18 years and above) to apply for their insertion in electoral roll. NCC officers and NSS programme officers of Garhbeta college also have taken initiative about this matter.

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
4171	4731	5012	4142	3838

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: 101

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
95	98	98	100	96

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
348.01	161.34	75.44	47.83	98.06

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:

Garhbeta College is affiliated to Vidyasagar University. The institution has little right to suggest and design a curriculum for any subject. It adheres to the curriculum laid down by the affiliating University. College has well planned curriculum and delivery through a properly documented process. Taking cognizance of the institutional vision, mission and objectives, the college has envisaged Program Outcome (PO), Program Specific Outcome (PSO) and Course Outcome (CO) and implemented those uniquely.

Following mechanisms and tools have been set up for the implementation of aforesaid objectives:

Academic Sub-committee: In the beginning of each academic semester, the Academic Sub-committee that comprises of the Principal as chairman, the Secretary of Teachers Council as convener, all Head/Coordinator of the academic Departments, librarian, some faculties and non-teaching staff convened a meeting. Here, various modalities on academic issues are framed and conveyed to the appropriate stakeholders. This committee usually forwards academic policies to the departments for implementation.

Post-Graduate Council: The College has a Post-Graduate Council comprising of Principal as chairman, one faculty of PG department as Secretary and all substantive teachers associated to the post-graduate teaching learning as member from each department. Each department has a PG Coordinator and discipline specific Board of Studies(BOS) and that PG BOS comprises Principal as chairperson, two subject experts nominated by Vidyasagar University and all substantive teachers associated to the post-graduate teaching learning as member. Activity of BOS is restricted to prepare a list of paper setter, moderators and examiners and schedule of moderation. It also monitors the evaluation of project dissertation.

Routine : The college has a Routine Sub-committee and with instructions from the Academic Subcommittee, it prepares a class routine for undergraduate courses taking in to the consideration the optimal use of human resources, time and space. Routine for PG courses and professional courses such as BCA and B. P. Ed. are prepared by the respective departments.

Departmental Meeting : In the departmental meeting, the following points are usually discussed:

- 1.Syllabus distribution among the Teachers
- 2.Framing the Departmental Routine from the routine framed by the Routine Sub-committee
- 3.Analysis of students' feedback, course outcome and actions to be taken

4. Matters regarding internal assessment
5. Arrangement of classes for slow and advance learners
6. Preparation of lesson plan for each teacher
7. Students exposure in diverse fields

Academic Calendar: All the academic activities are performed adhering to the academic calendar, circulated by the University. However, College also has its own academic calendar.

Internal Assessment: The college conducts summative internal assessments department-wise with the active coordination of Internal Assessment Sub-committee. Besides, many departments conduct formative assessments in different forms. The syllabus and schedule of these assessments are communicated to the students in due course of time.

Use of ICT : College has ensured the delivery of curriculum through ICT tools. There are sufficient number of ICT enabled class rooms in our fully Wi-Fi campus.

Other Student Centric Methods : Different departments adopt methods like model, chart, students seminar, group discussion, field visit etc.

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: 26

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

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: 11.74

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
1447	1123	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

A strong foundation of human values imparts kindness, honesty, loyalty, compassion. An institute has to put forward better human values towards the society. Institute of higher learning needs to create an atmosphere for its learners to learn and grow with modest attitude, highest morality, descent behavior, righteousness, love & peace. Garhbeta college upholds the following core values keeping in mind its mission, vision and objectives:

- 1. Respect to all, adhering to Indian constitutional values and social responsibility**
- 2. Quality and excellence in education and research**
- 3. Inclusive and barrier free learning atmosphere**
- 4. Gender equity**
- 5. Intergenerational equity**
- 6. Universal Professional Ethics**

Our Institution integrates Cross-cutting issues of the society like Moral Values, Human Values, Professional Ethics, Ethical Values, Gender Equality, Environmental Awareness, sustainability which are inseparable part of the curriculum prescribed by the affiliating University. Vidyasagar University includes the gender issues in the UG syllabus of Political Science, English, Bengali, History and Economics and as an affiliated college we follow that. The syllabus has also a significant contribution on women's education and empowerment. A substantial part of it focuses on the social reforms and justice.

However, beyond the limit of curriculum framed by affiliating university, we have also taken important initiatives to incorporate the aforesaid issues while transacting the curriculum.

- To inculcate constitutional values, social responsibility and respect to all, we observe Independence Day, Republic Day, other important historical events and birth days of our great ancestors, where we discuss how these historical events and great persons reflect the importance of having such values. Not only during COVID-19 pandemic we tried to extend our cooperation to the adjacent villages but also we have been organizing health check up camp, eye check up camp and thus trying to incorporate sense of social responsibility among stakeholders.
- College allows faculty members to participate and organize FDP, Seminars, Workshop so that they can be well acquainted with recent development in various fields and subsequently students can be benefitted. Various academic departments also organize students' seminars, group discussion to promote quality in education. Following the recommendation of IQAC, college has instituted an incentive scheme for article writing for the PG students and presenting paper in seminar for faculties.
- Anti-Ragging cell and squad, grievance redressal mechanism, mechanism of regular collection of feedback and subsequent steps have been set up to ensure barrier free learning atmosphere.
- ICC of our college efficiently addresses any misconduct as per the guidelines given by the UGC. Besides, our women's cell 'Saheli' conducts program to make our stakeholder aware about gender equity, women empowerment, importance of women's day etc.
- As a part of awareness program, college celebrates environment day, forest week, world elephant day etc. Besides, to become a humble contributor to maintain intergenerational equity we have implemented rainwater harvesting, installed solar panel, activated vermicompost pit, taken initiative for waste management and regularly arrange plantation program with the help of NCC, NSS and others. To assess our green campus we have also conducted green audit and energy

audit.

- IPR cell of Garhbeta college has organized workshop on Intellectual Property Rights to inculcate professional ethics. Discussion has also been organized to create awareness regarding plagiarism.

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: 35.72

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

Response: 1490

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 68.33

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
1972	1995	1986	1878	1942

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3193	2987	2972	2450	2700

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: 61.91

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
940	895	824	874	970

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
1826	1427	1421	1226	1374

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: 43.91

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:

Garhbeta College believes in the motto, *learn to keep learning*. In today's world of rapid changes in all spheres of professional life, we believe that it is of utmost importance to guide, assist and handhold students in imbibing the ability to hone an open mind. This in turn helps them in acquiring new skills and knowledge on continuous basis.

Towards this end, we acknowledge and emphasize the role of ICT tools on one hand, and that of participative and experiential learning on the other. The significance of obtaining the skills for problem solving is accepted and applied to the teaching-learning methods too. On one hand, it is crucial that students become familiar with the use of the ICT tools, if they are to thrive in today's professional world. On the other hand, one cannot truly learn something until she/he actively participates in the process of learning and/or is allowed to realize correlations between theory and real-life experiences. Such dual enrichment must culminate into being able to solve problems when faced with one, so as to reflect upon one's education truly. Garhbeta College realizes and makes every effort to implement this understanding.

Our students receive continuous and consistent exposure to different electronic learning tools, such as LCDs, interactive panel/smart boards, computers, projectors, various software programmes as and whenever applicable. There are sixteen classrooms with interactive panel boards, used for curriculum delivery through various audio-visual learning materials. Apart from the interactive boards, thirteen classrooms are also equipped with LCD set-up that are used regularly for academic communications.

Students of different departments deliver seminars regularly, using ICT tools, so as to learn the concept effectively. As it is said that if one wants to acquire knowledge, one should teach students periodically and get the opportunity of learning through teaching their peers.

The students of the Departments of Botany, Geography, Physiology, Zoology, Mathematics, Bengali, History etc. are regularly taken on field visits and excursions to different relevant places, where they get the scope to experience the connection between their texts and the real-world phenomena.

Students receive hands-on experience during visits to medicinal forests/gardens, research institutes, geological hotspots, places significant for rich biodiversity, sites of historical and cultural importance etc. Thus, they learn not just through classroom delivery of the theory but also from various sources around us.

Our students take active part in the numerous community extension programmes, where they become a part of the lived experience of their neighbours and the surrounding environment. They understand that learning can be further enriched by two-way sharing with the society she/he lives in.

Though the graded evaluations are mostly defined by our affiliating university itself, Garhbeta College uses summative and formative evaluation methods to properly assess the learning imparted.

Students get ample exposure to various problem-solving methodologies through the Eco-Friendly Innovation and Self-Employment Incubation Hub of the college.

Moreover, our continuous effort to maintain a truly inclusive campus makes the entire teaching learning journey essentially becoming student centric.

