



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GOUR MAHAVIDYALAYA**

GOUR MAHAVIDYALAYA, MANGALBARI

732142

[www.gourmaha.ac.in](http://www.gourmaha.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Gour Mahavidyalaya, located on the left bank of the Mahananda River where NH-12 passes through Mangalbari, Old Malda, began its journey on 5 September, 1985. Named after the ancient kingdom of Gour, the college takes pride in carrying its name from this rich history. Established to meet the higher education needs of the local population as well as those from the adjacent districts of West Bengal, Jharkhand and Bihar, the college has grown from its humble beginnings to become a prominent institution in the region. Initially, focusing on Humanities and Social Sciences with just 35 students, the college has emerged into a leading academic institute, affiliated first with the University of North Bengal, and later with the University of Gour Banga. It is recognized by the **UGC under sections 2(f) and 12(b) since 1992**. Subsequently, the college has appeared for accreditation by NAAC in 2006 for the Cycle-I, and in 2016 for the Cycle-II with B and B+ grade, respectively. The college has grown since then with over 20 programs for honours/major degree, Vocational Education, Skill Education, language training programs, among others. The college has a running Electoral Literacy Cell, a Central Library with over 28,000 books, several departmental libraries, Computer Labs, 22 well-equipped labs in science departments, a functional Language Lab, Gymnasium and Meditation Center, Medicinal Gardens, Media Cell, multi-media studio two research centers named after **B. R. Ambedkar** and **Abid Ali Khan**, and two well-furnished hostels each for boys and girls.

The college operates in day shift from 10:00 AM to 6:00 PM and currently offers programs in subjects across Language, Humanities and Sciences. Proposals have been sent to higher authorities to start Masters Programs in English and Computer Science. The college has already introduced self-financed courses in BCA and B.Voc (Vocational Education) in Healthcare. The college, to promote more exposure to students, signed a number of functional MOUs with various higher educational institutions, NGOs, industrial units, Training Institutes and so on. The college has also set up Skill Hub, recognised by the Pradhan Mantri Kaushal Vikash Yojana (**PMKVY 4.0**), Government of India, and has recently got nod to start a similar skill-hub program under the government of West Bengal, namely *Utkarsha Bangla*. The college has undertaken computer literacy program for all students in collaboration with WEBEL, Government of West Bengal. The college remains committed to advancing its development and educational excellence.

### **Vision**

The college aspires to deliver high-quality, inclusive education that nurtures critical thinking, creativity, and communication skills within a safe and affordable environment. We emphasize holistic development, character building, and equitable opportunities for all students. Our commitment to innovation in teaching, research, and women's education advances national progress and human development. We uphold strong ethical values, human rights awareness, and eco-consciousness while striving for excellence in skill-based education. Additionally, we are dedicated to empowering marginalized communities, including SC, ST, OBC, and minority students, to prepare them for impactful societal contributions.

### **Mission**

1. The college aims to foster comprehensive student growth through cutting-edge courses aligned with NEP

2020, focusing on skill-based education, social justice, gender equality, environmental protection, and national heritage.

2. The college seeks to become a leading institution in higher education and research, advancing knowledge through innovation and practical application.

3. Our goal is to create well-rounded, multi-skilled, and socially responsible global citizens who contribute to a people-centric, ecologically sustainable society.

4. The college is committed to fulfilling the educational aspirations of learners from economically disadvantaged regions, especially in Malda and its surrounding areas, who face significant economic and social challenges.

5. We strive to turn these aspirations into enlightened realities by promoting employability and holistic development within a culturally enriched environment.

6. Through the dissemination of knowledge and wisdom, the college empowers students to achieve personal and professional growth.

7. We aim to pioneer accessible, quality higher education for economically underprivileged students, with a special focus on Scheduled Castes, Scheduled Tribes, and all segments of society in the region.

8. Our vision emphasizes the cultivation of moral, social, and human values, with a commitment to the holistic development of individuals.

9. The college is dedicated to bridging educational disparities, promoting socio-economic advancement, and fostering inclusivity.

10. Aligned with NEP 2020, the college aspires to prepare students to face contemporary challenges such as climate change, gender violence, mental health issues, and social division by empowering them intellectually, emotionally, and spiritually.

11. Our mission is to equip students to become productive, conscious citizens who contribute meaningfully to society and national progress.

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

### Institutional Strength

- **Academic Excellence:** Our students consistently achieve top ranks in university exams, overcoming socio-economic challenges and showcasing exceptional performance.
- **Diverse Academic Offerings:** The college offers undergraduate degree across 20 programs in Arts, Humanities, and Science, catering to a wide array of academic interests.
- **Distance Education Centers:** Two Learner Support Centers for postgraduate courses under Netaji Subhas Open University and Rabindra Bharati Open University enhance access to higher education.
- **Robust Infrastructure Development:** With RUSA 2.0 funding, the college has expanded its infrastructure, including modern classrooms, well-equipped laboratories, and advanced IT resources.

- **Serene Campus Environment:** The college's picturesque green campus fosters both academic and personal growth.
- **Dedicated Faculty and Staff:** Passionate educators and staff are integral to the college's success, contributing to a positive academic and social environment.
- **Harmonious Community:** A strong culture of mutual motivation and growth exists among teaching, non-teaching, and management personnel.
- **High Academic Standards:** A robust internal evaluation system ensures compliance with government and UGC regulations.
- **Modern Teaching Aids:** The college features audio-visual virtual classrooms, smart classrooms, and a comprehensive library.
- **Sustainable Practices:** Environmental stewardship initiatives include medicinal plant collections, vermi-compost production, solar power utilization, and green audits.
- **Library Resources:** The digitalized Central Library with over 28,000 books, e-journals, N-List and a LAN-based Library Automation System supports research and learning.
- **Smart Classrooms:** Equipped with LCD projectors and modern sound systems, enhancing multimedia teaching.
- **ICT Facilities:** Wi-Fi connectivity, 195+ computers, 18 smart classrooms, two computer labs with LAN, language lab and GIS Training enrich the learning experience.
- **Laboratories:** Modern labs in Physics, Chemistry, Botany, Zoology, B.Voc, Food & Nutrition, and Geography support practical learning.
- **Physical Education Facilities:** The college offers a badminton and volleyball courts, and a gymnasium.
- **Cultural and Extracurricular Activities:** A virtual classroom (Sir Jadunath Sarkar Hall) hosts events, and the college actively participates in NSS, health camps, and environmental programs.
- **Student Amenities:** Facilities include a canteen, cycle shed, parking, water coolers, girls' common room, sick room, Divyangjan area, and a Students' Union Room.
- **Alumni Association:** A strong network of alumni supports the college's development.
- **Research Centres:** The Ambedkar Centre and Abid Ali Khan Center preserve the district's historical and cultural heritage.
- **Health Care Unit:** Managed by the B.Voc Health Care program for student well-being.
- **Food Manufacturing Unit:** We have Food Manufacturing Unit, named **Fructose**, which is run by Food & Nutrition Dept.

## Institutional Weakness

1. **Aging Infrastructure:** The College has several old buildings that are difficult to modernize with new electronic equipment. High humidity and heavy rainfall in the region further damage structures, books, and electronic gadgets, making maintenance difficult.
2. **Limited Academic Autonomy:** The lack of academic autonomy at both UG and PG levels restricts the college's influence on curriculum design and modification, though teachers serve on the Board of Studies to address this gap partially.
3. **Auditorium Space:** The absence of a large auditorium limits the institution's ability to host cultural and academic events effectively.
4. **Campus Security:** The expansive campus area presents security challenges. While CCTV cameras are

installed, their coverage is insufficient, and a shortage of security personnel complicates surveillance efforts.

**5. Library Automation:** The college's library is not fully automated, a situation exacerbated by a lack of staffing, delaying progress in this critical area.

**6. Teaching-Learning Technology:** The institution requires further investment in modern teaching-learning technologies and ICT resources to meet current educational standards.

**7. Infrastructural Growth:** Rapid student population growth demands more classrooms and facilities, putting pressure on existing infrastructure.

**8. Staffing Shortages:** There is a shortage of both teaching and non-teaching staff, with slow government recruitment processes hindering the creation of much-needed positions.

**9. Financial and Parental Constraints:** Many students face financial difficulties, compounded by low parental education and awareness, which discourages higher education pursuit, particularly for first-generation learners.

**10. Faculty Workload and Research:** With insufficient faculty positions, the increased workload limits teachers' engagement in research, impacting overall output.

**11. National Exam Performance:** Student performance in national-level exams like NET/SET and competitive exams requires improvement to boost employment prospects.

**12. Alumni Engagement:** There is a need for stronger alumni participation to enhance the college's resources and networks.

**13. Industry Partnerships:** The absence of nearby industries and low engagement from existing businesses hinders the development of strong industry-institution partnerships.

**14. Collaborative Research:** More interdisciplinary research and collaborations with other institutions and industries are needed to support institutional growth.

**15. Placement Opportunities:** Limited interest from reputed organizations in providing on-campus consultative and placement opportunities hampers students' employment prospects.

**16. Language Competence:** Many students' language barriers reduce their employability, particularly in competitive markets.

**17. Funding Deficiencies:** Increased funding is necessary to improve infrastructure and address resource shortages essential for institutional development.

## **Institutional Opportunity**

**1. Expanded Academic Offerings:** Introduced new vocational courses like B.Voc to align with the evolving student interests and industry demands.

**2. Enhanced ICT-Enabled Teaching:** Upgraded classrooms with modern ICT technologies and established a

language lab to foster interactive and immersive learning environments.

**3. Launched Skill-Oriented Courses:** Introduced diploma and certificate programs in practical fields such as Food Processing, Tailoring, Graphic Designing, Web Designing, Data Science, Computer Programming, Media Studies (Stage and Electronic Media), and Beautician courses to diversify student skill sets.

**4. Expedited Recruitment in Science Disciplines:** Accelerated the approval and recruitment process for science teaching positions to strengthen academic quality and boost research output.

**5. Upgraded Science Laboratories:** Modernize science labs with cutting-edge equipment to enhance research and hands-on learning experiences.

**6. Sick Rooms:** Created dedicated health facilities on campus for student emergencies, ensuring prompt medical care when needed.

**7. Enhanced Computer Labs:** Expanded and improved computer labs to increase digital access and support advanced learning resources for students.

**8. Developed Indoor Sports Infrastructure:** Built and expanded indoor sports facilities to encourage physical fitness and recreational activities among students.

**9. Increased ICT-Enabled Classrooms:** Broadened the availability of technologically advanced classrooms to make learning more engaging and accessible.

**10. Scholarship Programs:** Actively promotes financial assistance schemes like Kanyashree and Swami Vivekananda Scholarships to benefit economically disadvantaged students.

**11. Innovative Teaching Methods:** Embraced digital platforms and innovative pedagogical approaches for more effective educational delivery.

**12. Faculty Professional Development:** Offers continuous training and skill-enhancement programs for both teaching and non-teaching staff to maintain high educational standards.

**13. Holistic Development Programs:** Implemented programs focusing on student well-being, ethics, and yoga to promote mental, emotional, and physical health.

**14. Industry Partnerships:** Built stronger collaborations with industries and NGOs to enhance internship opportunities and facilitate job placements for students.

**15. Upgraded Seminar and Auditorium Facilities:** Improved and expanded seminar and auditorium spaces to better accommodate academic, cultural, and extracurricular activities.

**16. Established MOUs for Exchange Programs:** Developed formal partnerships with other institutions and organizations to facilitate cultural exchanges and academic collaborations.

## **Institutional Challenge**

- 1. Space Constraints:** Addressing space limitations remains a critical challenge that requires immediate attention to support the institution's growth.
- 2. Staffing Issues:** Filling vacant administrative and teaching positions, as well as creating new posts swiftly, is essential yet challenging.
- 3. Gender-Friendly Atmosphere:** Fostering and maintaining a tolerant, gender-friendly environment on campus is a priority for a co-educational institution.
- 4. Competition:** The increasing presence of private, commercial educational and professional institutions in the surrounding areas poses significant competition.
- 5. Financial Constraints:** Increasing financial resources to support the institution's growth and maintenance is a persistent challenge.
- 6. Conservative Mindsets:** Efforts are needed to change the conservative mindsets of parents and students, especially those from rural and socially disadvantaged areas.
- 7. Communication Skills:** Improving students' communication skills and developing global competencies, particularly for those from rural backgrounds, is necessary.
- 8. Research Challenges:** Infrastructure and financial limitations hinder faculty from actively engaging in research activities.
- 9. Academic Standards:** Meeting global academic standards is difficult due to the institution's location, limited resources, and socioeconomic challenges.
- 10. Internet Connectivity:** Poor internet connectivity creates obstacles in conducting effective online programs and teaching activities.
- 11. Dropout :** Considerable dropout among program students, primarily due to economic backwardness, present a significant challenge.
- 12. Placement Opportunities:** Securing job placements for students in a constrained environment remains a daunting task.
- 13. Resource Allocation:** Inadequate financial resources relative to the college's maintenance and growth needs are a pressing concern.
- 14. Recruitment Policies:** Slow government recruitment policies hinder the college's ability to fill sanctioned teaching and technical positions.
- 15. NEP 2020 Implementation:** Effective implementation of the National Education Policy (NEP) 2020 in the 2023-24 academic session is crucial for aligning with national education standards.
- 16. Employment Opportunities:** Despite limited local prospects, enhancing students' employment

opportunities remain essential.

**17. Job Training Programs:** Introducing job training programs and establishing coaching centers for competitive exams like JAM and UPSC can broaden students' career prospects.

**18. Non-Teaching Staff Training:** Conducting ICT-enabled training programs for non-teaching staff can improve operational efficiency.

**19. ICT-Based Classrooms:** Expanding the number of ICT-enabled classrooms is vital to support modern teaching methods.

**20. Research Opportunities:** Developing research opportunities on campus can encourage both faculty and students to engage in academic research and contribute to the institution's growth.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Gour Mahavidyalaya, affiliated to the University of Gour Banga, is committed to holistic education, aiming to develop responsible citizens with advanced knowledge and strong ethical values. We emphasize meticulous academic planning, inclusivity, and continuous evaluation to support all students, especially those from diverse backgrounds.

Our faculty plays a key role in curriculum development through their participation in the Board of Studies, ensuring their insights shape the curriculum. The Academic Calendar, created by the IQAC with institutional input, details session starts dates, examinations, holidays, and events, is available on the College website. Adherence to this calendar is generally strict, with deviations only during exceptional circumstances like the COVID-19 pandemic.

Each semester, the Routine Committee prepares a Master Routine that aligns with departmental priorities. Academic sessions commence with departmental meetings to develop lesson plans, which are shared with students. These plans are maintained to ensure timely syllabus completion. Recent enhancements include the use of the Learning Management System (LMS) for digital access to teaching materials, supplemented by ICT tools and practical classes. Tutorial and mentoring sessions are provided to support all learners.

The College Library offers extensive resources including electronic books, journals, and IT facilities. Continuous evaluation is integrated into the teaching process, involving class tests, assignments, and student seminars. The Annual Test Examination precedes University exams, with results posted on departmental notice boards.

Professional ethics are woven into the curriculum, particularly in Mass Communication, Journalism, Food and Nutrition, and various other disciplines. Gender issues are addressed through courses in Sociology, Political Science, English, Bengali, Geography, and History, with special events organized by the Internal Complaints Committee and the NSS. Human values are integrated into Political Science, History, Geography, Sociology, Education, Food & Nutrition with additional reinforcement through NSS activities.