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: 98.78

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
95	99	99	100	100

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: 55.85

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
59	57	55	55	46

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:

Garhbeta College, being an affiliated college, conducts internal examinations only and semester examinations are conducted by the University, as laid down in the Vidyasagar University regulation. Internal Assessment (IA) Sub-committee comprising two joint conveners, some teacher members and few non-teaching staff members coordinates the internal examinations. In each semester, program of internal examination is fixed in a meeting of Internal Assessment (IA) Sub-committee according to the college academic calendar. The schedule of internal examination for Honors and P.G. students is published by respective departments and that of general students is published by IA Sub-committee. The schedule is given in college/ departmental notice board and also uploaded in respective WhatsApp group and college website. Departments which undertake formative internal assessment as a part of continuous assessment maintain transparency. The examination process includes setting of question papers/assignments, evaluation of answer scripts/assignments and submission of marks to the HOD within a stipulated period of time. Evaluated answer scripts are preserved and to make the system transparent we often let them know their mistakes (if any) so that they can rectify it. Punctuality, response in classes and other related activities in classes are taken into consideration in giving them credit.

During pandemic period of two years, internal examinations are taken through online mode by uploading question papers in the respective WhatsApp group and/ or college website in due time. Students were instructed to send their answer scripts in mail id mentioned either in question paper or in whatsapp group.

To appear the University semester examination, students submit duly filled up form through the University portal and download admit card to appear the examination at the center away from their own college. Garhbeta College also takes the responsibility for conducting University examination as an examination centre for other college(s). College forms a committee, for the smooth and transparent

conduct of the examination, consisting of teaching and non-teaching staff, to carry out the entire process maintaining utmost confidentiality following the University guidelines.

Complaints related to the internal examination are given special attention. Students are advised to submit any complaint related to internal examination in the Students Grievance Redressal Cell (SGRC) box. The SGRC forwards the complaint, if any, to the HOD with a note for further actions and redressal. HOD is also requested to report to the SRGC about the measures taken by him/her. However, most of them submit their grievances to the HOD of the concerned subject. If students directly put his/her complaint to the HOD, HOD along with departmental teachers resolve the issue and inform to the students or forward to the Principal for necessary steps if not resolved. A student may go to the Principal for further redressal if not satisfied with the measures taken by the department. Students are also allowed to articulate their grievances through feedback form hosted in the college website.

Student with unsatisfied result can appeal for reassessment/scrutiny/copy of answer script (RTI) following University guidelines and college takes all the necessary steps to carry out the process. College authority always handles the grievances related to examination with due care, transparency and efficiency.

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:

Garhbeta College is affiliated to Vidyasagar University and thus adheres to the curricula formulated by the university. The prescribed curricula do not often mention the learning outcomes and thereby leaves room for the affiliated colleges like ours to design and develop those. Garhbeta College takes the initiative to formulate the learning outcomes of the programmes offered, the expected outcomes of specific programmes as well as the learning outcomes of all the courses.

The college offers B.A., B.Sc. (both honours and general), B.Com. (honours and general), BCA, B.P.Ed. and OMSP programmes at the undergraduate level and M.A. and M.Sc. programmes at the postgraduate level. Currently sixteen B.A. programmes, twenty B.Sc. programmes, three B.Com. programmes, two BCA programmes, one B.P.Ed. programme and one B.A.(OMSP) programme are offered. Two M.A. and two M.Sc. programmes are offered too. The expected outcomes of the programmes in humanities,

sciences and commerce reflect the vision and mission of our college. Keeping in mind the vision of shaping enlightened and empowered young citizens, our adopted methods of curriculum delivery strive to impart comprehensive and holistic knowledge. The ideals of peace, democracy, secularism, social inclusion, gender equity and ecological responsibility are parts of the core vision of our college that we embed within the learning outcomes we expect. We take every effort to make our programmes effective enough to nurture intellectually active and socially committed students who would be emotionally strong as well as morally balanced citizens.

On one hand, the courses offered in our undergraduate and postgraduate programmes in humanities aim at raising the competence of our students in language, literature, history, politics, religion, ethics and culture. On the other hand, the courses in the sciences programmes inculcate scientific and Mathematical understanding and skills set, grow the scientific aptitude in chemical, physical and biological aspects of the world. Students learn to solve problems through mathematical analysis, computer applications as well as through analysis of different aspects of business and commerce and management. They learn about office management, secretarial practices, even the value of a sound and disciplined mind-body coherence, through the myriad courses offered in the various programmes our students enrol in.

The learning outcomes are developed with utmost care by the faculty members of each and every department under the supervision of the IQAC. The UGC guidelines and the directives of the NEP, 2020 provide guidance and direction to achieve the outcomes of the programs.

The Programme Outcomes, Programme Specific Outcomes and the Course Outcomes, aimed at our students, are displayed on the college website under the tab *Academic* throughout the year. In the beginning of each academic year, at the orientation programme for the new students the Head of the institution, the IQAC Coordinator and the Heads of each Department clearly explain the learning outcomes expected from the courses they take. Teachers of every department communicates mandatorily the learning outcomes to the students in the beginning of each semester as well as throughout the entire session. Students are thus made aware of the outcomes regularly.

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:

Garhbeta College puts equal emphasis on the attainment of the expected learning outcomes, as much as it

does for the designing of those. In order for the programmes and the courses to be considered achieving their intended objectives, the measures of acquirements can be realised. This is what makes a teaching-learning process truly effective.

Being a college affiliated to Vidyasagar University, we have no role in the curriculum development. But designing the learning outcomes and planning the methods of transaction are the two things our college puts utmost importance on. Designing the expected outcomes and assessing their attainments are the points of inception and denouement of the teaching-learning process.

Developing a scientific, across-the-board and robust methodology of assessment precedes the actual process of assessment. The assessment is to reflect the levels of comprehensive knowledge, the higher order thinking skills as well as the extent of employability obtained by the students. At the level of execution, the outcomes of a programme or course can be measured through measuring the levels of learning of the students, their progression to higher education and/or employment and the critical interpretation of their learning experience, as reflected in the feedbacks they provide.

Hence, the assessment of the attainment of the POs, PSOs and COs has three dimensions, analysis of the results of the final semester students, information on the student progression and analysis of students feedbacks.

Analysis of the Results:

The first dimension of the assessments is achieved through the analysis of the results of the students of the final semester. The learning outcomes of different programmes and courses are, first and foremost, gaining comprehensive knowledge of the respective subjects. The most reliable way of finding the reflection of their gained knowledge is to observe how the students fare in their final examinations at end of their last semester of study.

The departments take the effort to regularly analyse the results of their final semester students. It shows a steady development trend over time and thus helps us to understand that the learners are achieving extensive understanding of their respective subjects.

Students Progression:

A standard benchmark of the critical and higher order thinking skills attained by the students is their smooth progression into further studies. The ability of applying the knowledge gained by the students can be reflected in their success in passing various state/national/international level examinations.

We observe the extent of student progression. It has been a slow and guarded community around our college for long, even though basic education receives importance. Garhbeta College breaks the static inertia and pushes the students to look beyond their comfort zone and broaden their horizons.

Thus, any improvement of the level of student progression is a positive reinforcement for our teaching-learning process.

Analysis of Students Feedback:

All the departments regularly analyse students feedbacks, for improving the academic and institutional

aspects, which our students find difficult. This exercise helps us understand the level of attaining the expected learning outcomes of the programmes and the courses.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 97

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
1085	1178	1009	909	729

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
1151	1228	1013	909	761

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: 3.89

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: 7.58

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
0	1.73411	0	0.09392	5.74985

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:

Garhbeta College has already created desirable ecosystem for the aforesaid purpose. The culture of innovation is nurtured in the college by way of motivating faculties towards research, publishing research papers, undertaking projects, organizing seminars, workshops, awareness program, invited talks & special lecture programs. The college authority provides financial support to the faculties for presentation of papers in national and international seminars and conferences. College also acknowledges teachers for their successful completion/supervision of Ph. D. work during service tenure. Students are also encouraged in writing articles by way of giving a cash prize for the best article under student incentive scheme.

The College has organized two computer training programs each of 5 days duration for its staff and faculties. A hands-on workshop was also organized to equip the faculties with the recent trends in technologies.

The Institution also promotes the cultural and sports activities among its students. The college has arranged a week-long AI course on Robotics for the students.

The Institution has undergone twenty seven MOUs with different Institutions, business organizations, corporate bodies, NGOs, etc. to undertake seminar, conferences and other collaborative activities to foster innovation and transfer of knowledge in between the two parties.

The college has taken initiative to establish necessary infrastructure like Museum, Language Lab, common research centre, software tools for analysis and design, whole campus internet connectivity, audio-video conferencing facility, modern equipment in the Laboratory for nurturing innovation, creating and transfer of knowledge.

Indian Knowledge System (IKS), establishment of IPR cell, Incubation centre etc. have also been given significant attention.

Indian Knowledge System (IKS)

The Institution deeply respects Indian heritage, ancient Indian Knowledge, practice and tradition and thus already has established departments of Sanskrit and Santali. The Institution has set up a museum for the preservation of heritage. It organizes various add-on courses, workshops and seminars related to IKS, Vedic Mathematics, Quest for Peace, Recent Trends in Research on Ethics & Moral Values in Sanskrit Literature, Santali Music & Culture, Spoken Sanskrit, Language & Culture of Adivasis in Jungle Mahal, Ancient Indian History etc. along with several Yoga programs to gain peace of mind.