Environmental sustainability is incorporated into subjects like Zoology, Botany, Sociology, Geography, Food



& Nutrition, and Chemistry. A mandatory Environmental Studies course and various initiatives of Eco-Club and NSS, including cleanliness drives and tree planting, further emphasize environmental consciousness. Special seminars and online lectures celebrate World Environment Day and other relevant issues.

The College offers 24 certificate/value-added courses and online courses through platforms such as MOOCs, SWAYAM, and NPTEL. Feedback from these courses is collected, analysed, and communicated to relevant bodies, with outcomes posted on the institutional website.

### **Teaching-learning and Evaluation**

Gour Mahavidyalaya, affiliated to the University of Gour Banga, employs a comprehensive approach to assess and support student development through a variety of academic and extracurricular activities.

**Student Assessment and Support:** After admission, students undergo a 'Student Aptitude Test' to gauge their academic and intellectual backgrounds. Advanced learners receive enhanced resources like e-journals and e-books via N-LIST, and are encouraged to participate in SWAYAM, MOOCs courses, student seminars, workshops, and practical classes as teaching assistants. Slow learners benefit from regular mentoring, remedial classes, and special preparation for competitive exams. The institution also conducts parent-teacher meetings to discuss academic progress.

**ICT Integration and Experiential Learning:** The use of ICT tools significantly enrich the learning experience. Departments organize field trips, like bird-watching in Raiganj or geomorphic excursions, and maintain facilities like a medicinal plant garden. Digital tools and resources are utilized for teaching, project work, and student presentations. Post-pandemic, internships and apprenticeships, along with digital resources for drama, language courses, and political science activities, have been incorporated into the curriculum.

**Program Structure and Outcomes:** The college provides clear Program Outcomes (POs) and Course Outcomes (COs) through syllabi, academic calendars, and orientation sessions. Evaluation includes Continuous Internal Assessment (CIA) through seminars, assignments, and class tests, alongside semester exams. Feedback from students, alumni, and employers is regularly collected to refine programs. Tracking student progression to higher education and employment rates further assesses program effectiveness.

**Examination and Evaluation:** Gour Mahavidyalaya adheres to university regulations, with internal assessments accounting for a significant portion of marks. The college ensures transparency and fairness through meticulous attendance tracking, internal and tutorial exams, and online assessments during the pandemic. The Internal Quality Assurance Cell (IQAC) monitors evaluations, with results and feedback communicated clearly to students and parents.

**Holistic Development:** The institution fosters holistic development through various clubs, centers and outreach programs, and engagement in environmental and social initiatives, guided by its motto of "Discipline, Dedication & Determination."

This integrated approach ensures that Gour Mahavidyalaya effectively supports student learning, development, and career readiness.

### **Research, Innovations and Extension**

**Gour Mahavidyalaya** has made significant strides in enhancing educational and community engagement through various initiatives. The **Incubation Centre for Innovative Ecosystem**, planned in 2022, was finally launched on January 10, 2023, aims to foster entrepreneurial skills among students by integrating practical innovation and industry collaboration. The Centre has already engaged over 500 students, providing insights into government schemes and MSME business models, supported by faculty and industry experts.

The college's curriculum aligns with the University syllabus and UGC's Choice-Based Credit System, blending regional and traditional knowledge with global perspectives. Subjects such as Sanskrit, Bengali, History, and Geography incorporate Indian values and practical applications like biodiversity conservation and Ayurveda-based medicinal plant knowledge.

Gour Mahavidyalaya is dedicated to preserving Indian cultural heritage through seminars, cultural programs, and observances. The Botany Department, established in 2010, supports practical learning with a medicinal plant garden, reinforcing traditional knowledge integration.

The college emphasizes Intellectual Property Rights (IPR) awareness through seminars and workshops, with notable events like the 2018 and 2020 workshops addressing IPR issues. Collaborative research includes projects with prestigious institutions such as the University of Edinburgh and the Institute of Language Studies and Research (ILSR) Kolkata. Faculty members contribute to scholarly journals, and Dr. Subhendu Chatterjee from the Computer Science Department has secured patents for innovations.

Community engagement is a cornerstone of the institution, with NSS Units I & II offering students opportunities for democratic values cultivation and community service. Activities include blood donation camps, COVID-19 relief efforts, environmental conservation, and educational seminars. The NSS units have been recognized with numerous awards and certificates of appreciation for their efforts, including from the Ministry of Sports & Youth Affairs and various local organizations.

The college also houses two museums—the Local Culture Museum and the Geological Museum—which enrich the curriculum and preserve historical knowledge. Overall, Gour Mahavidyalaya's initiatives demonstrate a commitment to integrating traditional knowledge with modern innovation, supporting holistic education, and fostering social responsibility among students.

## **Infrastructure and Learning Resources**

**Gour Mahavidyalaya**, established in September 1985, is situated on a 2.56-acre campus and offers 22 undergraduate programs across Arts, Science, and Vocational studies. The college is dedicated to enhancing its infrastructure, human resources, and learning resources, featuring well-ventilated classrooms, advanced laboratories, and two high-tech conference rooms. The library is a major asset, housing 29,608 books and over 6,000 online journals, with digital resources supported by N-LIST and Sage Publications. Additional facilities include extensive computing resources, comprehensive Wi-Fi, fire safety measures, and eco-friendly features like solar panels and a backup generator.

The college is committed to sustainability with rainwater harvesting, waste management, and air-quality monitoring. Accessibility for differently-abled individuals, health services including a gymnasium and yoga center, and unique facilities like an Oral Archive and Medicinal Plant Garden are notable features.

The library, using KOHA software, provides access to over 28,000 books, 6,000 e-journals, and 7,99,500 e-

books. It includes special collections such as works of Nobel Laureates and rare books on North Bengal. Investments in the library for 2022-2023 included subscriptions, new equipment, and automation enhancements. Community engagement is encouraged through plans to open the library to the public.

Technologically, the college maintains 228 computers with a full Wi-Fi network providing 150 Mbps bandwidth. Seminar rooms are equipped for virtual classes, and specialized software supports various departments. The transition to a Learning Management System (LMS) modernizes educational delivery, while office software like Tally ERP and a well-maintained website streamline administrative functions. IT infrastructure is continuously updated, with a focus on cyber security and maintaining high standards of technological support.

Overall, Gour Mahavidyalaya ensures a robust educational environment with advanced facilities, extensive resources, and a commitment to technological excellence and sustainability.

### **Student Support and Progression**

**Gour Mahavidyalaya** emphasizes enhancing student capabilities and addressing grievances through comprehensive support systems. **\*\*62%\*\*** of students benefit from scholarships and freeships provided by the institution and government. The college organizes various capacity-building activities, including:

- **Soft Skills**
- **Language and Communication Skills**
- **Life Skills** (Yoga, physical fitness, health, and hygiene)
- **ICT/Computing Skills**

The institution offers guidance for competitive exams and career counseling, aiding student progression.

**Grievance Redressal:** The college adheres to statutory guidelines and maintains a zero-tolerance policy towards sexual harassment and ragging. Students can submit grievances online or offline, with timely redressal through appropriate committees.

Over the past five years, the college has seen significant placements and student advancement to higher education. Students have also excelled in state, national, and international examinations, securing **37 awards/medals** in sports and cultural activities.

**Gour Mahavidyalaya Alumni Association**, established on July 24, 2016, and registered under the West Bengal Society Registration Act on January 27, 2017, has over **1,500 active members**. Originally starting with 20 life members, the association is led by Principal Dr. Ashim Kumar Sarkar and includes faculty and non-teaching staff members.

The Association has significantly supported the college, contributing to campus maintenance during the COVID-19 pandemic and funding projects like garden upkeep and road paving. It provides monetary awards to outstanding students and organizes successful alumni events, fostering networking and community engagement. Alumni frequently deliver motivational speeches, guide students, and participate in cultural and sports events, reinforcing the college's traditions and sense of community.

The Association also organizes seminars with prominent alumni and offers financial assistance for college

development. It engages in social impact initiatives, including NSS collaborations, blood donation drives, and book donation drives to enhance departmental libraries. Alumni contribute a registration fee of Rs. 100 for membership, and the Association continues to play a crucial role in enriching the college experience and fostering a strong community.

### **Governance, Leadership and Management**

Gour Mahavidyalaya excels in educational quality and global competence through strategic planning and enhancement driven by the IQAC. The IQAC oversees the annual strategic plan, focusing on quality improvements via diverse events, infrastructure upgrades, and rigorous annual reviews, including research promotion and student vulnerability surveys. Financial decisions are reviewed by the Finance Subcommittee and approved by the Governing Body.

**Career Development:** The Career Counselling Cell boosts student employability by facilitating industry interactions and organizing CSR-driven training programs and workshops.

**Auditing Procedures:** The college employs four layers of auditing:

- **Internal Academic Audits:** Conducted by Heads of Departments (HODs) and IQAC, validated by the Principal.
- **External Audits:** Performed by external members and reviewed by Higher Education Institutions (HEIs) and the Director of the Malviya Mission Teacher Training Center.
- **Internal Administrative Audits:** Managed by the Finance Subcommittee to ensure adherence to standards.

**Governance and Administration:** Under the Department of Higher Education, Government of West Bengal, the College Service Commission handles recruitment, appointments, and transfers, with faculty and staff following West Bengal Service Rules (WBSR) and UGC guidelines for CAS benefits.

**Institutional Structure:** The Principal heads the administration, supported by the IQAC, Teachers' Council, and College Office. The Teachers' Council includes all permanent teachers, with HODs, the Head Assistant, and the Students' Union contributing to operations.

### **Strategic Initiatives:**

- **Covid-19 Support:** Fee waivers and a free studentship scheme were implemented to aid economically disadvantaged students.
- **Entrepreneurial Development:** An Incubation Centre was established in January 2023, along with the Earn While You Learn (EWYL) Program to foster innovation and student empowerment.

### **Staff Welfare:**

- **Non-Teaching Staff:** Benefits include subsidized medical facilities, maternity leave, financial support through loans and insurance, and educational opportunities.
- **Teaching Staff:** Access to financial support, ICT facilities, recreational amenities, and government benefits like pension and travel concessions.

**Financial Management:** Transparency is ensured through internal audits by the Bursar and Finance Committee and external audits by a government-recommended auditor. Financial **strategies and budgets are developed in consultation with relevant committees.**

#### **IQAC Achievements:**

- **Student Enrichment:** Language Lab, Add-on courses, Skill-Hub, and EWYL Program.
- **E-Resource Upgradation:** Enhanced e-facilities and plans for a Multi-Media Studio.
- **Quality Assurance:** Regular audits and training programs.
- **Staff Development:** Faculty development and curriculum design contributions.
- **Student Support:** Mentoring and skill enhancement courses.

Additional initiatives include a Learning Management System (LMS), vulnerability surveys, and a Digital Archival Centre for preserving local heritage, underscoring the college's commitment to continuous improvement and high standards.

#### **Institutional Values and Best Practices**

Gour Mahavidyalaya demonstrates a robust commitment to gender equity and holistic development through various initiatives:

#### **Gender Equity Measures:**

- **Safe Environment:** The campus is equipped with CCTV surveillance, and a dedicated Girls' Common Room ensures safety and comfort. Sanitary napkin vending machines address menstrual health needs.
- **Grievance Redressal:** The Internal Complaints and Anti-Sexual Harassment Cells provide confidential support for addressing issues of sexual harassment.
- **Awareness and Education:** Student-led campaigns and events on Women's Day promote gender equality. Gender-related topics are integrated into the curriculum across disciplines, and International Women's Day is marked with seminars and discussions.
- **Empowerment Initiatives:** Programs like the Sibnarayan Chakraborty Merit Scholarship support single female students, while the Earn While You Learn Program (EWYL) provides work experience opportunities. The college also ensures equal access to educational resources and encourages female participation in leadership roles.

#### **Cultural and Intellectual Development:**

- **Cultural Preservation:** The Abid Ali Khan Center digitizes historical records, preserving the region's cultural heritage. The Gour Mahavidyalaya Press publishes academic and cultural works, contributing to regional intellectual growth.
- **Student Empowerment:** The Department of Mass Communication and Journalism and the Department of Food and Nutrition offer practical education and community health programs. The Skill Hub provides career-oriented courses unique to North Bengal.

#### **Sustainability and Inclusivity:**

- **Environmental Initiatives:** The college implements energy conservation measures, waste management

practices, and water conservation efforts. Quality audits are conducted regularly, and the campus is committed to green initiatives.

- **Diversity and Inclusion:** The college organizes events celebrating linguistic, cultural, and religious diversity and adheres to reservation policies for inclusive education. Various activities promote respect for different cultures and civic responsibility.

Gour Mahavidyalaya's efforts reflect its dedication to creating a secure, inclusive, and intellectually stimulating environment, fostering both personal and academic growth for its diverse student body.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOUR MAHAVIDYALAYA
Address	Gour Mahavidyalaya, Mangalbari
City	Malda
State	West Bengal
Pin	732142
Website	<a href="http://www.gourmaha.ac.in">www.gourmaha.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ashim Kumar Sarkar	03512-261037	9933363867	-	principalgourcollege@gmail.com
IQAC / CIQA coordinator	Dhrtiman Chakraborty	03512-260547	9832303721	-	gouriqac@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	Gaur Banga University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-01-1992	<a href="#">View Document</a>
12B of UGC	27-01-1992	<a href="#">View Document</a>

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gour Mahavidyalaya, Mangalbari	Semi-urban	2.56	2751.86

## 2.2 ACADEMIC INFORMATION



<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	Bachelor of Computer Science, Computer Science, BSc in Computer Science	36	Ten plus Two	English	40	23
UG	BCA, Bca,	36	Ten plus Two	English	40	20
UG	BA, Arabic, BA in Arabic	36	Ten plus Two	English, Bengali	60	44
UG	BSc, Botany, BSc in Botany	36	Ten plus Two	English, Bengali	30	9
UG	BA, Bengali, BA in Bengali	36	Ten plus Two	Bengali	140	82
UG	BSc, Chemistry, BSc in Chemistry	36	Ten plus Two	English, Bengali	30	13
UG	BA, Education, BA in Education	36	Ten plus Two	Bengali	140	88
UG	BA, English, BA in English	36	Ten plus Two	English	140	88
UG	BSc, Food And Nutrition, BSc in Food and Nutrition	36	Ten plus Two	English, Bengali	40	25
UG	BSc, Geography, BSc in Geography	36	Ten plus Two	English, Bengali	50	35
UG	BA, Mass Communication And Journali	36	Ten plus Two	English, Bengali	30	16

	sm,BA in Mass Communication and Journalism					
UG	BA,History, BA in History	36	Ten pus Two	English,Bengali	140	99
UG	BA,Political Science,BA in Political Science	36	Ten pus Two	English,Bengali	140	95
UG	BA,Sociology,BA in Sociology	36	Ten pus Two	English,Bengali	140	80
UG	BSc,Physics, BSc In Physics	36	Ten pus Two	English,Bengali	30	12
UG	BSc,Mathematics,BSc in Mathematics	36	Ten pus Two	English,Bengali	60	32
UG	BSc,Zoology ,BSc in Zoology	36	Ten pus Two	English,Bengali	30	12
UG	BA,Sanskrit, BA in Sanskrit	36	Ten pus Two	Sanskrit	60	47
UG	BVoc,Bvoc, BVoc in Healthcare	36	Ten pus Two	English	60	14
UG	BA,Ba Gen,	36	Ten pus Two	English,Bengali	1740	1506
UG	BSc,Bsc Gen,	36	Ten pus Two	English,Bengali	70	65