IPR Awareness and IPR Cell Establishment

Institution has taken significant steps by setting up a dedicated IPR Cell in June 2023. This cell serves as a resource for researchers and entrepreneurs, guiding patent filing, copyright laws, and trademark registration. The cell takes the initiative to create and enhance knowledge about IPR by organizing seminars, workshops and entrepreneurial training like “Intellectual Property Rights and Research Ethics”, ‘Entrepreneurship Development in Aqua-culture, debate and a poster presentation, seven-day workshop on ‘Terracotta Wall Art’.

Besides, The Department of Botany organized a one-day national-level webinar entitled ‘Intellectual Property Right Awareness Program’ under National Intellectual Property Awareness Mission jointly with Office of the Controller General of Patents Design & Trademarks, GoI in association with IQAC, Garhbeta College

Incubation Centres: Nurturing Innovations

The Research Subcommittee along with the IPR Cell creates an Incubation centre in the institution named as Eco-Friendly Innovation & Self –Employment Hub (EFISEI). The main strategic initiative of our institution is to support innovation through this centre to facilitate students to convert their ideas into innovations. EFISEI along with NSS units in collaboration with Development Research Communication & Service Centre and Paschim Medinipur District Chamber of Commerce & Industries organized an Innovation Fair to achieve this aim where students of other colleges also participated.

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: 34

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
17	07	03	06	01

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: 0.36

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
11	4	6	7	8

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

3.3.2

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

Response: 0.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	8	11	10	4

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

3.4 Extension Activities

3.4.1

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

Response:

- Amiable environment causes sustainable society, which is the key to healthy life. Therefore,
- Our college has contributed to increase the awareness regarding importance of maintaining quality of environment by distributing saplings in the local community on World Environment Day.
- Our college has taught the students of Dhadika High School (H.S) about developing green and eco-friendly practices in life by organizing an extension program in collaboration with 'Love thy Nature'.
- To make our surroundings more green, Doctor's Day has been celebrated by organizing a tree plantation programme in Garhbeta Rural Hospital.
- Our College has successfully disseminated the destructive impact of the use of plastic on environment by organizing an online student and community sensitization program on International Plastic Bag-free Day.
- We have made the younger generation aware about the rights of wildlife and its contribution by organizing a community sensitization programme for school students in celebration of World Elephant Day.
- We have promoted our cultural heritage where sustainability is inherent by organizing a drawing competition for school students in celebration of the birth anniversary of Abanindranath Tagore.
- The college has successfully made aware the people of the adopted village by arranging a fun and memorable session with village children and their parents to commemorate 50 years of Chipko Movement.
- To spread awareness, especially among the school students, about environmental degradation and importance of preserving local biodiversity, we have organized a film-show, 'KALAMKATHI'.
- We regularly spread the message of maintaining cleanliness and hygiene along with awareness regarding vector borne diseases by organizing different programs in the neighbourhood in collaboration with Block Development Office and Gram Panchayat.
- There are some misconceptions about AIDS in our society. To sensitize people from local community about this, our college has worked along with Gram Panchayat.
- Poor menstrual hygiene practices may lead to different health hazards. Realizing that, our college has started a campaign on the use of sanitary pads properly during menstruation cycles by distributing sanitary pads in local schools. This initiative has contributed immensely in increasing healthy menstrual hygiene practices among students.
- Keeping in mind the vulnerability of women in cervical cancer, our college has organized a community sensitization programme on Cervical Hygiene and Women's Health. This has immensely helped in raising consciousness among staff and students of our college as well as neighbouring schools.
- We have provided guidance to the students and people from our local community to attain economic independence by organizing :

- One-Day Boot Camp on Developing Soft Skill for the Local Youth
- Basic Poultry Training Workshop
- A Comprehensive Two-Day Workshop on Apiculture
- We have inculcated among our stakeholders the sense of social responsibility through organizing three blood donation camps on and beyond campus.
- Physical health as well as mental health, both are essential for a prosperous society. To value that our institution has collaboratively organized
- A mental health awareness program for students of our college and neighbouring school
- A Community Awareness Programme entitled 'HEALTHY MIND IN A HEALTHY BODY' at Pathrisole Primary School
- Free eye check-up camp for local community and students.

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:

Garhbeta College has been undertaking a series of extension activities consistently over the years in its neighbouring community in manifold aspects. It has impacted the underprivileged section of the society a lot to grow awareness among them on different environmental, social, gender, health and hygiene related issues. Such endeavors of the college have been appreciated by the local administration, different Government agencies and Government recognized bodies.

The forest department of the Government recognizes our initiatives of tree plantation programmes in and outside the campus for the protection and maintenance of the environment.

Our college has organized blood donation camps through its different wings like NSS, NCC etc. at a regular basis to cooperate with the health department of the Government in meeting the crisis of blood. Such gestures of our college is highly appreciated by the Blood Bank and Health Department of the Govt. of West Bengal.

The Headmistress of a local school has expressed her immense appreciation to our college for our exposure provided to their students allowing them visiting our laboratories and giving hands-on

experience on basic computer and experimental skills. Besides, their students have been made aware of different health and hygiene related issues with special emphasis on women's health and the school authority gratefully recognized such kind of extension activities performed by our college.

Garhbeta Gram Panchayat administration has recognized our efforts of making the local people aware on different health, hygiene and environment related issues on regular basis for the benefit of the society.

Garhbeta Block Medical Officer of Health accorded recognition to Garhbeta College for its continuous effort to spread awareness on AIDS, Blood Group Detection, Vector Borne Diseases, Women's Health and Common Health Issues in and outside the Campus.

As a whole, the college has been recognized by local administration, different Government agencies and Government recognized bodies for its extension activities towards the welfare of the society and rural community at large.

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: 29

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
24	1	1	2	1

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: 27

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:

Garhbeta College has a vast campus spread over the 22 acres of land. Having ample land, college buildings, hostel buildings and all other facilities of physical infrastructure stand in the same campus. The whole campus is earmarked with a long boundary wall which consists of main college zone, hostel zone, small staff residential zone, firing practice zone, forest zone, leisure zone, eatery zone sports zone, orchard zone, garden including medicinal plants, etc. College campus is in the lap of nature having magnificent view. The sufficient space for infrastructure development has created an ambience of academic excellence. It accommodates a conducive, vibrant and verdant environment in the academic and administrative work.

Buildings name and that housed departments, laboratories, library etc.

1. **Netaji Bhaban** : (i) Netaji Subhas Open University Study Centre (ii) Canteen
(iii) Class room (iv) Boys' Common Room

2. **Rabindra Bhaban** : (i) College Library (ii) Department of Zoology (iii)
Department of Geography

3. **Acharaya Jagadish Chandra Bhaban** : (i) Department of Botany (ii) Department
of OMSV (iii) Department of Physiology

4. **Ambedkar Bhaban** : (i) Parking Place, Generator room (ii) College Office (iii)
Principal's Chamber

5. **Satyendranath Bhaban** : (i) Department of Physics (ii) Department of Mathematics
(ii) Seminar Hall

6. **Najrul Bhaban** : (i) Class Rooms, (ii) Girls' Common room (ii) Department of
Political Science

7. **Bidhan Bhaban** : (i) College Hall (ii) NCC -COY-4 & 5 (iii) NSS

8. **Radhakrishnan Bhaban** : (i) Department of Commerce (ii) Department of English

(iii) Department of Santali

Economics

(iv) Department of Philosophy

(v) Department of

9. **Achararya Prafulla Chandra Bhaban** : (i) Department of Chemistry10. **Vidyasagar Bhaban** : (i) Class Rooms11. **RUSA Bhaban** : (i) Department of Bengali (ii) Department of History12. **Sahid Khudiram Chatabash** : Boys' Hostel : Intake 60 students13. **Shahid Matangini Chhatrinibas** : Girls' Hostel : Intake 100 students14. **Ramkrishna Chhatrabas** : Boys' Hostel : Intake 40 students15. **Staff Residential Place** : 4 Rooms

Taking into account the sustainability, health, hygiene and visual aesthetics, the college infrastructure were developed. Class rooms are well-furnished, clean and airy. More than 20 class rooms are furnished with either projectors or interactive panel boards having wi-fi connectivity. There are some portable audio system in the college for large class rooms. Science laboratories are well-equipped and furnished. The fully automated College Central library consists of more than 46000 books and adequate number of journals, periodicals, newspapers etc.