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				22			
Recruited	1	0	0	1	2	2	0	4	18	3	0	21
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						24
Recruited	16		1		0	17
Yet to Recruit						7
Sanctioned by the Management/Society or Other Authorized Bodies						13
Recruited	8		5		0	13
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	2	0	9	0	0	14
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	6	3	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	32	19	0	51	

**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	1436	0	0	0	1436
	Female	1016	0	0	0	1016
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	359	334	364	313	
	Female	278	315	290	300	
	Others	0	0	0	0	
ST	Male	64	56	83	89	
	Female	34	50	54	68	
	Others	0	0	0	0	
OBC	Male	286	282	284	247	
	Female	200	226	234	294	
	Others	0	0	0	0	
General	Male	745	745	732	878	
	Female	637	579	585	628	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		2603	2587	2626	2817	

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college has adopted an interdisciplinary approach to enrich the teaching-learning process, which empowers students in the development of knowledge, problem-solving skills, and self-confidence. This innovative strategy involves faculty from various science departments conducting a minimum of two classes per week, regardless of their specific disciplines. Similarly, educators from different humanities departments contribute actively to interdisciplinary teaching. To foster a well-rounded learning experience, teachers from the Department of Mathematics also conduct classes across different science and humanities departments. Additionally, there is a reciprocal distribution of classes between the Department of Education and departments such as History, Sanskrit, Bengali, Sociology, and Political Science, creating a diverse and interconnected curriculum. The Bishakha Cell (Gender Equity) is uniquely managed by departments including English, Bengali, Sociology, Political Science, and History, highlighting a collaborative effort to provide students with a comprehensive understanding of gender equity. Under the Choice-Based Credit System (CBCS) syllabus, every student must take Environmental Studies as an Ability Enhancement Compulsory Course (AECC), underscoring the pivotal role of the Department of Geography in the interdisciplinary teaching-learning process. This comprehensive approach not only enhances the academic experience but also equips students with a holistic skill set for real-world challenges. The institution offers distinct undergraduate (UG) programs across broad categories such as Arts, Social Sciences, Pure Sciences, and Bio-Sciences. These programs include a diverse range of honours and general elective subjects, reflecting the varied interests and demands of students in the region. Additionally, the college has successfully organized webinars that explore various dimensions of study, attracting participants from a wide range of backgrounds and interests.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credit (ABC), as outlined in the National Education Policy, provides students enrolled in undergraduate (UG) programs with multiple entry and exit options. This system offers flexibility, allowing students to exit and re-enter their course within a specified period. Designed to</p>

facilitate academic mobility, the ABC enables students to study at various Higher Education Institutions across the country through an efficient credit transfer mechanism. This can lead to the attainment of certificates, diplomas, degrees, and more. In accordance with these directives, the University of Gour Banga, to which our college is affiliated, has mandated the registration of all students with the ABC system via [[www.abc.gov.in](http://www.abc.gov.in)](<http://www.abc.gov.in>). It is now compulsory for every student to obtain an ABC ID. Additionally, the university has recommended that students register on Digilocker at [[www.digilocker.gov.in](http://www.digilocker.gov.in)](<http://www.digilocker.gov.in>) to access electronic copies of their academic credentials. As per the latest notification from Gour Mahavidyalaya, registration with ABC and Digilocker is mandatory starting from the 2023-2024 academic session. This initiative aims to modernize and streamline academic processes, providing students with a secure and accessible repository for their educational records. Students are encouraged to comply with these requirements to ensure a smooth academic experience and to stay aligned with the evolving educational landscape. We are pleased to announce the significant advancement in our educational framework through the implementation of the Academic Bank of Credits (ABC), facilitated by our affiliating institution, the University of Gour Banga. The ABC system is a ground-breaking approach designed to enhance flexibility and promote a learner-centric model in our academic programs. With this initiative, students will accumulate credits for the successful completion of courses, irrespective of the specific semester in which they are taken. This flexibility allows students to have greater control over their academic journey, enabling them to tailor their learning experience according to their interests and pace. Key features of the Academic Bank of Credits implementation include:

- Flexibility in Course Selection: Students can choose courses based on their interests and career goals, fostering a more holistic and customized education.
- Credit Accumulation: Credits earned for each completed course are stored in the Academic Bank, providing a transparent record of academic achievements throughout their program.
- Interdisciplinary Learning: The ABC system encourages



	<p>interdisciplinary learning by allowing students to earn credits from various disciplines, promoting a well-rounded education. • Credit Transferability: Credits are transferable within the university system, facilitating smooth transitions between departments or campuses. • Personalized Learning Paths: Students have the flexibility to design their own learning paths, exploring diverse subjects and developing a broader skill set. We are excited to see the positive impact of this initiative on our students' educational experiences and encourage the entire community to embrace this progressive approach to learning.</p>
<p>3. Skill development:</p>	<p>To ensure students' success in their future careers, Gour Mahavidyalaya prioritizes equipping them with essential skills. Under the guidance of the Internal Quality Assurance Cell (IQAC), the Career Counselling Cell, and the Incubation Centre, the college has launched various initiatives to enhance students' skill development and employability. A notable initiative is the establishment of the "Skill-Hub," recognized by PMKVY, Government of India, alongside the introduction of a B.VOC program in Health Care. These efforts complement the regular curriculum, providing specialized courses to help students acquire practical skills relevant to their chosen professions. Key initiatives include opportunities for entrepreneurship, internships, and experiential learning, supported by career workshops, practice interviews, and networking events. Regular seminars, training camps, and professionalism workshops further prepare students for their careers. Collaborative programs with businesses and organizations, such as those offered by the Department of Food &amp; Nutrition, provide valuable practical experience. The CBCS curriculum integrates skill enhancement courses like Academic Writing (English), Indian Heritage (History), and Legislative Practices (Political Science), ensuring a well-rounded education. Specialized courses, such as Digital Logic Systems (Computer Science), Add-On courses on Basics in Computers and Spoken English also contribute to students' technical and linguistic abilities. Mentoring programs offer valuable interactions with industry experts, guiding students in their career paths. The IQAC has facilitated MOUs with various sectors beyond education, providing students with hands-on experiences and improved job</p>

opportunities. Skill Enhancement Courses (SECs) are offered across departments, including Sensor Network and LoT, Internet Technology, Web Design (Computer Application), and Business Communication (English). Additionally, the Department of Physical Education offers Gymnastics, Taekwondo and Yoga, while the Department of Mass Communication and Journalism runs Media Cell and promotes skills in documentary-making, exemplified by a documentary on tourism prospects in Malda district, created in collaboration with the Government of West Bengal. All academic events have been duly recorded and documented by the vibrant Media Cell of the college. Despite primarily offering undergraduate programs, the college is committed to fostering a focused learning culture, encouraging students to apply their knowledge to future projects and enterprises. Post-pandemic, the IQAC has worked closely with the institution's leadership to enhance the teaching-learning environment, introducing regular skill augmentation courses and organizing numerous workshops and seminars. These include a focus on computer literacy and Spoken/Functional English courses, as well as soft skill development workshops. In alignment with the National Education Policy (NEP, 2020), almost every department offers add-on courses to support holistic development. The Incubation Centre plays a crucial role in fostering innovation and entrepreneurship, providing resources and support for students to explore and develop their business ideas. This comprehensive approach ensures that students graduate with both academic knowledge and practical skills, essential for their future success.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Although the University of Gour Banga has not mandated formal training programs in the Indian Knowledge System (IKS) for college and university teachers, the institution actively embodies the essence of IKS through a variety of innovative programs and initiatives. The college has wholeheartedly embraced the spirit of IKS by integrating courses inspired by India's rich ancient heritage. Distinctive programs, such as exploring subjects like Chemistry, History, and Sanskrit through the lens of Ayurveda, and incorporating Yoga practices for physical and mental health, have been introduced. The Mathematics curriculum delves into ancient Indian contributions,

while the History department offers a certificate course on Indian Heritage, allowing students to deeply engage with the nation's cultural legacy. While credit-based sessions specifically related to IKS have yet to be formalized, the college has taken an initial step with the introduction of a 36-hour Museology course, with plans to expand offerings to include courses on archaeological artifacts, temple icons, and other aspects of India's vast cultural heritage. In an effort to preserve the undocumented and oral history of the Malda district, the college established the Abid Ali Khan Center for Digital Archive and Translation of Cultures. This center focuses on the preservation of Vaishnavism, Shaivism, and Sufism traditions in the Bengal region. A pioneering initiative promotes linguistic diversity by offering courses in Bengali, Sanskrit, and Arabic, fostering cultural understanding across linguistic barriers. Celebrations such as International Arabic Language Day and International Mother Language Day further highlight the college's commitment to linguistic and cultural diversity. Seminars on Vedic Mathematics exemplify the institution's dedication to Indian Knowledge Systems. Established in 2019, the Gaudiya Sanskrit Parishad enhances awareness of the historical and cultural significance of Gour. Under the aegis of this center, collaborative reading discussions of Rig Vedas, Dharmashastras, the Mahabharata, and the Arthashastra are held in conjunction with various departments, further integrating traditional Indian scholarship into the curriculum. Special Collaborative programs with ILSR have been held on Micro Traditions of Bengal to explore Sufism and Vaishnavite thinking. The curriculum at the institution follows the Choice-Based Credit System (CBCS) prescribed by the University, in alignment with UGC directives. This provides flexibility to incorporate region-specific issues while offering a comprehensive exploration of India's heritage. Courses encompass traditional knowledge in fields such as culture, arts, literature, and life sciences. Departments such as Sanskrit, Bengali, History, English, Geography, and Political Science focus on blending Indian values with global perspectives, fostering a cohesive understanding of life and its inherent value. Biodiversity conservation practices and the study of botanical and medicinal plants rooted in Ayurveda also reflect this dedication.

Departments embedded in Indian cultural heritage continue to organize seminars, cultural programs, and observe significant days to promote and uphold traditional knowledge, demonstrating the college's unwavering commitment to preserving and celebrating the richness of India's cultural legacy.

5. Focus on Outcome based education (OBE):

Outcome-Based Education (OBE) provides a structured framework that defines and measures students' learning outcomes by systematically assessing them against predefined expectations. At the college, a comprehensive evaluation process is employed to track the knowledge and skills acquired by students throughout their academic journey. This process includes class tests, tutorials, internal assessments, and ultimately, the final examination. By using OBE, the college continually measures the effectiveness of its educational delivery, comparing student outcomes from entry-level assessments through to their final exams. This enables the identification of both slow and advanced learners, contributing to a more nuanced understanding of individual student progress. Recognizing that classroom engagement is a critical component of OBE, teachers employ a variety of methods to actively involve students in the learning process. These methods include projects, student seminars, conferences, and field tours. Project reports, in particular, play a significant role in evaluating and refining the curriculum, as well as teaching materials. The Academic Subcommittee reviews these reports and uses the insights gained to redesign courses, promoting the acquisition of higher-order knowledge and skills while moving away from conventional curriculum approaches. New teaching methods are continually adopted to enhance the effectiveness of both teaching and learning. Through initiatives like seminars, certificate courses, add-on courses, and excursions, teachers break away from traditional barriers, providing instruction that aligns with the principles of OBE. This approach has significantly enhanced the success of graduates, who now demonstrate higher levels of preparedness for the evolving academic and professional landscape compared to those educated under traditional methods. OBE focuses on organizing the entire academic program and instructional efforts around clearly defined outcomes. These outcomes

	<p>encompass a combination of knowledge, skills, abilities, attitudes, and understanding that students attain through their higher education experience. To fully harness the benefits of this approach, the institution organized a special workshop focused on the key aspects of Outcome-Based Education. The workshop emphasized integrating diverse learning modalities to equip students with the necessary skills and competencies to thrive in the competitive world. In essence, the college's commitment to OBE has transformed both the assessment and learning processes, resulting in graduates who are more successful and better prepared for the challenges of the academic and professional world.</p>
<p>6. Distance education/online education:</p>	<p>The onset of the pandemic prompted a necessary shift to online instruction at the college. In response, during the latter part of the 2021–2022 academic session, the institution implemented proactive measures to support this transition, including the introduction of add-on, certificate, and collaborative courses to facilitate a broader acceptance of online and remote learning. Recognizing the critical role of technology in education, the college invested in a Learning Management System (LMS) to enhance the online learning experience. To accommodate diverse student preferences, the college offers both synchronous virtual classes and a hybrid education model. Hybrid courses integrate online and in-person elements, combining the benefits of face-to-face interactions with the flexibility of online learning. This approach has been well-received by students, who appreciate the advantages of both formats. Furthermore, the college has expanded its reach through collaborations with online learning platforms, encouraging students to enroll in courses on SWAYAM, NPTEL, and similar platforms. To recreate an interactive classroom environment, the institution has successfully conducted group discussions and student seminar presentations in virtual mode, fostering real-time engagement between students and professors. Understanding the importance of accessibility, the college also hosts study centers for Netaji Subhas Open University (NSOU) and Rabindra Bharati University (RBU), providing flexible online and distance learning opportunities. These centers accommodate students who may face challenges attending in-person sessions</p>

due to work, family commitments, or other responsibilities. The college remains committed to ensuring that its distance education programs maintain the same level of rigor and quality as in-person courses. By embracing a variety of instructional modes and technologies, the institution has created a dynamic and accessible learning environment that meets the needs of all students. The significance of online digital learning became particularly clear during the COVID-19 pandemic. Even as the educational landscape returns to normal, online methods continue to play a vital role, especially in the dissemination of study materials and communication of important messages. This approach ensures the swift and efficient exchange of information, aligning with current trends in education and supporting the institution's goal of providing a seamless learning experience.

### **Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>An Electoral Literacy Club (ELC) was established at the college on 06/01/2023 as a proactive initiative to promote civic and electoral awareness, particularly targeting new voters aged 18–21 who are pursuing their graduation. The club, named the Gour Mahavidyalaya Electoral Literacy Club (GMELC), has been actively organising programs since then. In addition to the formal establishment of the ELC, the Department of Political Science spearheads various electoral literacy initiatives. Within this framework, the college actively observes significant events such as Voters' Day and Constitution Day. Members of the ELC participate in campaigns both within the college and in the surrounding community, emphasizing the importance of voting, understanding the political system, the significance of the right to vote, and the process of enrolling in electoral rolls. These initiatives aim to foster a deeper understanding of democratic participation and civic responsibility among students and local residents, helping to nurture informed and active citizens.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs</p>	<p>Gour Mahavidyalaya places great importance on electoral literacy as a cornerstone of shaping an informed and responsible electorate. This</p>

are representative in character?

commitment is embodied through the Electoral Literacy Club (ELC), which operates in a neutral and nonpartisan manner to uphold the integrity of the electoral process. The ELC serves as a representative body where selected departments and cells nominate students to engage in discussions addressing broader sociopolitical issues, fostering a democratic vision among the student body. While all students are members of the ELC, specific students are chosen as representatives. The club's primary objective is to cultivate a comprehensive understanding of democratic processes among students, preparing them to be active, informed, and conscientious participants in electoral systems at both local and national levels. Through various activities and discussions, the ELC strives to nurture responsible citizenship. The ELC at Gour Mahavidyalaya functions as a formal body, representative in character, adhering to the guidelines set by the Election Commission of India (ECI). The club is composed of both teachers and students. Arup Kr. Roy, an Assistant Professor from the Department of Political Science, serves as the Nodal Officer of the club, overseeing its activities. Other key members include Sri. Bikram Saha, Assistant Professor, both from the Department of Political Science. Additionally, Arup Kr. Roy also acts as a mentor for the club, guiding its initiatives and development. The club is run by an elected body of students, with representatives elected from different classes and sections, including Honours and General courses, as well as the NSS units. These student representatives ensure that the GMELC remains a vibrant, inclusive platform that empowers students to engage with socio-political issues and cultivate a democratic outlook.