Number of Classrooms: 48**Seminar Hall with ICT facilities:** 02**Open Stage:** 01

Laboratories: 19 : Chemistry: 03; Physics: 04;
Mathematics: 01;

Lab : 02 ; Geography: 02; Botany: 02; Zoology

Edu. Lab : 01 Physiology Lab : 02 BCA Lab: 01; Physical

B. P. Ed. Lab : 01

Central library : 01 Departmental libraries: 03 Gymnasium: 01

Outdoor Play field : 13 Indoor Play field: 05 Fair Weather

Water Tank : 01

Boys' Cycle Parking :01
Staff : 02

Girls Cycle Parking : 01

Parking for

Canteen : 01
Garden : 01

Flower Garden : 01

Medicinal Plant

Yoga Centre : 01
Range : 01

Orchard : 01

Firing Practice

Store Room : 05
Room : 01

Forest : 01

Waste Disposal

PG Examination Cell : 01
System : 02

Power Back up

Toilets : 14 (College complex)
Examination Nodal Centre : 01

University

Central Water Purifying & Cooling System : 01
Fruit Plants --- Near to NCC Firing Range : 01**PholDukri** --- Forest of Local Endangered**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:** 17.6**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
110.02	7.72	0.06	0.65	10.12

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

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:

Garhbeta College boasts a well-equipped library that is partially automated, offering a wide range of resources with semi-open access. The library houses an extensive collection of over 44,634 physical books, along with e-books, e-journals, magazines, and daily newspapers available in both Bengali and English. This includes materials related to employment opportunities. The library provides a dedicated reading room facility for both teachers and students. Additionally, it features an Online Resource Centre, reprographic services, and remote access to the Online Public Access Catalogue (OPAC) via websites and an Android app, encouraging the use of digital resources. The college remains committed to maximizing the use of library resources, with the Integrated Library Management System (ILMS) software and OPAC playing a crucial role in ensuring efficient operations.

Library Contents:

- **Physical books:** 44,634 volumes
- **E-journals:** 6,000+
- **E-books:** 199,500+
- **CDs & DVDs:** 100+
- **Newspapers:** 7 titles
- **Magazines and Journals:** 20 titles
- **Digital Repository:** Contains old question papers and syllabi.
- **Digital Library:** Features non-copyrighted e-books, newspaper clippings of college events, Swaranika, and college prospectuses from various years.
- **Free E-resources**
- **Access to Newspapers and Digital Magazines:** Available through the central library website.

Basic Library Facilities:

- **Reading Room:** Separate areas for teachers and students.

- **Reprography Services:** Photocopying facilities at minimal cost.
- **Online Resource Centre**
- **Remote Access Library OPAC:** Accessible through the MOPAC app.
- **Open Access Stack:** Available for postgraduate students.

Library Subscriptions:

- **E-journals and E-books:** Access to 6,000+ e-journals and 199,500+ e-books through N-LIST and NDLI.

ILMS Software:

- **Name:** KOHA
- **Version:** 23.05.04.000
- **Nature of Automation:** Partially automated.

Key Features of the Library Management Software, Circulation Management, and OPAC:

- **Online Public Access Catalogue (OPAC)**
- **Staff Interface**
- **Reporting Module**
- **Centralized Management**
- **Multi-lingual Support**
- **Automated Reminders:** For overdue items and new arrivals.
- **Data Collection Capabilities**
- **Web 2.0 Features**
- **Barcode Printing and Patron Card Creation**
- **Online Book Reservations:** Managed by the librarian for the benefit of students and staff.
- **Display of New Book Arrivals:** Shown on the library's OPAC homepage.

Reading Room: The central library's reading room is well-furnished, offering separate areas for teachers and students, free Wi-Fi access, an Online Resource Centre, a designated OPAC zone and a newspaper reading area.

Question Bank: The central library archives previous years' question papers in both offline and digital formats, accessible through digital archive software (D-Space).

Orientation Programme: The central library organizes orientation programs for users, enhancing awareness of digital resources, improving research skills and increasing resource usage. This initiative empowers students to confidently navigate both the physical library and e-resources.

Departmental Libraries: Each Master's Degree department, as well as some Honours departments maintain their own libraries, which are accessible to students based on their interests and convenience. The central library manages the processing of books in these departmental libraries with the issue and return of materials handled through ILMS KOHA.

Other Facilities:

- A significant initiative of the central library is the IRINIS faculty profile at the INFLIBNET Centre.
- The central library ensures resource security and fosters a conducive learning environment through robust measures, including CCTV cameras and fire extinguishers.
- Garhbeta College collaborates with SWAYAM-NPTEL to enhance educational opportunities.
- Since 2018, the library has been a member of the National Digital Library (NDL), providing access to a wide range of e-resources.
- To promote inclusivity, the library features a ramp at the entrance, ensuring easy access for physically challenged students.

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:

ICT-Integrated Campus

In recognition of the paramount role that technology plays in education, our esteemed institution has invested significantly in state-of-the-art IT facilities. Leveraging the power of technology, Garhbeta College gains a competitive edge in its core areas of education and research. The campus boasts an impressive array of ICT-enabled classrooms, with rooms designed to facilitate interactive and dynamic learning experiences. Departments are benefitted from comprehensive IT facilities that enhance their teaching and research capabilities. We have :---

- **Wi-Fi College Campus**
- **23 Smart Class Room**
- **7 Portable Sound System for large audience classes**
- **145 Computers & Laptops**
- **37 Printers**
- **4 Xerox Machines**
- **14 MATLAB Software**
- **1 GIS Software**
- **KOHA Software**

- **2 pdf Reader**

Moreover, we provide Barcode scanners with Barcode printers, along with a range of other cutting-edge resources that are readily accessible.

Uninterrupted IT Services

Garhbeta College upholds a robust and vibrant IT policy aimed at providing uninterrupted services to all stakeholders, including faculty, officers, staff and students. Our IT infrastructure is top-notch, featuring a centralized data management system known as AIMES Cloud server-based infrastructure and a co-host server for the library. Embracing modern educational practices, Garhbeta College utilizes a comprehensive learning management system that offers e-contents in various formats, such as audio, video and pdf study materials, accessible through the college website. Additionally, we have access to the G-suite through which we can seamlessly undertake online classes, webinar, meeting etc.

Connectivity and Access for All 12 routers in place

- 100 Mbps speed
- Local cable infrastructure
- 2000 users acceptance capability
- 20 closed circuit cameras

Smart Library: Garhbeta college has automated cloud based library. We have access to the following software and information sources:--

- KOHA ILMS system.
- Barcode scanners with Barcode printers
- Searching of books through computer terminals
- Digital Library
- E-Library and reference management software
- N-List , a remote access database to avail books & journals
- Office Automation has been done by INFOTECH Lab software and frequently updated

College provides sufficient band-width to access database like Sci-finder, Google-Scholar, Shodhganga, Research gate etc. We have sufficient infrastructure to use Gnuplot, Mathematics, Microprocessor Simulator, Visual Studio C++, Dev C++, Java, Python, Lingo Latex, Power X, Origin etc.

Garhbeta College Official YouTube Channel: A Knowledge Hub for All

(<https://www.youtube.com/@webinargarhbetacollege2746>)

Continuing our commitment to innovation and sharing knowledge, Garhbeta College has launched its official YouTube channel. This dynamic platform hosts a wide range of lectures, webinars and other valuable resources, allowing students to access relevant content at their convenience.

Our commitment to stay updated with the latest technological advancements is unwavering. We aim to empower both our students and faculty, ensuring a brighter future for all.

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:** 28.77**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 145

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: 23.23**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
68.13	47.99	23.01	4.13	26.49

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

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: 65.87

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
1949	3994	2905	2658	2916

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](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 5.96

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
767	483	55	0	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 14.07

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
190	149	148	142	62

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
1085	1178	1009	909	729

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

5.2.2

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

Response: 1.21

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
12	10	9	11	9

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: 19

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
4	10	01	0	4

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: 5.4

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
14	7	4	1	1

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:

Vision:

To create an unbreakable, nurturing and an everlasting bond between students and Alumni of the college

Mission:

- 1) To participate in the development of the college
- 2) To guide and motivate students for better performance and become socially responsible citizens and well rounded individuals
- 3) To assist college in planning and implementation of social outreach programs and skill development activities
- 4) To elevate funds for developing its infrastructure and resources
- 5) Fueling students' aspirations by facilitating in the arrangement of career counseling and other activities that may help in developing professional aspirations

Aims and Objectives:

- To assimilate all ex-students residing in and outside the country
- To bridge between present student and ex-student
- To help cordially for the development of the college and raise sufficient fund for the same
- To arrange reunion every year
- To help the poor and meritorious students with financial support
- To organize health check-up camp for the students and staffs of the college
- To arrange legal advice camp for ex-students, present students and staffs of the college
- To purchase books for poor and meritorious students of our college
- To organize seminars, awareness programs for the benefit of the students
- To organize at least one blood donation camp in every year

. Garhbeta College Alumni Association started its journey since 2013 and it is registered under the

Registration of Societies Act. Later on the body of the association was reconstituted in the year 2021. It has undergone online Registration process in the year 2024.

The purpose of the association is to endorse a spirit of loyalty and to promote the general welfare of our organization. Alumni association exists to support the parent organization's goals and to reinforce the bonds between present students, alumni, the community and the parent organization. The Alumni Association of Garhbeta College has constantly involved in the overall progress of the college at various levels. Alumni of Garhbeta College are now well established in their respective fields, i.e., Education, Judiciary, Literature, Sports, Agriculture, Politics, Business and Industry, Social Work etc.