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 Electoral Literacy Club (ELC) of Gour Mahavidyalaya, in alignment with the guidelines provided by the Election Commission of India (ECI) and the District Election Officer (DEO) of Malda, is committed to fostering civic awareness and encouraging active participation in democratic processes among students and the surrounding community. Key initiatives include voter registration drives and empowerment programs, where students and local community members are encouraged to register as voters and are educated about the electoral process, ensuring they are informed about their rights and responsibilities. In collaboration with the

Department of Parliamentary Affairs, Government of West Bengal, the ELC in Gour Mahavidyalaya also organizes a Youth Parliament, following guidelines from the District Magistrate's office. This platform allows students to debate national and international issues, simulating parliamentary processes. The club also annually celebrates National Voters Day with workshops, guest lectures, and interactive sessions that emphasize the importance of civic engagement. These efforts have significantly contributed to building a well-informed, responsible, and proactive electorate. In addition to its educational initiatives, the club also encourages students to voluntarily contribute to the electoral process. This includes assisting in voter registration drives both for students and within their communities and supporting the district election administration of Malda during polling. The club has also been active in voter awareness campaigns, promoting ethical voting practices, and ensuring the participation of underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, and senior citizens. On 25.01.2023 in collaboration with the NSS unit of Gour Mahavidyalaya and with the direct assistance of the Malda Election Office, an awareness program was organized on campus for newly eligible 18+ voters, further reinforcing the club's commitment to civic education and participation.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

The Electoral Literacy Club (ELC) of Gour Mahavidyalaya works in close collaboration with the District Election Office to enhance community engagement in the electoral process, with a strong focus on voter registration and enrollment. The club actively assists with voter registration drives, where faculty and student volunteers help community members complete registration forms, provide information on required documentation, and address queries about the electoral process. This hands-on assistance reduces barriers to registration and encourages greater electoral participation. Additionally, the ELC organizes awareness drives on campus in partnership with the District Election Office, which include educational presentations on voter registration procedures, the importance of each vote, and an overview of the electoral process. Interactive sessions with election officials allow



students to ask questions and clarify doubts. The club also plays a key role in enrollment assistance by setting up registration booths and guiding eligible students through the registration process. Notably, the Department of Political Science organized an Inter-College Poster Making Competition on 25 June, 2023 with the theme "India After 74 Years of Independence," which was a successful initiative for new voters. Furthermore, an awareness drive for 18+ voters was organized by the District Election Office, Malda, at the District Magistrate Office. These comprehensive efforts by the ELC not only promote a deeper understanding of democratic responsibilities among students but also serve as a vital community resource for electoral engagement, aiming to foster a more informed and active electorate crucial for sustaining the democratic fabric of society.

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.

Almost all students of Gour Mahavidyalaya who are 18 years of age or older are registered voters. To further enhance voter awareness and engagement, the college periodically invites resource persons from the District Election Office to address students and raise their understanding of voting rights and responsibilities. These programs have consistently achieved positive outcomes, effectively increasing awareness among the student body. The Gour Mahavidyalaya Electoral Literacy Club (GBELC) has proactively initiated a project to identify students above 18 who are not yet enrolled in the electoral roll, particularly in preparation for the 2024 National Level Elections. This initiative aims to further sensitise students about the importance of voter registration and ensure broader participation in the electoral process.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6662	6772	6694	6122	7286

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

### 2 Teachers

#### 2.1

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

Response: 29

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

#### 2.2

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

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

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
341.06	162.26	157.76	253.02	184.89

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

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Gour Mahavidyalaya, affiliated to the University of Gour Banga, is dedicated to fostering holistic education, aiming to shape responsible citizens equipped with advanced knowledge and strong moral values. We emphasize meticulous academic planning, creating an inclusive learning environment, and continuous evaluation to support all students, particularly those from diverse backgrounds.

Our faculty actively contributes to curriculum development through their roles in the Board of Studies, ensuring that their suggestions are considered in shaping the curriculum framework. The Academic Calendar, prepared by the IQAC in collaboration with institutional authorities, aligns with the University's curriculum and is available on the College website. It includes key dates for the commencement of sessions, internal examinations, holidays as per the Government of West Bengal's Holiday List, and institutional events such as College Foundation Day, Annual Sports Day, and Annual Prize Day. The calendar also outlines vacations and session breaks. While we strive to adhere to the Academic Calendar diligently, deviations have occurred only under special circumstances, such as during the COVID-19 pandemic.

The Routine Committee prepares the Master Routine each semester, incorporating departmental priorities for both undergraduate and postgraduate courses. Academic sessions begin with departmental meetings to allocate topics and develop lesson plans in line with the course structure. Teachers, in consultation with department heads, prepare detailed teaching plans and share them with students at the start of each semester to outline syllabus coverage. These plans and class records are meticulously maintained to ensure syllabus completion within the allocated timeframe.

Recently, we have enhanced our teaching methodology by incorporating the Learning Management System (LMS), which provides digital access to teaching plans and materials. Besides traditional methods, we use ICT tools, audio-visual aids, and PowerPoint presentations. Regular practical classes are conducted for laboratory-based subjects, and tutorial classes, along with special sessions for slow learners, are organized as needed. Mentoring sessions are available to address any academic challenges students may encounter.

The College Library offers comprehensive resources, including automated mail services for question papers, study materials, PowerPoint presentations, electronic books, journals, magazines, theses, dissertations, learning videos, and more. It also provides IT facilities such as scanners and printers. Continuous evaluation is part of our teaching-learning process, involving class tests, assignment submissions, and student seminars. An Annual Test Examination precedes the University's semester exams, with results posted on departmental notice boards.

Students are encouraged to participate in invited lectures, seminars/webinars, and interdisciplinary events to broaden their understanding. Wall magazines, prepared by students under faculty guidance, reflect their engagement with academic and contemporary issues. Additionally, excursions, field surveys, internship, and institutional visits are organized to provide practical knowledge and enhance learning experiences.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 22

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

### 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:** 28.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
3648	2157	00	1965	1656

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

## 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:**

At the University of Gour Banga, professional ethics are integral to our educational framework, particularly within programs like Mass Communication and Journalism, which emphasize community ethics and environmental communication. The curriculum of Food and Nutrition Department addresses nutritional assessment and the role of dieticians in healthcare. Ethical considerations in media are explored in Journalism & Mass Communication courses, while gender issues are examined across disciplines such as Political Science, Sociology, and History. Sociology and Education courses integrate human values, focusing on ethics and peace education. Environmental sustainability is embedded in courses like Botany, Geography, and Zoology, covering topics such as ecology and renewable energy. A mandatory Environmental Studies course ensures all students engage with sustainability issues. The National Service Scheme (NSS) supports community welfare and environmental awareness through activities like tree planting and essential distribution, fostering civic duty and environmental stewardship.

To address cross-cutting issues, the college organizes a week-long Value Orientation Course at the start of each academic session. This course provides new students with the opportunity to engage with resource persons on ethical issues and participate in discussions on moral upliftment. Professional ethics are emphasized across various subjects. For instance, the Sanskrit and Arabic departments examine ethics as a fundamental aspect of study, while the Physical Education department, Yoga center, Ambedkar Study center host workshop and training programs on Intellectual Property Rights to promote professional ethics.

Gender concerns are addressed through courses in Political Science, Sociology, English, Bengali, and History, which explore topics like Gender Rights, Social Problems, Domestic Violence, Feminism, Ecofeminism, Women's Education, Inequality, and Women Empowerment. The Internal Complaints Committee marks International Women's Day with seminars, participatory activities, and discussions featuring eminent speakers on gender-related issues. The NSS also conducts awareness programs for villagers, focusing on personal hygiene, food, and nutrition.

Human values are integrated into various disciplines. Political Science covers issues related to social and political communication, social changes, and social problems. Language Departments explore

Humanism, ethical debates on euthanasia and suicide, and social and political philosophy. Human Geography addresses social processes and well-being. Special lectures and NSS activities, including flood relief and donations, further promote human values.

Environmental and sustainability concerns are addressed through disciplines such as Political Science, Zoology, Botany, Geography, Economics, and Chemistry. The curriculum includes Environmental Studies as an AECC paper, covering topics like pollution, hazards, Environmental Impact Assessment (EIA), and sustainable development. Seminars, online workshops, and webinars are organized to celebrate World Environment Day and other relevant occasions, enhancing awareness of environmental issues. Outside the curriculum, the NSS conducts cleanliness drives, plantation initiatives, and awareness programs on water conservation and plastic hazards, reinforcing environmental consciousness among students.

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

### 1.3.2

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

**Response:** 47.33

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

Response: 3153

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

## 1.4 Feedback System

### 1.4.1

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

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

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 80.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
2452	2817	2626	2587	2603

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

2022-23	2021-22	2020-21	2019-20	2018-19
3270	3270	3270	3210	3210

#### 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](#)

#### 2.1.2

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

**Response:** 82.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
971	1311	1309	1263	1221

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

2022-23	2021-22	2020-21	2019-20	2018-19
1475	1475	1475	1448	1448

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 256.23

## 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:**

After admission, Gour Mahavidyalaya conducts a 'Student Aptitude Test' to assess the academic, social, and intellectual backgrounds of students. Teachers evaluate students' competence through their academic performance, classroom interactions, and participation in discussions. Advanced learners identified through this process gain access to e-journals, advanced e-books, and other e-resources via N-LIST, SAGE Online resources based on recommendations from departmental faculties. These students are encouraged to enrol in SWAYAM and MOOCs courses, present at student seminars, quiz, debate, group discussions, class taken by students, photographic exhibition, poster competition, model exhibition, participate in relevant workshops, assist in practical classes as teaching assistants, and contribute to wall magazines. The library provides career guidance materials and resources for entrance and competitive exams, with faculty encouraging advanced learners to use these resources.

Regular mentoring sessions are held for slow learners to address academic challenges. Issues are discussed in class, and strategies are developed based on internal assessments. Remedial classes and supplementary books are provided to aid slow learners. Special classes are organized for competitive exams like NET, SLET, SET, NIMCET, GATE, and CUET. Parent-teacher meetings are scheduled as needed to discuss academic progress and resolve issues.

The use of Information and Communication Technology (ICT) tools has significantly impacted teaching and learning. Departments organize field trips and excursions to complement the curriculum. For instance, the Zoology Department visits Raiganj (Kulik) Bird & Wildlife Sanctuary, Geography conducts geographical field trips, and Botany maintains a medicinal plant garden. Teachers use ICT tools to facilitate information gathering from e-journals and public domain resources, and GPS monitoring and geo-tagging enhance field study documentation. Laboratory experiments in science courses support experiential learning.

Post-pandemic, the institution has incorporated internships and apprenticeship projects. English and Bengali departments use digital devices for drama classes, the Sanskrit department offers language learning courses, and Political Science conducts Youth Parliament Competitions using PowerPoint. Participative learning is further encouraged through industrial site visits, science exhibitions, poster-making events, seminars, student presentations, and project work. The History Department's museum fosters critical thinking, while Mathematics emphasizes reasoning through puzzles. Clubs like Cine Club, Eco Club, Theater Corner, Unity Club, Science Club, and Photography Club support participative learning.

The institution also promotes outreach programs like tree plantation and cleanliness drives through the National Service Scheme, instilling environmental awareness and social responsibility. During and after the pandemic, students participated in certificate courses on ICT and Functional English, seminars, workshops, and webinars. Teachers used ICT tools, including PowerPoint, G-suite, and LMS, for class presentations and teaching plans. Online class tests were conducted via Continuous Internal Assessment.

To equip teachers with advanced software knowledge like PYTHON, an online training session was arranged. Learning materials are uploaded on the college website for easy access, and resources are shared through WhatsApp and email. The library features an Automated Wi-Fi enabled system with QR-enabled web OPAC, e-sodhsindhu membership, DOAJ, E-PG Pathshala, DELNET, NDLI, NVLI access, and cloud-based ILMS, enhancing the e-learning environment. User orientation and empowerment programs on OERs and digital learning technologies are regularly conducted, steadily developing the library into a vibrant Information Centre.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 90.37

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

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

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

### 2.4.2

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

**Response:** 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	13	10	10

<b>File Description</b>	<b>Document</b>
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:**

Gour Mahavidyalaya, affiliated to the University of Gour Banga, strictly adheres to university regulations concerning examination and evaluation, emphasizing transparency and fairness. Since the implementation of the Choice Based Credit System (CBCS) in 2019, internal evaluations for non-practical subjects account for 36% of the total marks, divided into 8% for attendance, 12% for Internal Assessment exams (IA), and 16% for tutorial examinations. For practical subjects, 30% of marks are allocated to practical exams, with 20% for attendance and 12% for IA.

Departments maintain monthly attendance records, regularly updating students and engaging with those with low attendance to offer guidance and support. The college follows the internal and tutorial examination patterns prescribed by the University of Gour Banga, conducting internal assessments centrally. Departmental faculty submit marks, which are recorded by the college. Tutorial examinations include various assessment methods such as term papers, projects, written tests, group discussions, and presentations, varying by department. Regular class tests and remedial classes are organized to monitor and support student progress.

**Continuous Internal Assessment (CIA):** The CIA system is designed for flexibility, allowing departments to schedule internal class tests and choose evaluation methods. During the COVID-19 pandemic, the college adapted to the changed circumstances by conducting assessments online to ensure timely mark submission. The Internal Quality Assurance Cell (IQAC), in collaboration with stakeholders, implements improvements such as project-based evaluations, group discussions, seminar presentations, and surveys from departmental excursions. Continuous Internal Assessment (CIA) Test is supervised by the Central Examination Sub-committee, involving the preparation and evaluation of question papers, feedback on evaluated scripts, and displaying marks on departmental notice boards for transparency. Attendance concessions are granted for medical reasons, and arrangements are made for students unable to attend exams due to valid reasons. Monthly attendance records are communicated to students and parents as necessary. Internal marks, based on Continuous Evaluation (CE) and attendance, impact the final results. Grievances related to internal examinations are addressed by the Grievance

Redressal sub-committee, with minimal complaints due to careful evaluation and prompt feedback.

**External/University Exams:** The college ensures strict adherence to University norms for Semester Examinations, including timely enrolment, issuance of admit cards, and adherence to the university timetable through a Central Examination subcommittee. Mark sheets, including SGPA and CGPA, are issued promptly post-examination. University-appointed teachers evaluate answer scripts, and grievances are reported to the University for review. The college facilitates Post Publication Review (PPR) and Post Publication Scrutiny (PPS) and resolves external exam-related grievances promptly to reduce student stress. The semester system promotes regularity and a seamless teaching-learning process, ensuring a comprehensive and fair evaluation of students' academic performance.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

Gour Mahavidyalaya is committed to transparency and accountability by prominently showcasing Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all its programs on the institution's website, ensuring that students and faculty are well-informed during induction and orientation sessions. Guided by the motto "Discipline, Dedication & Determination," the institution emphasizes holistic development and expects adherence from all members.

**Program Structure and Outcomes:**

- **Syllabi:** Each program's syllabus is carefully crafted, detailing courses, elective options, and skill enhancement opportunities, alongside well-defined learning outcomes and evaluation frameworks. This structured approach promotes interdisciplinary knowledge and the development of critical skills such as problem-solving, communication, coordination, and management.
- **Outcome Communication:** Program Outcomes (POs) and Course Outcomes (COs) are displayed on the college website and are discussed during the Orientation Programme for newly admitted students. Detailed explanations are provided during departmental orientation sessions on the first day of formal classes. Teachers consistently communicate these outcomes during classroom interactions to ensure clarity.

## Assessment and Evaluation Methods:

### Direct Methods:

- **Continuous Internal Assessment:** This includes student seminars, assignments, project work, laboratory performance, poster presentations, PowerPoint presentations, and class tests. These activities are designed to gauge understanding and skill development, encouraging critical thinking and effective communication.
- **Semester Examination Performance:** Performance in end-of-semester exams and other formative assessments directly measures the attainment of COs.

### Indirect Methods:

- **Feedback Mechanism:** Regular feedback from students, alumni, and employers is used to evaluate the effectiveness of the program in achieving POs, PSOs, and COs.
- **Holistic Development:** Teachers foster a quest for knowledge, adaptability, leadership qualities, and professional and life skills among students.
- **Student Progression:** Tracking students' progression to higher studies and their success in securing placements serves as an important indicator of the program's effectiveness.
- **Placement and Employability:** The employability and placement rates of graduates are key metrics for assessing the success of POs and COs.

By integrating these evaluation methods, the institution ensures that students acquire the necessary skills and knowledge to address societal needs effectively, preparing them for various professional and academic pursuits.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

### Response:

Gour Mahavidyalaya employs a multifaceted approach to evaluate and measure Program Outcomes (POs) and Course Specific Outcomes (CSOs), ensuring comprehensive assessment of student learning and progress.

### Evaluation Methods

## Direct Methods:

**1. Continuous Internal Assessment:** In line with university regulations, the college conducts internal evaluations comprising 10 marks: 4 marks for attendance and 6 marks for Continuous Evaluation. Understanding and skill development are assessed through seminars, assignments, projects, laboratory performance, poster presentations, class tests, and college tests. Departments asked the students to prepare project files and present papers on relevant topics, which are archived for reference.

**2. Semester Examination Performance:** Performance in semester examinations, both formative and summative, serves as a direct measure of the attainment of Specific Course Objectives (COs). Grades reflect the pattern of achievement throughout the course and are analysed to assess the effectiveness of the curriculum.

## Indirect Methods:

**1. Robust Feedback Mechanism:** The college implements a thorough feedback system involving students, alumni, and employers. Feedback is collected annually and reviewed by the Internal Quality Assurance Cell (IQAC). This feedback covers teaching performance, curriculum delivery, and institutional provisions. The IQAC analyses and discusses feedback with college authorities and the Heads of Departments, addressing any necessary improvements. Feedback reports are published on the college website for transparency.

**2. Holistic Development:** Teachers foster team participation and leadership skills among students. Emphasis is placed on respecting diverse viewpoints, mediating conflicts, and maintaining professional ethics and environmental sustainability.

**3. Student Progression:** The progression of students to higher education is a key indicator of program outcomes. Over the past five years, 40% of students have pursued further studies, with maximum of UG graduates advancing to postgraduate programs. Many also qualify for competitive exams such as JAM, GATE, NET, SET, CAT, TET, CTET, SLST, PSC, Railways, NTA Exams, Railways etc. Additionally, students frequently achieve top ranks in university exams.

**4. Placement and Employability:** Employability and placement rates are crucial indicators of learning outcomes. The college supports students through internships and career counselling arranged by the Career Counselling and Placement cell. Successful internship completions and off-campus placements reflect the effectiveness of the educational program.

## Monitoring and Reporting

- **Student Monitoring:** Teachers and academic monitors track student progress through semester-wise evaluation reports. Regular counselling and mentoring are provided, especially for students struggling academically.
- **Parental Engagement:** The Principal engages with students and parents to discuss and evaluate learning outcomes. Meetings with parents, teachers, and staff analyze trends in student performance, highlighting improvements in student strength and passing percentages.
- **Attainment Level Score:** The attainment level score for each course is calculated by combining 80% from direct methods and 20% from indirect methods, based on teacher assessments and feedback responses.



This comprehensive evaluation strategy ensures that Gour Mahavidyalaya continuously improves its educational practices and supports student development effectively.

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

### 2.6.3

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

**Response:** 92.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1657	1761	1836	1770	1492

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

2022-23	2021-22	2020-21	2019-20	2018-19
1825	1790	1839	1789	1983

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.8

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 3.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.82	0.76	0	0	0.57

#### 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:**

Gour Mahavidyalaya has launched the "Incubation Centre for Innovative Ecosystem" to cultivate entrepreneurial skills among students through hands-on innovation and industry collaboration. Since its inauguration on January 10, 2023, with a session led by Sri Kartik Ghosh, Chairman of Old Malda Municipality, the Centre has engaged over 500 students with insights into government schemes and MSME business models. This initiative aims to integrate practical entrepreneurial skills into the academic curriculum, supported by faculty, management, and industry experts.

The college's curriculum aligns with the University syllabus and the UGC's Choice-Based Credit System, incorporating both regional and traditional knowledge. Subjects such as Sanskrit, Bengali, History, Geography, and Political Science blend Indian values with global perspectives, enriching students' understanding of culture and life. Key components of the education include biodiversity conservation and Ayurveda-based medicinal plant knowledge.

Gour Mahavidyalaya is dedicated to preserving and promoting Indian cultural heritage through seminars, cultural programs, and observances of significant days. The Botany Department, established in 2010, supports practical learning through a medicinal plant garden, reflecting the institution's commitment to integrating traditional knowledge.

The college fosters intellectual property awareness by organizing seminars and workshops on Intellectual Property Rights (IPR). Notable events include a 2018 workshop on "Introduction to IPR and IPR Issues" and a 2020 workshop on "Threats and Challenges to IPR Issues in India," featuring G.G. Khan Lodi from the Malda District Court. These events provide valuable insights into IPR and its significance for national progress.

Research activities are supported by leveraging West Bengal's rich biodiversity. The college collaborates with prestigious institutions such as the University of Edinburgh for discussions on decoloniality and with the Institute of Language Studies and Research (ILSR) Kolkata on a government-funded project about Minor Intellectual Traditions from Bengal. The faculty, including Dr. Mursed Alam and Dr. Dhritiman Chakraborty, contribute to scholarly journals and international conferences. Dr. Alam has been a visiting fellow at the University of Edinburgh and the New School for Social Research, among other prestigious institutions. He received Charles Wallace Fellowship in 2018. Dr. Subhendu Chatterjee from the Department of Computer Science & Application has secured patents for innovations like "Controlling Power Consumption As a Service (CPCaaS)."

The college's focus on community development and social responsibility includes organizing an ICSSR-sponsored international conference on Creative Commons, and conducting national and international webinars during the pandemic on topics like 'Pilgrim's Progress: Pathways for Troubled Times', gender biases, and women's status in Indian society.

Collaborative agreements (MoUs) with other colleges facilitate knowledge exchange and broaden career opportunities for students. The college also houses two museums: the Local Culture Museum, showcasing ethnic folk tools and instruments, and the Geological Museum, featuring geological specimens. These museums enhance the curriculum and preserve historical knowledge.

Overall, Gour Mahavidyalaya's initiatives reflect a holistic approach to education, combining traditional knowledge with modern innovation and practical application. This strategy aims to equip students for real-world challenges, promoting both academic and entrepreneurial growth.

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

### 3.2.2

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

**Response: 16**

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	4	1	5

**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: 0.31**

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

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

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

### 3.3.2

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

**Response:** 1.9

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

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

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

## 3.4 Extension Activities

### 3.4.1

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

### **Response:**

The institution's NSS Units I & II offer students valuable opportunities to cultivate democratic values and engage in collaborative learning through a range of extension activities and community services. These initiatives contribute to the holistic development of students and are overseen by Programme Officers Sri. Rakesh Sarkar and Sri. Arup Kr Roy.

During orientation for first-semester students, the benefits of participating in NSS are highlighted. Regular activities include blood donation awareness camps, thalassemia screening, campus clean-up drives, observance of special days, and plantation drives, all aimed at enhancing the local community's well-being. Additionally, the NSS units organize Special Camping Programmes in an adopted village and the surrounding neighbourhoods.

In response to the COVID-19 pandemic, the NSS units provided essential food items, masks, and sanitizers to the Mangalbari Area. They also collaborated with various NGOs to distribute sanitary napkins, clothing, utensils, blankets, pillows, and rations to those in need. These programs offer students practical experience in management and leadership, complementing their academic learning and fostering a commitment to social responsibility.

The institution has a long-standing tradition of community engagement that extends beyond conventional academic boundaries. Even during the pandemic, the college adapted by hosting online activities to maintain student involvement and deepen their awareness, empathy, and commitment to societal, ecological, and environmental issues.

### **Under the supervision of the NSS:**

- **Swachh Bharat Abhiyan:** Cleaning programs at Bhatra Village and Old Malda Municipality, along with regular tree plantation drives to combat deforestation.
- **Yoga Day Observation:** Yoga sessions involving stakeholders, residents, and school children to promote mental and physical wellness.
- **Seminar on Child Labour:** Educational forums addressing social issues.
- **Fund Collection for Flood Victims:** Community-driven support for victims of the Kerala floods.
- **Aranya Diwas Celebration:** Highlighting the importance of forests.
- **Plantation Program:** Contributing to environmental conservation.
- **AIDS Awareness Program:** Educating the public about AIDS.
- **Seminar on Gender Equality:** Promoting inclusivity and equality.
- **National Constitution Day and Ambedkar Jayanti Observance:** Celebrating constitutional values.
- **COVID-19 Awareness Program:** Poster exhibitions to spread information.
- **Awareness Generation for New Voters:** Interactive sessions with the District Magistrate for new voters.
- **No Tobacco Day Awareness:** Road rallies to promote good health and discourage tobacco use.
- **World Environment Day:** Celebrated with a 'Say No to Plastic' initiative.
- **World AIDS Day Rally:** Raising awareness about the impact of AIDS.
- **Social Entrepreneurship Best Idea Program:** Encouraging innovative solutions.

- **Webinars on Various Topics:** Covering mental health, ecosystem restoration, COVID-19 challenges, women's health, and more.

NSS also conducted a week-long camp in an adopted village. Their efforts included raising awareness about biodiversity conservation and the sustainable use of biological resources among local residents. NSS Units had organised Covid-19 relief programs at adopted village and distributed grocery items among the villagers.

Additionally, the NSS, Dept. of History & Dept. of Sociology distributed new clothes and stationery items to nearby villagers during festive seasons and provided education on personal hygiene and nutrition for women. The impact of these activities is profound, shaping students into socially responsible and empathetic individuals. Many graduates continue their philanthropic efforts within their communities, including participating in blood donation camps. The college's commitment to holistic education is evident in its dedication to developing socially conscious and responsible citizens.

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

### 3.4.2

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

##### **Response:**

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

##### **2018-19:**

- **Orientation Program** - Rakesh Sarkar, Program Officer, NSS Unit-I, awarded by Ministry of Sports & Youth Affairs, Govt. of India.
- **Orientation Program** - Arup Kr Roy, Program Officer, NSS Unit-II, awarded by Ministry of Sports & Youth Affairs, Govt. of India.
- **Certificate of Appreciation** - NSS Units, awarded by Bharat Scouts and Guides, Malda.
- **Certificate of Appreciation** - NSS Units, awarded by Old Malda Municipality.
- **Certificate of Appreciation** - NSS Units, awarded by Sahapur Gram Panchayat.

##### **2019-20:**

- **Jury Member** - Arup Kr Roy, Program Officer, NSS Unit-II, by NYK, Malda, under Ministry of Sports & Youth Affairs, Govt. of India.
- **Resource Person** - Arup Kr Roy, Program Officer, NSS Unit-II, by NYK, Malda, under Ministry of Sports & Youth Affairs, Govt. of India.
- **Certificate of Appreciation** - NSS Units, awarded by Gour Malda Dr. T.K. Bagchi Biochemic



Medicines and Research Institute.

- **Certificate of Appreciation** - NSS Units, awarded by Malda Sahoyogita Samiti.
- **Certificate of Appreciation** - NSS Units, awarded by NYK, Malda, under Ministry of Sports & Youth Affairs, Govt. of India.
- **Certificate of Appreciation** - NSS Units, awarded by Old Malda Municipality.
- **Certificate of Appreciation** - NSS Units, awarded by Sahapur Gram Panchayat.

#### 2020-21:

- **Participation Certificate** - Soma Rajbanshi, Volunteer NSS Unit-I, by Narayana Health Foundation and NSS, West Bengal.
- **Participation Certificate** - Subhas Hansda, Volunteer NSS Unit-I, by Narayana Health Foundation and NSS, West Bengal.
- **Participation Certificate** - Rakesh Sarkar, Program Officer, NSS Unit-I, by Narayana Health Foundation and NSS, West Bengal.
- **Certificate of Appreciation** - NSS Units, awarded by Gour Malda Dr. T.K. Bagchi Biochemic Medicines and Research Institute (multiple awards).
- **Certificate of Appreciation** - NSS Units, awarded by Old Malda Municipality (multiple awards).
- **Certificate of Appreciation** - NSS Units, awarded by Sahapur Gram Panchayat.

#### 2021-22:

- **Certificate of Appreciation** - NSS Units, awarded by Malda Sahoyogita Samiti, Old Malda, West Bengal.
- **Certificate of Appreciation** - NSS Units, awarded by Old Malda Municipality (multiple awards).
- **Certificate of Appreciation** - NSS Units, awarded by Sahapur Gram Panchayat, Sahapur, Malda, West Bengal.

#### 2022-23:

- **Participation Certificate** - Ejaj Ahmed, Volunteer NSS Unit-I, by Ministry of Youth Affairs and Sports, Government of India.
- **Certificate of Appreciation** - NSS Units, awarded by Bharat Scouts and Guides, Malda, West Bengal.
- **Participation Certificate** - NSS Unit-II, awarded by Child Rights and You (CRY, NGO), Kolkata, West Bengal.
- **Certificate of Appreciation** - NSS Units, awarded by Malda Sahoyogita Samiti, Malda, West Bengal.
- **Certificate of Appreciation** - NSS Units, awarded by Nehru Yuva Kendra, Malda, under Ministry of Youth Affairs and Sports, Government of India (multiple awards).
- **Certificate of Appreciation** - NSS Units, awarded by Students Health Home (SHH), Malda Regional Centre, West Bengal (multiple awards).
- **Certificate of Appreciation** - NSS Units, awarded by Sahapur Gram Panchayat, Sahapur, Malda, West Bengal (multiple awards).
- **Certificate of Appreciation** - NSS Units, awarded by Old Malda Municipality, Malda, West Bengal (multiple awards).

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

### 3.4.3

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

**Response:** 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	3	1	4

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

## 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:** 4

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

Established in September 1985, the college is situated on a 2.56-acre campus with 2,751.86 square meters of built-up area, surrounded by green spaces. It offers 22 undergraduate programs across Arts, Science, and Vocational studies, and is committed to continually enhancing its infrastructure, human resources, and learning resources.