The Alumni Association organizes seminars and workshops time to time on academic and current affairs. The members of the Association give their expertise to the college and extend cooperation whenever needed. Many of the teaching and non-teaching staff are members of the Association. This fact explains the togetherness and dedication of the members to their alma mater. The College Foundation Day has always been an informal space for alumni engagement. Members of the alumni association as well as community people participated whole heartedly in a Blood Donation Camp organized by the Garhbeta College Alumni Association in collaboration with NCC and NSS units of Garhbeta College on 14.05.2024.

In the academic year 2023-2024, Garhbeta College Alumni Association was involved in various developmental and constructive activities. A few of them are mentioned below:

1. Alumni Association of the college encourages contributions from Alumni and a total sum of Rs. 2,64,266/- has been donated by alumni for the construction of the building named as Smarak Bhaban..
2. Blood Donation Camp was organised by Alumni Association
3. Health check-up camp was organized jointly with the NSS Units of our college
4. Tree Plantation was organised by Alumni Association
5. Seminars organized in collaboration with the Department of Mathematics.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Garhbeta College envisions a future of students enlightened and empowered by transformative and progressive education which lead to their holistic development. In this context, it may be mentioned that the college has gladly accepted the NEP-2020 curriculum and credit framework as instructed by Vidyasagar University. The college has a Governing Body and this body constitutes some committees for decentralization and participation in the institutional governance. Policies are framed in the Governing Body under the leadership of the Principal. Being the chairman of various committees, the Principal works to promote quality of education, development of infrastructure and policy implementation to achieve the Vision and Mission of the institution. Various Sub-Committees are formed like Finance Committee, Purchase Committee, Building Committee, Maintenance Committee, Academic Committee, Examination Committee, Students' AID Fund and Free Studentship Committee etc. for better administration and governance. Committees/cells like Grievance & Redressal Cell, Anti-ragging Sub-committee, Equal Opportunity Cell, ICC, 'Saheli'(Women's Cell) keep a close watch on the maintenance and protection of inclusive environment on education and the interests of students so that institution proceeds towards the attainment of vision.

Our mission is to impart value-based quality education towards the students coming from the poor and backward (EWS) community of Bananchal based remote areas of the district of Paschim Medinipur, Bankura, Purulia and Hooghly of West Bengal. We orient students to face challenges as well as aware them on ecological and environmental issues. Opportunities are provided to inculcate high moral & ethical values and social responsibilities. The college provides well equipped laboratories; ICT enabled classrooms/Seminar Hall, student-friendly environment to flourish the potential of the students in all axes of education. It also provides opportunities to the faculty members to update their knowledge, teaching and research skills with the adequate infrastructure and learning resources.

Sustained Institutional Growth during the last five years has taken place in the domains of

1. **Administration:** Following the IQAC recommendation, infrastructural development including need-based software applications and e-governance have been done.
2. **Academics:** Execution of well-defined academic planning and teaching-learning process embracing regular class-room teaching, Learning Management System, e-learning resources, practical demonstrations and field works have taken place.
3. **Institutional Social Responsibility:** Outreach Programs are organized by NSS, NCC and various sub-committees.
4. **Preserving the Nature to Protect Future:** Various green initiatives have been undertaken by Nature & Environment sub-committee. Students actively participate in different on-and-beyond

campus green efforts.

1. Initiatives for NEP Implementation: The admission procedures and subject selection have been formulated as per the prescribed NEP-2020 and Affiliating University guidelines in the academic session 2023-24. Besides, we have organized a state level workshop on NEP-2020 at Garhbeta College.

Decentralization: IQAC, Teachers' Council, Academic departments and different Sub-committees play pivotal role in helping to frame policies and execution thereof.

Long Term Perspective Plans: In accordance with the Vision and Mission, the present Long Term Perspective Plans of the College is to encourage academic pursuits through optimal utilization of its existing resources. College also intends to promote research activities in diverse fields.

Short Term Perspective Plan: IQAC plays a pivotal role in planning and organizing programs through Annual Action Plans, Workshops and Seminars, FDPs, Value-added Courses etc.

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:

Garhbeta College is a Govt. aided multidisciplinary degree college affiliated to Vidyasagar University. It functions under the policies developed by the college and follows rules & regulations of Higher Education Department, Govt. of West Bengal. It also abides by the mandate of Ministry of Education, Govt. of India, UGC, Vidyasagar University, AICTE, NCTE. The Governing Body (GB) is the apex policy-making body and it is formed as per the West Bengal Universities and Colleges (Administration

and Regulation) Act, 2017. The GB is headed by the President of the College. The Principal is the secretary of GB and chairperson of all the sub-committees framed by GB. The finance committee is formed by the GB; a senior teaching staff nominated by GB becomes Bursar and he/she looks after the issues related to finance. IQAC Coordinator is in charge of quality initiatives in academic as well as administrative fields. The Teachers' Council, a statutory body, deals with matters affecting teachers as well as academic activity. Secretary of Teachers' Council is elected amongst the teachers who are appointed through the recommendation of College Service Commission. Following the NAAC guidelines, GB nominates in the IQAC one senior faculty member as its coordinator and other members. In the Teachers' Council meeting, teachers suggest joint conveners and teacher members in various sub-committees and forward to the GB for approval. To encourage all to participate and thus for optimum use of human resource for effective deployment and efficient functioning, non-teaching members are also included in the sub-committees. For efficient functioning through decentralization and participation around 40 sub-committees have been formed.

Appointment Procedure:

Teaching Staff: Substantive teachers are appointed by the college as recommended by the West Bengal College Service Commission.

Non-Teaching Staff: The appointment process of non-teaching staff is conducted in a transparent manner by the college following rules set by Govt. of West Bengal and appointments for the various posts are issued subject to the approval from the State Government.

The Service Rules are dictated by the West Bengal College and University Act, 2017 and the Statutes of the affiliating University. Institutional Codes of Conduct for teaching and non-teaching staff are also in force.

Administrative Set up: The policy of decentralized, participative management is reflected in the institutional organogram.

Conducts of the teachers, non-teaching staff and students are monitored by the Governing Body strictly adhering to the code of conduct, norms, acts, regulations, statutes and mandates of the Ministry of Education, Govt. of India, UGC, WBHED and Vidyasagar University and college itself.

To accomplish the desired goals following vision and mission, the management of the Institution, Internal Quality Assurance Cell, Finance Committee, Purchasing Committee and various Sub committees work on the perspective plan. To function according to the strategic and perspective plan, the institution allows to conduct meeting of the concerned committee and the perspective plan is put on the floor for open discussion. After the discussion and feedback from various stakeholders, the perspective plan is approved by the IQAC, Finance Committee and the Governing Body.

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:

The College authority devised certain measures to recognize and encourage the teaching and non-teaching staffs of the institution and motivated them towards better performances in their respective fields. The college hosts a committee for maintenance and updating of service book of the staff aimed towards better management of their career advancements. The college provides necessary facilities to faculty members for the completion of Ph. D. degree. This gesture boosts the teacher morally and encourages him/her in pursuing research works and inculcating research interests among the students. The college has introduced an incentive scheme for the teachers of our college to encourage them to remain engaged continuously in research work. The College also provides a token of appreciation to the teachers by way of providing registration fees for presenting paper in a conference/Seminar/Symposium. Each teacher may avail this incentive scheme at most once in an academic session for paper presentation in seminar/conference etc.

The institutional think tank believes that the wellbeing of the Teaching and Non-teaching staff of an institution is the key factor towards better management of both the academic and administrative wings. Therefore, keeping this point in mind, the institution provides 'Festival advance' on the eve of autumn festivals to Teaching and Non-Teaching staffs. Those who are willing to get the 'Festival advance' can avail this offer with limited formalities and the amount is paid back by the employee with zero interest. Moreover, college authority has a noble gesture to provide Puja Bonus/ex-gratia to the non-teaching staff who receive it as an appraisal of their services of the whole year. The college also hosts a cooperative society for the staffs which is affiliated to the Vidyasagar Central Cooperative Bank Ltd., Garhbeta, West Midnapore. The primary objective of the college Co-operative is to provide financial support to the Teaching and Non-Teaching staffs of the college. Members of the college co-operative society can avail loan with the simple interest from Vidyasagar Central Cooperative Bank Ltd. on the recommendation of college Co-operative chairperson and secretary. The loan can be personal, House Building/Renovation or Loan against Property. The loan is processed with minimum documentation and the staff can repay the loan amount in easy EMIs with low interest rate. The college provides lunch facility to the Gateman, Gardener and Sweeper as recognition of early hour service. In addition to the lunch, Gateman receives free uniform along with washing charge.

Permanent teaching and non-teaching staffs are sanctioned various types of leave such as casual leave, earned leave, medical leave for which they are actually entitled to as per statute. In addition to these leaves, male employee can avail paternity leave and female employee can avail maternity leave. Child care leave is also given to the female employee of the college. These apart, duty leave is also granted to the teachers for attending Seminar, Conference, Workshop and for undergoing Refresher, Orientation and faculty development programs. Promotional benefit is also given the teachers in due course of time. There is a little recreational arrangement as indoor sports facility and a Day Care Centre is also there on the campus.