The college is equipped with high-quality infrastructure to support both teaching and learning. This includes well-ventilated classrooms, state-of-the-art laboratories, and two advanced conference rooms featuring audio-visual technology. The smart classrooms are complemented by a library housing 29,608 books and access to over 6,000 online journals through N-LIST and Sage Publications. The campus also provides extensive computing facilities, comprehensive Wi-Fi coverage, and robust fire safety measures. Specialized centers such as the Incubation Centre, Media Cell, Language Lab, Reprographic Centre, and Digitization Centre cater to various needs. Eco-friendly initiatives include 20 KW solar panels and an 82.5 KV KIRLOSKAR Green generator to ensure continuous power supply. Accessibility is supported with facilities for differently-abled individuals, CCTV security, and reserved parking. Health services include a Health Check-up Centre, Diet Counselling Centre, Psychological Counselling Cell, Gymnasium, and Yoga Centre. Unique features include an Oral Archive, Medicinal Plant Garden, and Vermicomposting Plant.

The college provides education through 40 classrooms and 24 laboratories, with 20 Honours programs available. Sustainability efforts are a key focus, featuring rainwater harvesting, solar panels, and air-quality monitoring. Waste management systems and support for Divyangjan students are well-established. E-learning is supported by advanced library services, memberships, and digital resources. Purified drinking water is available throughout the campus and hostels.

Facilities include 40 spacious classrooms with modern amenities, 24 well-equipped laboratories, and dedicated computing resources for each department. Seminar and conference halls are equipped with internet access and LCD projectors. Audio-visual resources include personal computers, printers, and presentation tools like LCD projectors and web cameras. The entire campus, including faculty rooms, is covered by broadband and Wi-Fi. Cultural activities are hosted in a dedicated cultural room, with annual events organized. Sports amenities include a sports complex, fitness center, and a variety of game options. Extension activities feature NSS programs, with dedicated spaces for student unions and counselling. Additional amenities include purified drinking water, separate washrooms, a canteen, an

astronomical telescope, and botanical and geological museums. Environmental initiatives include rainwater harvesting, waste segregation, and a plastic-free campus. Security is ensured through CCTV surveillance and safety equipment.

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

#### 4.1.2

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

**Response:** 22.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
111.53	3.96	74.34	16.83	41.80

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

## 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:**

Gour Mahavidyalaya's library serves as a pivotal knowledge hub, equipped with advanced features to support and enhance the academic experience. The library utilizes the Integrated Library Management

System (ILMS) software, Koha, for efficient management of resources. This automation process includes a database of 20,000 of the most circulated books, which is continually updated.

**Collections and Resources:** The library boasts an extensive collection of over 28,000 books, over 6,000 e-journals, and approximately 7,99,500 e-books through N-LIST. Each department maintains its own library, ensuring convenient access for both students and faculty. The Gour Mahavidyalaya Central Library, named after Iswar Chandra Vidyasagar, is a significant component of the college's library system. It houses rare historical documents including flagship journals from the reputed house of SAGE.

**Facilities and Services:** The library features a Reading Room equipped with computers for research and study. It also provides QR code-enabled OPAC, allowing easy navigation of library materials. A dynamic webpage with comprehensive service information is highly regarded by users. The library in collaboration with Abid Ali Khan Center maintains an institutional repository that includes digitized rare documents, study materials, and previous year's exam question papers, which are accessible via the college website.

**Open Educational Resources:** The library supports access to a range of Open Educational Resources (OER) repositories, including Sodhganga, E-Shodh Sindhu, IGNOU, EPG Pathshala, Spoken Tutorial, NDLI, DOAJ, Internet Archive, and UGC-Swayam Courses.

**Recent Investments:** Significant investments have been made to enhance library services. In the 2022-2023 period, Rs. 5,900/- was spent on N-LIST subscriptions, Rs. 77,768/- on books and journals, and Rs. 12,950/- on newspapers and magazines. Additionally, nearly Rs. 1,50,000/- lakhs was allocated for new desktops, printers, barcode scanners, and a Wi-Fi dongle. Over Rs.1,50,804/- lakhs has been invested in the library automation process.

**Special Collections and Support:** The library includes a special section on 'Works of Nobel Laureates', a 'Special Collection of North Bengal' featuring rare books, documents, and historical information about the region. It also offers resources to students for cracking competitive exam at the National and State Level. Books in Brail System have been arranged in collaboration with the Malda District Library as and when the need arises.

**Community Engagement:** The library is a vital resource for students, faculty, and research scholars, who make extensive use of its diverse collections. Plans have been made to open up library on holidays for neighbouring communities and old age people.

Gour Mahavidyalaya's library continues to evolve, with a commitment to providing comprehensive and accessible resources to support the academic and research needs of its community.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

Gour Mahavidyalaya is committed to maintaining a cutting-edge technological infrastructure to support its educational and administrative functions. The college is equipped with 228 computers (desktops and laptops) that are regularly updated to meet evolving needs. Seminar rooms are upgraded to facilitate virtual classes, and the entire campus benefits from full Wi-Fi connectivity through thirty three access points, providing a robust 100 Mbps bandwidth, recently upgraded to 150 Mbps with an optical fibre network.

**Library and Specialized Software:** The library's automation software, KOHA, has been upgraded to a cloud version for enhanced accessibility. Specialized software supports various departments, including the Geography department, which uses the advanced State of Art UGIS software and multiple laptops for faculty. Departments such as Physics, Mathematics, Computer Science, and Chemistry utilize both free and paid software tailored to their specific needs. The Department of English employs ORELL Software for its Language Lab.

**Learning Management and Administrative Systems:** The college has transitioned from traditional Teaching Aid Software to a comprehensive Learning Management System (LMS), modernizing educational delivery. An online admission system streamlines processes like mark submission, result declaration, and the generation of internal examination marksheets and attendance reports. Examination software ensures the smooth conduct of university exams. Regular online feedback from stakeholders guides ongoing improvements, keeping the college responsive to evolving needs.

**Office and Website Management:** Administrative operations are streamlined using office software like Tally ERP and file tracking systems. The college website is meticulously maintained and upgraded under an annual contract with Gen Next Information Technology, ensuring it remains a reliable information hub for students, faculty, and stakeholders.

**Pandemic Response and IT Integration:** The pandemic accelerated the adoption of IT-assisted teaching and learning. Google Classrooms, Google Forms for online exams, and worksheets have minimized health risks. The college purchased G-Suit licenses to facilitate webinars and special lectures during the pandemic. IT support extends to study and research materials for both students and faculty, with all departments and the library equipped with ample desktops, laptops, scanners, LCD projectors, and laser printers. Student Corner with reprographic facilities is available to support library use.

**Enhanced Connectivity and Facilities:** BSNL wireless internet (Wi-Fi) provides comprehensive coverage. Eighteen (18) ICT enabled classrooms are equipped with advanced technical facilities. The Central Library, the Principal's office and the campus are secured with HD DVR CCTV cameras. An audio-visual classroom is set up on the second floor of the Central Library building. The Principal's office utilizes updated technology for efficient administrative functions. The college is transitioning towards a paperless administration, disseminating notices, guidelines, and circulars electronically.

**IT Maintenance and Cybersecurity:** All computers are connected to an uninterrupted power supply and high-performance servers. Regular updates and maintenance are managed through an AMC. The college follows a clear policy for IT upgrades, with a focus on updating curriculum-based software and preventing IT malpractices through a Cyber Security Pledge. Last academic year, a seminar was organized during Student’s Observance Week, teaching students how to handle academic and scholarship portals safely and effectively. Open Source Operating Systems like Ubuntu are used.

Despite being financially dependent on the Government of West Bengal and UGC, the college allocates a liberal budget for the upgradation and maintenance of its IT infrastructure, ensuring it meets the highest standards of technological support and educational delivery.

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

**4.3.2**

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

**Response:** 29.22

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

Response: 228

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	<a href="#">View Document</a>

**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:** 7.84

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



2022-23	2021-22	2020-21	2019-20	2018-19
18.64	9.44	7.11	44.56	6.40

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

## 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:** 65.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
4978	6715	4445	3736	2164

#### File Description

#### Document

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

[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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 31.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
5311	2986	182	1448	622

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

### 5.1.4

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

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

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

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

## 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:** 19.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
319	319	342	403	275

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

2022-23	2021-22	2020-21	2019-20	2018-19
1657	1761	1836	1770	1492

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

### 5.2.2

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

**Response:** 1.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	24	1	23	6

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 0

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

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

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

### 5.3.2

**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:** 21.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	7	5	28	33

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

## 5.4 Alumni Engagement

### 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:**

Established on July 24, 2016, and officially registered under the West Bengal Society Registration Act-XXVI of 1961 on January 27, 2017 (Registration No. S0009598 of 2019-20), the Gour Mahavidyalaya Alumni Association has grown significantly, now boasting over 1,500 active members. Initially, the association started with 20 life members. Its leadership includes Dr. Ashim Kumar Sarkar, Principal, as President; Dr. K. Mahato, Assistant Professor, as Convenor; Sri Bikram Kumar Saha, Assistant Professor, as a Member; Sri K. M. Mandal, Part-time Lecturer, as a Member; Sri Bijan Sikder, Non-teaching staff, as a Member; and Smt. Sipra Karmakar, Non-teaching staff, as a Member.

The Association has played a crucial role in supporting various college initiatives. During the COVID-19 pandemic, it contributed to campus maintenance, including plantation and garden upkeep. Post-pandemic, it has continued its support by funding the maintenance of college and hostel gardens and converting a gravel road between the English and Geography Departments into a paved one. The Association also provides monetary awards to outstanding students and recently organized a successful Alumni Meet, which allowed alumni nationwide to exchange ideas and network.

Alumni have been generous in their contributions, pledging funds for purchasing computers for the college. They frequently visit to deliver motivational speeches, guide new students in their career paths, and participate in college events like Nabin Baran Utsab, enhancing the college's sense of tradition and community. Their involvement extends to organizing and supporting annual sports events, promoting teamwork and sportsmanship.

The Association actively participates in and organizes cultural events, such as Basanta Utsab and Saraswati Puja, celebrating the region's cultural heritage. Beyond cultural and sporting activities, alumni contribute significantly to students' academic and professional development through career guidance sessions and job opportunity programs, which boost students' employability.

The Alumni Association has demonstrated a noteworthy influence by providing financial assistance **to the college development** and supporting various fundraising efforts like reunions charitable events, and crowdfunding campaigns. It organizes seminars on various topics, featuring established alumni and eminent personalities as resource persons. Recent seminars have addressed a range of subjects, enriching the academic environment.

In addition, the Association organizes book donation drives to enhance the departmental library, and alumni often offer their time as mentors to guide students in career decisions and professional skills development. The Association partners with the college to arrange guest lectures and workshops led by accomplished alumni, offering students real-world insights.

Networking events, reunions, and social gatherings organized by the Association provide opportunities for alumni to reconnect and establish new relationships. The Association's contributions extend to social impact initiatives, including collaboration with NSS units on special camps and blood donation drives. It has also donated a glow sign board for the main gate and organized a reunion for the silver jubilee celebration.

All alumni are encouraged to contribute a registration fee of Rs. 100 for membership. The Gour Mahavidyalaya Alumni Association Committee continues to play a vital role in fostering a supportive environment within the college, enriching the educational experience, and promoting a strong sense of pride and community among all members.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Gour Mahavidyalaya is dedicated to advancing educational excellence and global competence through strategic planning and continuous quality enhancement. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in shaping the institutional strategic plan each year, focusing on improving quality through diverse events and infrastructure development. Annual reviews assess the implementation of the strategic plan, concerted plans to promote research, a NAAC SSR portal, and an online Vulnerability Survey among students. Initiatives are meticulously planned by the Academic Subcommittee or Teachers' Council, with financial decisions reviewed by the Finance Subcommittee and approved by the Governing Body.

**Career Development:** The college emphasizes students' employability through the Career Counselling Cell, which facilitates industry interactions and organizes training programs and career workshops under Corporate Social Responsibility (CSR) initiatives.

**Academic and Administrative Audits:** Comprehensive oversight involves four layers of auditing:

1. **Internal Academic Audits:** Conducted by Heads of Departments (HODs) and the IQAC, and authenticated by the Principal.
2. **External Audits:** Performed by External Members nominated by the Principal and IQAC, and further reviewed by HEIs in MOU-ed institutions and the Director of the Malviya Mission Teacher Training Center (formerly UGC-HRDC), University of North Bengal.
3. **Internal Administrative Audits:** Reviewed by the Finance Subcommittee to ensure adherence to standards and best practices.

**Governance and Administration:** As a government institution, Gour Mahavidyalaya operates under the Department of Higher Education, Government of West Bengal. Recruitment is managed by the College Service Commission, under the Ministry of Higher Education, Government of West Bengal, while appointments and transfers are also being implemented by the same. Service rules for faculty and non-teaching staff follow the West Bengal Service Rules (WBSR), and CAS benefits are determined by UGC guidelines and executed by the Department of Higher Education.

**Institutional Structure:** The Principal leads the college administration, formulating plans in consultation with the IQAC. These plans are executed with the help of the Teachers' Council and College Office. The Teachers' Council, led by the Principal and the Teachers' Council Secretary (TCS), includes all permanent teachers, with HODs, the office headed by the Head Assistant, and the Students' Union playing key roles. Various cells and committees, involving teachers, non-teaching staff, and

students, facilitate smooth academic and administrative operations. These bodies meet as needed and make recommendations for policy development.

**Strategic Initiatives:** Several strategic plans have been implemented, including:

- **Supporting Students During Covid-19:** The college identified students struggling economic backwardness and took measures to ensure that their education continues. Some departments provided community services to students lacking access to medical facilities. The college waived application fees for admission, examination fees and cultural/welfare fees for 2021-22. A free studentship scheme was also introduced.
- **Entrepreneurial Development:** In January 2022, the college and IQAC developed a plan to establish an Incubation Centre for Innovative Ecosystem. This center aims to provide students with hands-on experience in innovation, supported by faculty, management, and industry experts. The college also introduced the Earn While You Learn (EWYL) Program, as prescribed by UGC to empower the students.

Gour Mahavidyalaya strives to foster a dynamic and responsive educational environment through effective governance, strategic planning, and comprehensive support systems.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

Gour Mahavidyalaya is dedicated to advancing educational excellence and global competence through strategic planning and continuous quality enhancement. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in shaping the institutional strategic plan each year, focusing on improving quality through diverse events and infrastructure development. Annual reviews assess the implementation of the strategic plan, concerted plans to promote research, a NAAC SSR portal, and an online Vulnerability Survey among students. Initiatives are meticulously planned by the Academic Subcommittee or Teachers' Council, with financial decisions reviewed by the Finance Subcommittee and approved by the Governing Body.

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2. **External Audits:** Performed by External Members nominated by the Principal and IQAC, and further reviewed by HEIs in MOU-ed institutions and the Director of the Malviya Mission Teacher Training Center (formerly UGC-HRDC), University of North Bengal.
3. **Internal Administrative Audits:** Reviewed by the Finance Subcommittee to ensure adherence to standards and best practices.

**Governance and Administration:** As a government institution, Gour Mahavidyalaya operates under the Department of Higher Education, Government of West Bengal. Recruitment is managed by the College Service Commission, under the Ministry of Higher Education, Government of West Bengal, while appointments and transfers are also being implemented by the same. Service rules for faculty and non-teaching staff follow the West Bengal Service Rules (WBSR), and CAS benefits are determined by UGC guidelines and executed by the Department of Higher Education.