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
0	0	0	0	0

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

6.3.3

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

Response: 30.96

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
111	10	77	16	8

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
46	46	46	46	46

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institution has strategically mobilized and optimally used its resources as well as funds received from various sources

- The fund received from RUSA has been used for infrastructural developments through the RUSA

monitoring unit.

- Fund generated through the collection of students' fees etc. is used for developing physical Infrastructural facilities, academic support facilities, maintenance work, payment of electric bill, payment of salary of casual staff, payment for different students' welfare programs, other running expenses etc.
- A fund has been generated from the donations of alumni and faculty members for construction of memorial building as a part of celebration of 75th anniversary year of our college.
- Funds obtained from the State Government for payment of salary to the employees are disbursed through HRMS.
- The college follows the policy to refund fees to the students against cancellation of admission.
- The college follows the policy of free studentship for students coming from low income family.

The financial affairs are monitored by the Governing Body and Finance Committee headed by the President and Principal. All financial transactions are properly dealt through the accounts section headed by the Bursar of the college.

- Departmental heads place their requisition of equipments, books, chemicals, furniture, ICT resources, etc. as and when necessary.
- The Governing Body allocates funds for construction or renovation of buildings, laboratories, purchasing of books and instruments for different departments, purchasing of computers, projectors, interactive panel boards etc.
- Besides Finance Committee, the College has Tender Sub committee, Building Sub committee, Purchase Sub committee, Library Sub committee and Maintenance Sub committee that help in the preparation, allocation and utilization of funds.
- Tender Sub committee compares the quotations and the Purchase Sub committee decides the policy and procedure for purchasing any item.
- Utilization certificate for the grant received from RUSA are prepared according to the allowed expenditure under various heads.

The Institution is transparent in all its financial dealings.

- It conducts internal and external financial audits regularly to ensure that there is no scope for flaws.
- The Bursar of the college regularly checks the operation of financial transactions as per supporting document which is again verified by the Principal for clarity, authenticity, transparency and financial accuracy.
- Every bill and voucher is checked following three tier checking process. Checking necessary details, Accountant initially puts his signature on the bills and forwards the same to the Bursar. Finally payment order is done by the Principal.
- For Internal Audit, the college appoints a qualified Chartered Accountant with the approval from the Governing Body. The Chartered Accountant meticulously audits the finance related documents for all transactions to prepare income and expenditure account and balance sheet.
- The External Audit takes place on completion of financial year by an External Auditor recommended by the Government of West Bengal.
- Quarries of any kind during the audit are promptly addressed by presenting relevant documents

to the auditors.

- Every effort is put in to maintain transparency in the financial records and also to record corresponding documents of every financial transaction.

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:

The IQAC of Garhbeta College always takes frontier role in planning and implementation of those which are strategically important in academic sphere. It puts constant effort to enhance the quality in education as well as research by adopting following mechanisms:

- Continuous interaction with various stakeholders and different bodies for framing policies for smooth execution of recommendations.
- Interactions with external bodies/institutions for enhancement of quality of education, future prospect of students and discharge of social responsibility.
- Preparation of future plan before every academic session and review at the end of the academic year.

Regular activities:

1. Promotion of human resources
2. Preparation of Academic Calendar
3. Augmentation and maintenance of academic materials
4. Updation of IT infrastructure
5. Review of teaching learning process with various bodies
6. Academic Audit
7. Collection of Feedback from Students and Teachers
8. Initiation of 'Students Satisfactory Survey
9. Encouragement of sports, cultural activities as well as extension/outreach activities involving communities.

Significant initiatives in Teaching-Learning process:

- To cope with the COVID-19 situation, the website domain has been changed to “ac.in” and college has purchased G-suite to facilitate online classes in a large scale, conducting webinars and other regular academic activities.
- In collaboration, IQAC organized some webinars in COVID 19 Pandemic period including session on mental health well being.
- Installation of KOHA software in the college library enabling stakeholders to easily access to the library materials.
- Implementation of IQAC’s proposal to extend financial support to teaching staff for the paper presentation in seminar/workshop as well as to students for writing article to incentivize research.
- Substantial increase in the number of ICT enabled class rooms.
- Introduction of Mentor-Mentee system effectively.
- Introduction of D-SPACE facility.
- Introduction of Add-On/Value-Added/Certificate courses.
- Organization of Seminar/Workshop on Research Methodology, Intellectual Property Rights (IPR) and Entrepreneurship.
- Implementation of student centric teaching-learning methods, e.g. students’ seminar, model/chart preparation, wall magazine, group discussion etc.
- MOU, collaborations/linkage with the other institution/NGOs.
- Participation of teaching and non-teaching staff in FDP and Professional Development Program respectively.
- Installation of Interactive Panel Board in the class rooms to make the teaching-learning easier and faster.
- Updation of website to smoothen the knowledge sharing.

Significant initiatives in the areas other than Teaching-Learning process:

- Allocation of ‘Seed Fund’ to some sub-committees
- Installation of solar panel to utilize renewable energy resource
- Green audit by external agency
- Renovation & repairing of physical facilities
- Rooftop shed on the three old buildings
- Rain water harvesting at different buildings and locations of the college
- Vertical extension of Ambedkar Bhaban to meet the scarcity of class room

Apart from the points noted in IQAC resolution, members of IQAC have given some proposals to the college authority through the teachers’ representatives of the Governing Body out of which following have been implimented.

1. Installation of a central cold and purifying drinking water system
2. One Orchard in the college campus
3. Enhancement of facilities for the students of special need

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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

Garhbeta College consistently and regularly works for promoting and raising awareness about gender equity, both on and beyond campus. Our efforts and activities are categorized as the following:

- **Gender Audit**

Garhbeta College has started to conduct Gender Audit internally, among the students, faculty and non-teaching staff. The Internal Complaints Committee of our college has taken up the responsibility of conducting the Gender Audit.

- **Institutional Infrastructure**

Saheli, the Women's Cell: Saheli, the Women's Cell of Garhbeta College was established in 2011 as a platform for the women faculty, staff and girl students to share their views and issues and ascertain their rights. Promotion of gender equality, raising awareness for women's health, hygiene, legal rights and organizing skill development programmes are the major functions of this cell.

Internal Complaints Committee: The Internal Complaints Committee (ICC) of the college is constituted as per the recommendation of UGC . ICC's function is to ensure a sexual harassment-free environment, zero tolerance of gender-based violence and organizing regular gender sensitization programmes to evaluate, assist and support all those who are studying or working in the institute and to address the harassment complaint (if any) following Section 4(1) of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

A Legal Awareness Cell has also been set up to work as a subsidiary as well as complimentary body (along with its role of general legal help to all) to assist in empowering the female stakeholders of our college.

Garhbeta College actively pursues for receiving the benefit of **Kanyashree** scheme of the Government of West Bengal for our female students. In the year 2020-21, our college ranked second in the entire district, in successfully implementing the scheme. Our college was felicitated by the Department of Women and Child Welfare, Government of West Bengal.

- **Facilities for Girl Students**

Sanitary Napkin Vending Machines – Our college has two sanitary napkin vending machines installed by *Saheli, the Women's Cell* in the girls' common room and in the girls' hostel, which supports our girl students in pursuing an inhibition and restriction-free education.

Girl's Hostel: Catering to the need of outstation girl students, a girls' hostel, *Shahid Matangini Chhatrinibas*, is run on campus with a capacity for accomodation of 100 girls. It is supervised by the Hostel Sub committee, overseen by a resident lady attendant and the safety is ensured by day and night security provisions.

Girls' Common Room: A spacious girls' common room with washrooms, sanitary napkin vending machine, first aid and resting facilities for sudden unwellness serves the girl students. A lady attendant assists the girls, under the supervision of the Common Room Sub committee.

- **Gender in Curriculum**

A number of courses incorporate gender studies, address the issue of gender and provide the opportunity to learn about the intellectual contributions of renowned female writers/thinkers/scientists. It is carefully incorporated into the expected learning outcome and curriculum delivery methods.

- **Gender in the Vision and Mission of the College**

Gender equity is an integral component of the vision and mission of our college, as clearly stated and displayed on the website.

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:

It is one of the core visions of Garhbeta College to uphold and protect a truly inclusive learning environment, through all possible efforts and activities. The ideal of inclusive learning is one of the missions of this college too, as mentioned in the college website.

All the efforts towards this end are divided in categories as follow.

1. Commemorative and Celebratory Activities:

2. **Cultural Harmony** – It is the responsibility of our college to ensure the celebration of the cultural heritage of our students. Thus, we celebrate the *birth anniversary of Rabindranath Thakur, Kazi Najrul Islam* as well as *Pandit Raghunath Murmu* with equal importance. The celebration of the birth anniversary of *Raja Rammohan Roy* too, helps us to remember the culturally harmonious inheritance of Bengal as well as India.