**Institutional Structure:** The Principal leads the college administration, formulating plans in consultation with the IQAC. These plans are executed with the help of the Teachers' Council and College Office. The Teachers' Council, led by the Principal and the Teachers' Council Secretary (TCS), includes all permanent teachers, with HODs, the office headed by the Head Assistant, and the Students' Union playing key roles. Various cells and committees, involving teachers, non-teaching staff, and students, facilitate smooth academic and administrative operations. These bodies meet as needed and make recommendations for policy development.

**Strategic Initiatives:** Several strategic plans have been implemented, including:

- **Supporting Students During Covid-19:** The college identified students struggling economic backwardness and took measures to ensure that their education continues. Some departments provided community services to students lacking access to medical facilities. The college waived application fees for admission, examination fees and cultural/welfare fees for 2021-22. A free studentship scheme was also introduced.
- **Entrepreneurial Development:** In January 2022, the college and IQAC developed a plan to establish an Incubation Centre for Innovative Ecosystem. This center aims to provide students with hands-on experience in innovation, supported by faculty, management, and industry experts. The college also introduced the Earn While You Learn (EWYL) Program, as prescribed by UGC to empower the students.

Gour Mahavidyalaya strives to foster a dynamic and responsive educational environment through effective governance, strategic planning, and comprehensive support systems.

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

## 6.2.2

*Institution implements e-governance in its operations*

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

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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

### 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:**

Gour Mahavidyalaya is dedicated to the well-being and professional development of its teaching and non-teaching staff through a comprehensive range of benefits and support measures.

**For Non-Teaching Staff:**

- **Medical Assistance:** Access to subsidized on-campus medical facilities, including medical leave and yoga classes, supports staff health and wellness.
- **Maternity and Child Care Leave:** Provision of maternity and child care leave, paternity leave aids staff during significant life events.
- **Financial Support:** Refundable loans and access to the Gour Mahavidyalaya Employees Cooperative Credit Society (GMECCS), and Group Medical Insurance provide crisis assistance.
- **Educational Opportunities:** Non-teaching staff are encouraged to take part in MDP and pursue part-time Ph.D. programs for career growth.
- **Infrastructure and Facilities:** The college offers 24-hour power backup via solar plants, Wi-Fi access, computing facilities, and identity cards for security and convenience.

**For Teaching Staff:**

- **Financial Support:** Participation in the General Provident Fund (GPF), Group Health Insurance, and access to loans through the Gour Mahavidyalaya Employees Cooperative Credit Society (GMECCS). Staff receive pensionary benefits, gratuity, and leave encashment according to government rules.
- **ICT Facilities:** A fully Wi-Fi-enabled campus with laptops for senior teachers and desktop, projector, and printer facilities in all departments.
- **Infrastructure and Support Facilities:** Access to canteen services, clean drinking water, and amenities such as a refrigerator, induction stove, electric kettle, microwave oven, and inverter.
- **Accessibility Features:** Facilities including ramps and Braille ensure inclusivity for differently-abled staff.
- **Recreational Activities:** The college provides departmental rooms, a gymnasium, a yoga room, carrom and chess boards, and organizes sports events to promote physical and emotional well-being.

### Government Benefits:

- **Pension and Gratuity:** Employees benefit from the General Provident Fund (GPF) and Group Insurance Scheme (GIS), including pensionary benefits, gratuity, and leave encashment as per Government of West Bengal rules.
- **Health Scheme:** Access to cashless and reimbursement facilities under the West Bengal Health Scheme (WBHS) for staff and their dependents.
- **Leave Entitlements:** Staff can avail all types of leave, including earned leave, child care leave, and medical leave, as per government rules. On-duty leave is also provided for Faculty Development Programmes.
- **Compassionate Recruitment:** Provision for recruitment on compassionate grounds in case of death in service.
- **Festival and Travel Concessions:** Festival advances and bonuses before Durga Puja are available. Staff are entitled to Home Travel Concession (HTC) every five years and Leave Travel Concession (LTC) every ten years.

### Performance and Career Development:

- **Self-Appraisal Reports:** Faculty members submit a three-tier online Self-Appraisal Report (SAR) annually via the IFMS portal, which undergoes a multi-level review process involving the Principal, Director of Public Instruction, and Special Secretary of the Higher Education Department.
- **Career Development Opportunities:** Faculty members are encouraged to attend Refresher Courses, Orientation Programmes, and short-term courses per UGC guidelines, participate in seminars, and apply for research grants. Non-teaching staff are encouraged to attend administrative training programs for career advancement.
- **Research and Development:** Faculty receive financial support for academic and administrative conferences, are encouraged to pursue in-service Ph.D. programs, and receive No Objection Certificates (NOCs) for research engagements.

These initiatives reflect Gour Mahavidyalaya's commitment to creating a supportive and dynamic work environment, fostering the well-being and professional growth of all its staff members.

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

### 6.3.2

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

**Response:** 20.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	9	9

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

***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:** 82.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	9	75	76	49

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	34	34	34

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 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:

Gour Mahavidyalaya ensures financial transparency and accuracy through a rigorous system of internal and external audits conducted annually.

#### Internal Audit:

- **Oversight and Procedures:** The Bursar, Accountant, Finance Committee (led by the Principal), and Purchase Committee manage financial affairs. Purchases follow standardized procedures mandated by the Government of West Bengal, involving e-tendering and comparison of quotations to ensure cost-effectiveness.
- **Utilization Certificates:** Utilization certificates are prepared for grants from organizations such as UGC, RUSA 2.0, and the Higher Education Department of West Bengal. Financial data compiled by the Accountant is verified and scrutinized by the Bursar and Principal to ensure authenticity.
- **Chartered Accountant Audit:** A certified Chartered Accountant, duly approved by the Governing Body, conducts an internal audit to ensure compliance and accuracy in financial reporting.

#### External Audit:

- **Annual Review:** The external audit is performed annually by an auditor recommended by the

Government of West Bengal. This audit involves reviewing financial records, including bills, vouchers, Departmental Stock Registers, Purchase Registers, and Utilization Certificates.

- **Verification and Compliance:** Physical verification of records and Utilization Certificates ensures proper allocation and use of funds. A signed audit report is issued, affirming the college's financial integrity and regulatory compliance.

#### **Financial Management:**

- **Consultative Process:** Financial strategies are developed in consultation with the Finance and Purchase Committee and the Tender Committee. Being a government aided institution, the college's funding comes substantially from the Government of West Bengal and University Grants Commission (UGC).
- **Budget Classification:** The annual allotment from the government is classified under two main heads:
- **Non-Plan:** Includes wages, group medical insurance, GSLI, bonuses, electricity and telephone bills, office expenses, maintenance charges, security costs and other contingencies.
- **Plan:** Covers development grants for books, teacher support service, equipment, chemicals, furniture, computers, and project-specific grants for library automation, Community development, LMS, ERP System and infrastructure augmentation.

#### **Budget and Procurement:**

- **Resource Allocation:** The Convener of the Purchase Committee, with departmental requisitions and in the presence of the Principal, prepares a budget for optimal resource utilization. The budget is developed in consultation with the IQAC and College Development and Planning Subcommittee and is submitted to the Higher Education Department, Government of West Bengal.
- **Procurement Process:** The process includes inviting tender quotations, placing work orders, and receiving supplies from vendors to ensure efficient use of resources.

#### **Audit and Compliance:**

- **Audit and Assessment:** The Finance and Purchase Committee reviews the financial system's adherence to norms and recommends improvements where necessary. The internal audit is conducted by a registered chartered accountant, followed by the preparation of Utilization Certificates for funding agencies.
- **Laboratory and Library Management:** The Heads of lab-based departments and the librarian manage laboratory and library stocks, respectively. The college office ensures timely submission of IT and GST returns.
- **External Audit Schedule:** External audits are typically conducted every five years by auditors assigned by the Director of Public Instructions (DPI), West Bengal, under the Department of Higher Education, West Bengal.

These measures collectively ensure that Gour Mahavidyalaya maintains rigorous financial oversight and adherence to best practices in financial management.



## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

#### **IQAC Initiatives and Achievements**

##### **1. Student Enrichment:**

- Established a Language Lab to enhance language and communication skills.
- Introduced Add-on courses in Communicative English and Basics in Computer to empower students, especially girls, with self-employment opportunities.
- Launched the Skill-Hub under the National Skill Development Corporation's PMKVY 4.0 Scheme.
- Introduced Earn While You Learn (EWYL) Program as per the recommendation of UGC.

##### **2. E-Resource Upgradation:**

- Enhanced e-facilities with library e-books and provided access to INFLIBNET and Sage Online Journal system.
- Developed departmental YouTube channels for lecture uploads.
- Organized training on Digital Content Creation.
- Implemented plans for Multi-Media Studio.

##### **3. Quality Assurance:**

- Implemented rigorous academic accountability through robust induction programs and stakeholder engagement.
- Conducted library orientation and student meetings before exams.
- Regularly performed Academic and Administrative Audits for continuous improvement.
- Arranged Training Programs (FDP/MDP) for college staffs.

##### **4. Staff Development:**

- Hosted Staff and Faculty Development Programs, seminars, and conferences to improve teaching quality.
- Faculty members contribute to curriculum design as Board of Studies (BOS) members.
- Integrated Course Outcomes (CO) and Program Specific Outcomes (PSO) into curriculum planning.

##### **5. Student Support:**

- Offered mentoring, tutorials, and classes for both slow and advanced learners.

- Facilitated collaborative events through MoUs and collected feedback for ongoing improvements.

## **6. Career Counselling and Skill Enhancement:**

- The Career Counselling Cell provides skill enhancement courses and certification in association with SSC to boost employability and empowerment.
- Government and non-Government recognised Skill Programs have been introduced in collaboration with WEBEL, Learnnet, Anudip Foundation, among others.

### **Additional Initiatives:**

- Regularly monitors and reviews teaching-learning processes, infrastructure, and student performance.
- Encouraged the introduction of various Add-on, Value-Added, and Certificate courses.
- Introduced a Learning Management System (LMS) for effective communication.
- Implemented vulnerability Survey to understand socio-economic backgrounds of students, and address their needs.
- Promoted the evaluation of Course and Program Outcomes, organized student seminars, and equipped departments with ICT-enabled classrooms and smart classrooms.
- Advanced e-learning and digital library facilities, including INFLIBNET-NLIST and DELNET.
- Facilitated library automation, arranged collaborations for promoting research and memorial lectures.
- Signed MoUs with academic institutions and businesses, and established an “Incubation Centre for Innovative Ecosystem” to foster entrepreneurship.
- Supported faculty research, including supervision of doctoral theses and pursuing doctoral studies.
- Encouraged publication in high-quality journals and the development of academic journals, such as *Exploring History* (ISSN 2230 8490), *ABACUS* (ISSN 2454 3233), and *Gour Mahavidyalaya Journal of Humanities and Social Sciences* (ISSN 2454 2113).
- Introduced FDP courses in collaboration with Malviya Mission Teacher Training Center, NBU.
- Conducted various audits (Quality, Green, Academic, Energy, Environment, Gender) as part of quality assurance.
- Carried out Village Surveys in the adopted village to introduce innovating programs for empowerment of local community through NSS.
- Established a Digital Archival Centre to promote research and work for the preservation of local heritage and culture.

Through these initiatives, the IQAC is committed to maintaining high standards in teaching and learning, fostering a supportive academic environment, and integrating technological advancements for continuous improvement.

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

### 6.5.2

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

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

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

File Description	Document
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

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### 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:**

Gour Mahavidyalaya is deeply committed to advancing gender equity through a range of proactive measures designed to create a safe, inclusive, and supportive environment for all students.

**Safety and Security:** The college ensures a secure campus with comprehensive CCTV surveillance and dedicated facilities, including a Girls' Common Room that offers both recreational and safe space. Separate toilets and common rooms for female students further enhance comfort and privacy.

**Hygiene and Well-being:** Addressing menstrual health, the college has installed sanitary napkin vending machines across key locations, including the Girls' Common Room and Hostel. Additionally, an incineration machine in the hostel supports effective menstrual hygiene management.

**Grievance Redressal:** The Internal Complaints and Anti-Sexual Harassment Cells provide a robust platform for reporting and addressing issues of sexual harassment. These cells operate with a focus on confidentiality and support, ensuring that all students, including non-binary individuals, have access to a safe reporting environment.

**Awareness and Education:** The college actively promotes gender equality through student-led campaigns, including posters and debates on Women's Day. The curriculum across disciplines such as Political Science, Sociology, English, and History incorporates gender-related topics like Gender Rights, Feminism, and Women's Empowerment, fostering a broad understanding of gender issues.

**Leadership and Participation:** Female students are encouraged to take leadership roles in various committees and academic activities, promoting gender-inclusive representation and academic leadership.

**Resource Accessibility:** The college ensures equal access to essential resources, such as study materials, laboratories, and computer facilities, for all students regardless of socio-economic background.

**Counseling and Support:** Dedicated counseling services are available to address the specific challenges faced by female and non-binary students. The college's commitment is also evident in its annual Gender Sensitization Plan, which includes sensitization programs and webinars on gender issues.

**Community Engagement:** International Women's Day is celebrated with seminars, participatory activities, and screenings of relevant documentaries. Eminent speakers are invited to discuss various gender-related topics, including empowerment and domestic violence.

**National Service Scheme (NSS):** The NSS contributes to gender equity through local community awareness programs focused on personal hygiene, nutrition, and women’s health. Volunteers also conduct seminars and sensitization programs on these topics.

**Government Support and Events:** Government schemes like Kanyasree Prakalpa and SVMCM support female students, with events such as 'KANYASREE DAY' showcasing their talents and promoting gender awareness.

**Safety Measures:** The college employs additional safety measures, including security guards at entry points and a comprehensive grievance redressal system involving the Internal Complaints, Grievance Redressal, and Anti-Ragging Committees. Psychological counseling services are also available.

Gour Mahavidyalaya’s multifaceted approach highlights its commitment to gender sensitivity and empowerment, striving to create an inclusive and equitable academic community for all its members.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

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

### 7.1.3

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

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

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

<b>File Description</b>	<b>Document</b>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.4

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

**Response:**

Gour Mahavidyalaya is dedicated to fostering an inclusive and harmonious environment that celebrates and respects cultural, religious, regional, linguistic, communal, and socioeconomic diversity. The college organizes a variety of activities and events to promote these values and engage students in meaningful ways:

- 1. Blood Donation Camp:** The NSS Units, in collaboration with various NGOs, host annual blood donation camps. These events encourage a sense of societal responsibility and teamwork among students.
- 2. International Mother Language Day:** Held annually on February 21st, this celebration raises awareness about linguistic diversity and the importance of preserving each mother language.
- 3. Yoga Day Celebration:** On June 21st, the college observes International Yoga Day with yoga training courses, promoting physical and mental well-being among students.

**4. Cultural Programs:** The college organizes numerous cultural events, including Fresher's Welcome, Annual Cultural Program, Farewell Ceremony, and College Social Functions. Students actively participate in programs commemorating significant cultural figures and festivals such as Rabindranath Tagore's Rabindra Jayanti, Baishe Sraban, and Basanta Utsav (Holi). These events enhance cultural awareness and appreciation, with Student Week celebrated with enthusiasm.

**Inclusivity and Diversity:** Adhering to reservation policies set by Central and State Governments, the college ensures an inclusive educational environment for Scheduled Caste, Scheduled Tribe, Other Backward Classes, EWS, Minority, and Differently Abled students. These students benefit from scholarships provided by government regulations. The college's diverse student body includes ethnic communities such as Bengalis and Biharis, as well as various religious groups like Hindus and Muslims, fostering respect and empathy among students.