3. **Linguistic Inclusivity** – Commemoration of *International Mother Language Day* is an important event where the college community participates actively. The celebration of *Sanskrit Week* and *Biswa Adivasi Divas* generates the opportunity for the students to learn the significance of the heritage languages along with that of Bengali language.

4. **Communal Integration** – Regular events like the seminars on *Santali Music and Culture, Santali Society and Culture, Discrimination against the Depressed Section in the Field of Education in Contemporary India* help the students understand discrimination and the value and importance of an inclusive environment.

5. **Environmental Inclusiveness** – We as a higher education institute have learnt the lesson during the pandemic that humans cannot grow intellectually or materially by being at disharmony with the nature. We thus have adopted the green way to ensure a productive and holistic educational environment for our students. Nurturing an *indigenous fruit forest* on campus, annual celebration of *World Environment Day*, regular organization of *Plantation Programmes*, commemoration of the 50th anniversary of the *Chipko Movement*, Awareness campaign on human-wild life coexistence remembering *World Elephant Day* and on *Developing Green Eco-friendly Practices* – all such activities teach students the significance of environmental inclusiveness.

6. **Mock Parliament/Constitutional Responsibility** – Our students have participated in *Mock Parliament* and seminars on constitutional provisions, which help them realize their constitutional rights and responsibilities.

7. Infrastructure and Practices:-

1. **Institutional Cells** – Our college believes in decentralized addressal of different issues and hence there are dedicated cells for addressing issues relating to discrimination at different levels. There are Equal Opportunity Cell and the SC/ST Cell. These cells consistently work towards raising awareness for and protecting the inclusive learning environment of the college.

2. **Combinations of Courses Offered** - Our college offers a unique subject combination of Santali, Physical Education and N.C.C., in order to better suit the capabilities of the students coming from the surrounding areas with distinct social-ethnic background. This combination provides a truly inclusive learning opportunity for our students coming from Santali speaking communities and it prepares them with training in Physical Education and for Defense and Security Services.

3. **Trilingual Campus** – we have started to develop a uniquely inclusive campus with trilingual

signs and banners (in Bengali, English and Santali). This makes all the stakeholders feel included and generates a sense of belongingness.

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:

Overcoming Gender Barrier in A HEI

Objectives:

- To create a gender barrier-free learning environment.
- To convince the families of our students about the consistent and active practices on campus.
- To enable and motivate all the stakeholders in maintaining and protecting a non-discriminatory gender sensitive college campus.
- To empower our students to overcome all gender related constraints in pursuing higher education as well as in attaining a rewarding future.

Context:

The district of Medinipur has a long history of education and fight for freedom. But at the same time there's a history of early marriages, early childbirth and first baby gender preference. It is a challenge for a HEI like ours to address these issues, in order to uphold the proud history of women leadership.

Practice:

Sanitary Napkin Vending Machine: Sanitary napkin vending machines are installed in the girls' common room and in the girls' hostel.

Subsidising Vending Machine: Recognising the multi-dimensionality of this issue, our college has made the use of vending machine subsidised for our students since 19.11.2022.

Entrepreneurship Workshops: Self-employment for women is an important step for breaking the gender barrier and for that, the women's cell of our college organizes entrepreneurship workshops.

SAHELI, The Women's Cell: Our college has a very active and effective women's cell, Saheli, it's instrumental in empowering girl students to excel in their academic pursuits and overall development.

Internal Complaints Committee: The college has constituted the Internal Complaints Committee (ICC), as per the recommendation of UGC for higher education institutions, to ensure a sexual harassment-free environment.

Legal Awareness Cell: A legal awareness cell is constituted to assist girl students, their parents, along with all other stakeholders, in order to break the discriminatory barrier in our society.

Legal Awareness Camp: Awareness camp organised for the girl students and their mothers, to know about women's legal rights.

Bring Your Mother: Students bring their mothers, many of whom have never set foot on a college campus, to be aware of how inspiring an academic institution can be.

Menstrual Hygiene Camp: Awareness camp on menstrual hygiene by renowned gynaecologist for the girl students of our college and neighbourhood.

Sanitary Napkin Distribution Camp: Awareness camp for at local high school, where sanitary napkins are distributed

Seminars and Debate Competitions: Organized to raise gender awareness.

Evidence of Success:

Ratio of Female-Male Students: Enrolment of female students has remained steady. The female to male student ratio in current AY is 1.09:1.

Women's Participation: There is significant representation of girl students in all the programmes and events, on-and-beyond-campus.

Redressal of Gender-related Offense with Zero Tolerance: We ensure stern redressal of any reported gender-related incidents, remain alert to recognise and help our students identify any incident, support them to be confident about reporting it.

Problems-Encountered-and-Resource-Required:

Problems:

1. Tough to identify the gender-barrier by breaking the ice with the wards of parents with low MYS; takes consistent effort to make them believe in the institutional support system.
2. Gets difficult to address a gender issue as it's intertwined with the economic condition, rural upbringing and caste equation, requires extreme sensitivity.

Resource required:

1. Funding for regular supply of sanitary napkins.
2. Funds for large-scale gender-awareness-programmes.

Notes:

This issue is entangled in gender-economy-location-caste conundrum. The college is significantly touching the lives of the student community and the neighbourhood and relentlessly helping students to break the gender barrier in higher education.

Encouraging Future Students to Pursue Higher Education**Objectives:**

- To ignite aspirations among school students to join college for higher education.
- To familiarise them with the academic practices of a college.
- To inculcate an inquisitive mind among them.
- To give them some idea about how a college student can make a difference in the society, by visiting their schools for various educational activities.

Context:

It is our responsibility to create an environment that encourages the young generation of the neighbourhood into higher education. Historically, there has been a long tradition of attaining education among the people of the district. But at the same time, we see the economic volatility of a rural area like ours often push the families choose work over higher education. Our attempt is to bring more children into the HEI.

Practice:**Open House:**

Chemistry: Local school students visited Chemistry laboratory on 28/02/2023 and 5/01/2024.

Physiology: A group of school students visited the Physiology department on 14/09/2024.

Zoology: On 21/09/2023, local students visited the Zoology Laboratory.

Botany: A group of local students visited the department of botany on 28th February 2023.

Physics: The department of Physics had hosted a group of local students on 05/01/2024.

BCA: Local students visited the department of BCA and participated in a one-day boot camp on soft skills.

Library: Local school students visited our library on 5th January, 2024.

Bringing College to the Schools:

Human-Environment Harmony: Awareness camp organised at local high school to celebrate World Elephant Day.

Encouraging Artistic Talents: A sit-and-draw competition was organized to commemorate the birth anniversary of artist Abanindranath Thakur at a local high school .

Significance of Green Practices: A proponent of green habits from the organization *Love Thy Nature* was taken to a high school to raise awareness about developing eco-friendly practices.

Sanitary Napkin Distribution Camp: A girls' high school was visited to campaign for sanitary hygiene and to distribute sanitary napkins.

Evidence of Success:

Student Enrolment: The enrolment of students has remained steady.

Growing Interest in Higher Education: The nearby schools report that students show interest in HE and we too see that many of the students from these schools get enrolled in our college.

Giving it Back to The Society: More number of our students participate in these activities than before.

Problems-Encountered-and-Resource-Required:

Problems:

1. The decision of getting enrolled in college is not a one-dimensional decision for the households, taking regular and consistent effort to inspire and convince their parents.
2. The school-teachers need inspiration to assure the families.
3. We continuously need to make our students employment-ready, through bringing in job opportunities, career counselling as well as incubating innovations.

Resource required:

1. Regular need for human resources and instruments and chemicals is there.
2. Funds are needed regularly to make the outreach events successful and effective.

Notes:

It is a unique practice of our college to make a mark in the social map of our region through encouraging and ensuring more representation of the youth in higher education.

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 of Garhbeta College

A number of uniqueness can be listed as the distinctive characteristic of our college though, they all can be weaved together into one central theme, **Inclusive College Campus in the True Sense of the Term.**

Reaching out to the Community:

Garhbeta College takes all possible actions to meet these challenges. We emphasize on learning through vernacular language as far as practicable, to help the learners coming from the rural households with parents who has had low Mean Years of Schooling (MYS) get better access to education.

Our college has been offering a unique subject combination, in order to better suit the capabilities of the students coming from the surrounding areas with distinct social-ethnic background. The combination of Santali, Physical Education and N.C.C. is slowly becoming a useful training for the students of the local communities. No other college in the vicinity offers this combination. This combination is well suited for our students coming from Santali speaking communities and it prepares them with training in physical education and for Defence and security services. We believe that more students will opt for this subject combination, and will come out better prepared for their future. This addresses the challenge of meeting the 'lack of knowledge of higher education opportunities', as highlighted in the NEP, 2020.

Trilingual Campus:

We ensure that our campus is inclusive in the truest sense, through conscious and consistent efforts of putting up banners, posters, signs and notices in three languages, Bangla, Santali and English. The language barrier is thus addressed and overcome through this effort. This is a distinctiveness that we maintain carefully, to ensure that our college is a higher education institute that welcomes and embraces diversity effectively. This reflects our commitment towards Chapter 14 of Part II of the New Education

Policy, 2020, which is about the *Equity and Inclusion in Higher Education*.