**Community Engagement:** The college actively involves students in organizing and participating in various events, including Saraswati Puja and national celebrations like Independence Day, Constitution Day, National Flag Day, and Republic Day. Additionally, students perform Gambhira folk songs and dances during 'Prak Sharad' (College Annual Day) and enthusiastically celebrate festivals such as Basanta Utsav and International Women's Day.

**Civic Awareness:** Emphasizing constitutional values and civic duties, the college conducts awareness programs through the Electoral Literacy Club (ELC) to encourage students aged 18 and above to exercise their voting rights. The teaching and non-teaching staff, including female teachers, participate in election-related activities appointed by the State Election Commission. National Constitution Day on November 26th is celebrated to instill awareness of constitutional values and democratic principles.

**Skill Development:** The college focuses on equipping students with job skills and entrepreneurial abilities through various workshops. The NSS units, in partnership with various organizations, conduct activities that reinforce democratic values and civic responsibility. Events like Flag Day, organized by the Department of Political Science, and democratic spirit activities organized by NSS in collaboration with the District Administration and Election Commission, highlight the college's commitment to civic engagement and responsibility.

Gour Mahavidyalaya's comprehensive approach to promoting diversity, inclusivity, and civic responsibility underscores its commitment to nurturing a well-rounded and socially aware student body.

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

## 7.2 Best Practices

**7.2.1**

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

## Response:

### Best Practices in Enhancing Teaching-Learning with ICT Integration and Student Empowerment Initiatives

#### I. Promotion of ICT Tools in the Teaching-Learning Process

In pursuit of excellence in teaching and learning, our college has adopted a comprehensive approach to integrating Information and Communication Technology (ICT) into our educational framework. The emphasis on ICT is driven by the directives of the Internal Quality Assurance Cell (IQAC), ensuring that the adoption of technology is not only encouraged but mandatory for all faculty members. Here are the key elements of our ICT integration strategy:

##### 1. Mandatory ICT Integration for Faculty:

- **Policy Implementation:** All faculty members are required to utilize ICT tools in their teaching practices. This policy is part of our broader strategy to modernize education and make learning more engaging and effective.
- **Continuous Monitoring:** The IQAC regularly reviews and monitors the use of ICT tools to ensure compliance and to identify areas for improvement.

##### 2. ICT-Enabled Classrooms:

- **Departmental Facilities:** Each department is equipped with at least one ICT-enabled classroom. These classrooms are outfitted with essential technology such as projectors, interactive whiteboards, and high-speed internet access, enhancing the learning experience.
- **Technological Upgrades:** We continuously invest in upgrading these facilities to incorporate the latest advancements in educational technology.

##### 3. Provision of Laptops:

- **Distribution:** A total of 22 laptops are distributed among teachers to facilitate their use of digital tools and resources in teaching and research.
- **Support for Teaching:** These laptops are equipped with the necessary software and resources to support innovative teaching methods and research activities.

##### 4. Wi-Fi Connectivity:

- **Access:** The college provides various Wi-Fi networks on a rental basis to ensure reliable internet access across the campus. This connectivity supports both teaching and administrative functions.
- **Infrastructure:** We invest in maintaining and upgrading our network infrastructure to meet the growing demands of digital learning.

##### 5. Teacher Training Programs:

- **Organized by Computer Science Department:** To ensure that faculty members are well-versed in using ICT tools, the Computer Science department organizes frequent training programs.
- **Focus Areas:** These programs cover various aspects of ICT integration, including software



usage, digital teaching methods, and online resource management.

## II. Women and Student Empowerment Initiatives

Aligned with our commitment to the Sustainable Development Goals (SDGs), Gour Mahavidyalaya places a strong emphasis on empowering women and students. Our initiatives aim to provide support and opportunities that enhance their educational experiences and career prospects:

### 1. Sibnarayan Chakraborty Merit Scholarship:

- **Objective:** The scholarship is designed to alleviate the financial burden on single female students, encouraging them to pursue higher education without economic constraints.
- **Selection Criteria:** Recipients are chosen based on academic merit and economic need. This ensures that support is provided to those who have demonstrated both potential and need.
- **First Awardee:** In the inaugural year, the scholarship was awarded to Moumita Kundu, who is pursuing her Masters in Bengali at Banaras Hindu University. Her selection highlights our commitment to supporting promising students.

### 2. Earn While You Learn Program (EWYL):

- **Program Overview:** In accordance with UGC guidelines, the EWYL program provides students with opportunities to earn income while gaining work experience.
- **Selection Process:** Students are selected through an interview process to assist in various college departments. This includes roles in the Theater Corner, Library, and the Abid Ali Khan Center.
- **Benefits:** This initiative helps students acquire practical skills, build their resumes, and gain insights into different career paths while earning a stipend.

Through these initiatives, our college aims to create a supportive and dynamic learning environment that leverages technology and empowers students, particularly women, to achieve their full potential. These best practices reflect our commitment to fostering academic excellence and social responsibility.

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

## **Gour Mahavidyalaya: A Commitment to Heritage, Empowerment, Social Discourse, and Intellectual Advancement**

Gour Mahavidyalaya stands as a beacon of academic and cultural excellence, deeply embedded in the historical legacy of its region. The college's diverse initiatives reflect its dedication to preserving cultural heritage, empowering students, fostering social discourse, and advancing regional intellectual development.

### **Preservation of Cultural Heritage**

At the heart of Gour Mahavidyalaya's commitment to cultural preservation is the Abid Ali Khan Center, spearheaded by Dr. Dhritiman Chakraborty & Dr. Mursed Alam. This center plays a crucial role in digitizing historical records, which are vital for maintaining the region's rich cultural heritage. By converting these records into digital formats, the center ensures that valuable historical information is preserved for future generations while making it more accessible for research and educational purposes.

### **Empowering Students Through Innovative Programs**

#### **Department of Mass Communication and Journalism:**

The Department of Mass Communication and Journalism is at the forefront of digital media education. It focuses on integrating practical experience with theoretical knowledge, thereby providing students with a robust understanding of digital media and journalism. Emphasizing Digital Literacy, the department equips students with the skills needed to navigate and excel in the rapidly evolving media landscape. This practical approach not only enhances their employability but also prepares them for real-world challenges in the media industry.

#### **Department of Food and Nutrition:**

Promoting healthy living is another key initiative of Gour Mahavidyalaya. The Department of Food and Nutrition organizes various camps and programs aimed at educating the community about nutrition and wellness. The department is also working towards establishing a production unit that will serve as a practical platform for students to apply their knowledge and contribute to community health. This initiative underscores the college's commitment to improving public health and promoting sustainable practices.

#### **Skill Hub:**

Unique to the North Bengal region, the Skill Hub implemented under Pradhan Mantri Kaushal Vikash Yojana (PMKVY) offers career-oriented courses designed to equip students with practical skills that enhance their job readiness. This initiative reflects the college's dedication to bridging the gap between academic learning and industry requirements. By providing students with specialized training and career-oriented education, the Skill Hub plays a crucial role in their professional development and future success.

### **Fostering Social Discourse and Intellectual Development**

#### **Ambedkar Centre for Social and Cultural Studies:**

The Ambedkar Centre for Social and Cultural Studies at Gour Mahavidyalaya is dedicated to facilitating programs that address social justice issues. By hosting discussions, lectures, and seminars on topics related to social equality and justice, the center fosters an environment of critical thinking and social awareness. This initiative aligns with the college's mission to engage students and the broader community in meaningful discourse on social issues.

**Gour Mahavidyalaya Press:**

Contributing to regional intellectual development, the Gour Mahavidyalaya Press publishes works that address various academic and cultural topics. This press serves as a platform for disseminating knowledge and research, thereby enhancing the intellectual landscape of the region. By publishing scholarly articles, research findings, and cultural works, the press supports the academic community and contributes to the advancement of regional knowledge.

**Advancing Regional Infrastructure**

**CBT Center:**

Plans for a Computer-Based Testing (CBT) Center are underway to streamline exam logistics. This center will facilitate efficient and secure examination processes, thereby improving the overall examination experience for students. By adopting modern technology for assessments, the college aims to enhance the accuracy and convenience of the examination system.

Gour Mahavidyalaya's multifaceted initiatives reflect a profound commitment to preserving cultural heritage, empowering students, fostering social discourse, and advancing regional intellectual pursuits. Through the digitization of historical records, innovative educational programs, and a focus on social justice, the college not only contributes to the academic and cultural enrichment of the region but also prepares its students to be knowledgeable and socially responsible citizens. These efforts underscore the institution's dedication to making a meaningful impact on both the local community and the broader academic landscape.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

In response to the recommendations from the NAAC Peer Team visit (Cycle 2) held on November 22-24, 2016, Gour Mahavidyalaya has made significant strides in enhancing institutional quality:

- **New Programs:** A new undergraduate vocational course in Healthcare has been introduced. While applications for postgraduate programs in English & Computer Science have been sent for consideration in the Higher Education Department, Government of West Bengal.
- **Skill-Oriented Courses:** Skill-oriented courses under Pradhan Mantri Kaushal Vikash Yojana (PMKVY 4.0) have been introduced. Six skill-based courses are operational in the college. Necessary nod for running a similar Skill Program under the Government of West Bengal has been secured. It will start operating soon.
- **Teaching Strength:** The teaching staff has been continuously enhanced to meet student needs, with all vacant teaching positions now filled.
- **ICT Integration:** The application of ICT has been accelerated across the college. As many as 18 ICT-enabled rooms are available. The number of smart classrooms has increased from two to four, and significant progress has been made in developing an ICT-based knowledge resource center at the library.
- **Competitive Exam Coaching:** Coaching facilities for competitive examinations have been established to better prepare students for NET, SET, CUET, GATE and other exams.
- **Research Support:** Financial assistance is provided to faculty for research, and they are encouraged to submit minor research proposals to external funding agencies such as ICHR, ICPR, ICSSR, DST, among others.
- **Central Computing Facility:** A central computing facility has been implemented to support academic and administrative functions.
- **Language and Science Laboratories:** The language laboratory and science laboratories have been upgraded to enhance practical learning.
- **New Programs and Vocational Courses:** Vocational/job-oriented courses have been introduced to broaden educational opportunities. Plans for more such courses in Data Science, Artificial Intelligence have been planned.
- **Library Resources:** The library's collection has been expanded with RUSA 2.0 funds.
- **Placement Cell:** A dedicated placement cell has been established to assist students with career opportunities, internship, job opportunity and industry interaction.
- **Student Engagement:** Student participation in sports has increased. Students take part in Khelo India meets.
- **IQAC:** The Internal Quality Assurance Cell (IQAC) is active and vibrant, driving continuous improvement across the institution.

These initiatives reflect the college's commitment to enhancing educational quality and addressing the needs of its students and faculty.

### Concluding Remarks :

Gour Mahavidyalaya, affiliated with the University of Gour Banga, is dedicated to holistic education and

ethical development, aiming to cultivate responsible citizens. The college employs meticulous academic planning and inclusivity, supported by a detailed Academic Calendar managed by the IQAC and adherence to the university syllabus.

Faculty members contribute to curriculum development and are actively involved in shaping academic programs. The institution integrates advanced tools such as the Learning Management System (LMS) and ICT resources to enhance learning. The College Library offers extensive digital and print resources, including e-books and journals, supporting continuous evaluation through class tests, assignments, and seminars.

Gour Mahavidyalaya incorporates professional ethics and gender issues into various courses. Environmental sustainability is emphasized across disciplines, with initiatives by the Eco-Club and NSS promoting green practices. The college also offers 24 certificate and value-added courses through platforms like MOOCs and SWAYAM, with feedback mechanisms for continuous improvement.

The institution supports student development through aptitude tests, mentorship, and remedial classes. ICT tools and experiential learning activities, such as field trips and internships, enrich the educational experience. The college provides clear Program Outcomes (POs) and Course Outcomes (COs), with regular assessments and feedback to refine programs.

Community engagement is a hallmark of the college, with NSS Units I & II involved in diverse activities, including COVID-19 relief efforts and environmental conservation. The college houses two museums and offers a range of extracurricular programs, fostering holistic development.

Gour Mahavidyalaya's infrastructure includes advanced laboratories, a well-equipped library, and eco-friendly features like solar panels. The institution's commitment to sustainability is reflected in its waste management, rainwater harvesting, and health services.

The **Gour Mahavidyalaya Alumni Association** plays a vital role in campus support and community engagement, contributing to various projects and organizing events. The institution also ensures financial transparency through rigorous auditing processes and supports staff welfare through various benefits.

Overall, Gour Mahavidyalaya demonstrates a robust commitment to quality education, gender equity, sustainability, and student empowerment, fostering a secure, inclusive, and intellectually stimulating environment.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :22</p> <p>Remark : As per clarification received from HEI, and excluding Computer Fundamentals and Spoken English, Spoken Arabic &amp; Commercial Usages, Administration in Physical Education and Sports Managment, Translation Studies: New Frontiers and Job Opportunities, Spoken Sanskrit, Food Habits and Good Health, thus DVV input is recommended. DVV input is recommended.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>1417</td><td>2155</td><td>00</td><td>1934</td><td>1656</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>3648</td><td>2157</td><td>00</td><td>1965</td><td>1656</td></tr></tbody></table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1417	2155	00	1934	1656	2022-23	2021-22	2020-21	2019-20	2018-19	3648	2157	00	1965	1656
2022-23	2021-22	2020-21	2019-20	2018-19																	
1417	2155	00	1934	1656																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3648	2157	00	1965	1656																	
2.4.1	<p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p>2.4.1.1. <b>Number of sanctioned posts year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>81</td><td>81</td><td>81</td><td>81</td><td>27</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>27</td><td>27</td><td>27</td><td>27</td><td>27</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	81	81	81	81	27	2022-23	2021-22	2020-21	2019-20	2018-19	27	27	27	27	27
2022-23	2021-22	2020-21	2019-20	2018-19																	
81	81	81	81	27																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
27	27	27	27	27																	

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	46	42	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	13	10	10

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	22	27	10	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	4	1	5

Remark : As per clarification received from HEI, and only those activates should be taken under different aspect Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	12	6	17

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	32	31	19	11

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	3	11	7	7

Answer After DVV Verification :

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



7	1	3	1	4
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Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :4

Remark : As per clarification received from HEI, and Considering only relevant activities as per the intent of the metric, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
113.48	9.88	74.76	44.47	42.78

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
111.53	3.96	74.34	16.83	41.80

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
205.24	133.47	71.39	193.55	134.91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18.64	9.44	7.11	44.56	6.40

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

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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5595	6428	3575	2770	2164

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4978	6715	4445	3736	2164

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
818	1119	200	546	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5311	2986	182	1448	622

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

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

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**

3. **Mechanisms for submission of online/offline students' grievances**  
 4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
319	319	341	396	225

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
319	319	342	403	275

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1657	1761	1836	1770	1492

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1657	1761	1836	1770	1492

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	16	9	11	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	24	1	23	6

Remark : As per clarification received from HEI, and as per provided certificates, thus DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and as per SOP Inter- collegiate awards should not be considered, thus DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	12	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	9	9

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

recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	9	75	76	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	9	75	76	49

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	34	34	34

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

**2.Extended Profile Deviations**

ID	Extended Questions										
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 80 Answer after DVV Verification : 29										
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>77</td><td>77</td><td>78</td><td>76</td><td>22</td></tr></tbody></table> Answer After DVV Verification:	2022-23	2021-22	2020-21	2019-20	2018-19	77	77	78	76	22
2022-23	2021-22	2020-21	2019-20	2018-19							
77	77	78	76	22							

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