Inclusiveness towards Non-human Residents of this Earth:

We are all part of nature. As a species, the survival of *Homo Sapiens Sapiens* depends on the delicate ecological balance with nature. Therefore, as a higher education institution, it is our responsibility to nurture our students to become sensible citizens of the natural world. It is an integral part of our holistic learning environment, where we inculcate among the students a sense of reverse inclusion, the inclusion of humans into the nature. Towards this end, our college undertakes a number of initiatives.

The Eco club of our students, with active support from the Nature and Environment Subcommittee is maintaining a forest of indigenous fruit trees. This project is taken up in collaboration with the Development Research Communications and Services Center (DRCSC), a prestigious NGO working on sustainability in numerous places of West Bengal.

The richness of flora (a large number are labelled with QR codes, directing towards India Biodiversity Portal) and fauna available on-campus are maintained and studied by the department of Botany and Zoology. The students learn about the contribution of such biodiversity to our lives.

Regular on and beyond campus green initiatives (such as reminding people about the human-wildlife coexistence, making and spreading seed-balls around, planting trees regularly etc.) are taken up by our students and staff to spread the awareness and educate our community that we are part of nature.

Reflection of Inclusiveness in the Courses Offered:

We take our commitment towards inclusiveness seriously; hence we are proud to maintain multiple facets of learning through our offerings of a bouquet of diverse subjects. For example, students of our college may choose subjects from an array of STEMS (Bio-Sciences, Physics, Chemistry, Mathematics, Social Sciences) along with Commerce, Physical Education, B.P.Ed (the two-year teacher training programme) and languages such as Bengali, Santali, Sanskrit (and also English) embedded in the Indian Knowledge System.

Our college has good sports infrastructure including a football ground, Gymnasium with Multigym facilities & Physiotherapy unit, courts for Volleyball, Badminton, Kho-Kho, Basketball etc. that help to support and nurture talented students, who regularly fare well at the university and state levels.

With the rapid growth of IT (Information Technology) industry in India, this has created a lot of opportunities for the computer graduates. The Bachelor of Computer Application (BCA) programme makes the local youth suitable for IT industry or different IT related job.

Thus, the platter of various courses offered by our college aims at including learners with different kinds of needs and talent, from ancient language to artificial intelligence.

Gender-Inclusive Approach:

Our college campus is truly gender-inclusive, with infrastructural, institutional as well as organizational

framework deployed to ensure participatory and gender-sensitive learning environment.

Inclusive of Differently Abled Students:

A crucial aspect of a barrier-free and inclusive learning environment is the infrastructural amenities for the differently-abled students, which our campus is equipped with (such as drinking water facility, wheelchair, ramps and accessible toilets).

Overcoming the Distance Barrier:

There are two boys' hostels and one girl's hostel on-campus that help our college cater to students from far away places and communities. This meets the challenge of breaking the 'geographical barrier' mentioned in the NEP, 2020.

Generating Employability Potential:

The challenge of poor employability potential of higher educational programmes are met with consistent and thoughtful effort. The B.P.Ed. programme prepares the students to take up higher education like M.P.Ed. and/or become experts, instructors or teachers of physical education, sports, yoga or gymnasium. The BCA programme equips students with a versatile skill set for a wide range of IT-related careers, including software development, system analysis, database administration, network administration and more.

The Career counselling Cell and the Eco-Friendly Innovation and Self-Employment Incubation (EFISEI) Hub of our college sincerely work for preparing our students for the professional world, through matching the employable students with the potential employers as well as raising employability of our students.

Breaking the Economic Barrier:

The college provides hand holding support to the students to receive various scholarships and free-ships to combat the economic opportunity cost of pursuing higher education and breaking any financial barrier.

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

5. CONCLUSION

Additional Information :

1. Being the **only General degree college in Garhbeta**, the college serves to empower the marginalized and the rural students coming from nearby villages.
2. **Orientation programs on NEP** are arranged for the students of first semester.
3. The college provides study centre for **Netaji Subhash Open University (NSOU)**.
4. The college regularly hosts **Open House** for the students of the neighbouring schools. They get regular exposure to laboratories, library and other aspects of college life, which inspires them to consider higher education in future.
5. The college has a **peer-reviewed national-level journal *Indian Journal of Research in Multidisciplinary Studies (IJRMS)* with ISSN 2348-2524**.
6. Two **Incinerator machines** have been installed along with each sanitary napkin vending machine, for ecologically responsible disposals.
7. College undertakes various **unique extension activities**, such as movie show on organic farming, seedball making workshop for little kids of neighbourhood, distribution of seed-notebooks, promoting human-wildlife harmony on world elephant day etc.
8. The college **laboratories** are well equipped.
9. **Various add-on courses** cater to diverse needs of the students.
10. Garhbeta College **Alumni Association** organizes different activities.
11. College works for the revival of endangered art-forms like Terracotta.
12. Numerous sports activities and facilities are offered in and beyond curriculum, which fits well with the ability of the youth from surroundings.
13. Our concept of **Inclusiveness is non-anthropocentric**, thus we consistently organize programmes to teach our students that humans are a part of the nature. We need to think of our life and decision as included in the nature.
14. We have started to make effort to increase employability through the **EFISEI Hub**.
15. Few of the nearby **villages are adopted** by our NSS units, to ensure effective outreach and sharing experiences and exposures.
16. We are a ISO certified institution, with **ISO 9001:2015** and **ISO 14001:2015**.
17. We proudly host a **Medicinal Garden** called *Charak Udyan*, with a number of medicinal plants, taken care of by the department of Botany.
18. We have started to put **QR-codes on trees**, so ensure that students may learn about our natural world from the India Biodiversity portal.
19. We have developed an **Apiary** on-campus, for our students to learn about apiculture, with the help of Medinipur Bee-keepers' Association.
20. We have initiated the development process of a **Bio-flock Fish Farming** on-campus.

Concluding Remarks :

Future Plans:

- Provisions of further infrastructural development to offer more multidisciplinary subjects in order to better implement the NEP, 2020.
- Enhancing the pace of developing the museum of the college further, for showcasing our heritage.

- The language lab is to be made functional, so that it can bring a significant improvement in the language learning experience.
- Provisions of opening new PG programmes in some departments.
- A Central Research Centre is to be made more effective for all the departments requiring it.
- The following cells are to be made more active, through all the supports needed.

1. The Career Counselling Cell, for matching more students with their required jobs/job training.
2. The Eco-Friendly Innovation and Self-Employment Incubation (EFISEI) Hub – to nurture the innovative ideas of the students and make them employment-ready

- The peer-reviewed journal of the college is to be revived properly in the current academic year.
- Emphasis on faculty research and publication of higher level, preferably collaborative, will be encouraged and supported through the teachers' incentive scheme.
- Students will be further encouraged to conduct small research projects with the support through the students' incentive scheme.
- Students will be offered more varied platter of add-on/certificate/value-added courses, preferably on skill enhancement, sustainable employment as well as Indian heritage.
- Provisions for more classrooms and renovation of the Najrul Bhavan are to be made.
- More ICT enabled classrooms and more computers for student use are going to be provisioned.
- Further upgradation of the library is going to be done.
- Expansion of rooftop solar panels will be taken up, to move towards the goal of complete replacement of non-renewable energy usage.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 26 Answer After DVV Verification :26</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1447</td> <td>1123</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1447</td> <td>1123</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	1447	1123	0	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	1447	1123	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
1447	1123	0	0	0																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
1447	1123	0	0	0																	
3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification : Answer After DVV Verification :27 Remark : Input edited as per documents given.</p>																				
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>115.7285 2</td> <td>13.90403</td> <td>2.60533</td> <td>0.64669</td> <td>9.99423</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2023-24	2022-23	2021-22	2020-21	2019-20	115.7285 2	13.90403	2.60533	0.64669	9.99423										
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115.7285 2	13.90403	2.60533	0.64669	9.99423																	

2023-24	2022-23	2021-22	2020-21	2019-20
110.02	7.72	0.06	0.65	10.12

Remark : Input edited considering the expenditure for infrastructure development and augmentation excluding salary during the last five years from clarification documents.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
69.32653	50.01200	24.60319	5.23790	27.80483

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
68.13	47.99	23.01	4.13	26.49

Remark : Input edited considering the expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs) from clarification documents.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the supporting documents provided by HEI, Input edited considering the option 3 and 4.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
9	17	2	0	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	10	01	0	4

Remark : Participation certificates and Inter collegiate award will not be considered. Input edited accordingly.

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
44	49	50	51	52

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
46	46	46	46	46

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 101 Answer after DVV Verification : 101</p>										
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>98</td> <td>98</td> <td>100</td> <td>96</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	95	98	98	100	96
2023-24	2022-23	2021-22	2020-21	2019-20							
95	98	98	100	96							

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
95	98	98	100	96

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
226.68596	140.57312	65.96772	47.83427	85.83074

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
348.01	161.34	75.44	47.83	98.06