



# **SELF STUDY REPORT**

**FOR**

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

**GALSI MAHAVIDYALAYA**

**GALSI STATION ROAD, GALSI, PURBA BARDHAMAN, 713406, WEST BENGAL  
713406**

**<https://galsimahavidyalaya.ac.in>**

**SSR SUBMITTED DATE: 12-08-2024**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Galsi Mahavidyalaya, established on June 15, 2007, began in a building provided by the Managing Committee of Galsi High School. The college was founded with the vision of extending collegiate education to economically disadvantaged rural families, including both boys and girls. The institution aims to disseminate knowledge, offer extracurricular activities, and conduct community-oriented outreach programs, particularly for women, as part of its core objectives.

Starting with just 129 students, Galsi Mahavidyalaya was established through local initiatives to provide undergraduate education. It received affiliation from the University of Burdwan in 2007 and became part of the grant-in-aid system under the Higher Education Department of West Bengal. Initially, the college offered general courses in five Arts subjects: Bengali, English, History, Political Science, and Sanskrit. By the 2008-09 academic year, the college expanded to include Honours courses in History and English. Further expansions included Honours in Bengali, Sanskrit, and Philosophy by the 2013-14 session, and a General course in Geography by 2014-15. In the 2015-16 session, Honours in Political Science was added.

Most students come from peasant backgrounds, and the college has significantly contributed to higher education opportunities for girls from the agricultural regions of Galsi. In the 2017-18 academic year, the college implemented a tuition fee remission program based on student performance and attendance, reflecting its commitment to supporting economically disadvantaged students. Additionally, the college provides library facilities and has organized various cultural competitions, annual social functions, and prize distributions. Notably, students have achieved high positions in inter-college cultural competitions organized by the University of Burdwan.

The college also hosts inter-class tournaments, annual sports meets and participates in district sports events. With two NSS units affiliated with the University of Burdwan, the college integrates community service into its educational framework. Galsi Mahavidyalaya is dedicated to enhancing its infrastructure and quality of education, aiming to establish itself as a leading institution in the rural area and advance its mission of providing comprehensive undergraduate education.

### **Vision**

The vision of the college rooted in the 5Es i.e. Enlightenment, Empowerment, Enfranchisement, Efficiency & Effectiveness is to accomplish the eternal quest of Knowledge, Truth, Radiance, Dharma and ensure holistic development of students by highlighting students' personal growth and self-awareness in the journey of wisdom along with imparting value-based quality education to enable our students to sharpen their academic competence and tweak their aesthetic sensibility in transforming themselves into an academically accomplished, socio-economically conscious, morally sound individuals who will make a mark of their own in the society.

## Mission

“We want education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one’s own feet.” – Keeping these words of Swami Vivekananda in mind we try to develop a symbiotic relationship within the institution in general and between the institution and society at large in particular by providing the students with an environment conducive to all-around development of their intellectual, aesthetic, spiritual, and social abilities. The stated mission of the college is:

- ? To develop new knowledge through critical research and scholastic inquiry;
  - ? To build a culturally sensitive inclusive environment upholding core values of unity, diversity, and integrity;
  - ? To impart vibrant co-curricular and extra-curricular activities toward holistic education;
  - ? to ensure competencies for new domains of knowledge, research and future of work in a globally connected world;
  - ? To enhance the competence and skills of the learners towards embracing diversity and the pursuit of excellence;
  - ? To promote research activities among faculties and learners and to integrate teachers’ research works with teaching for the benefit of students;
  - ? To maintain a clean and green environment for the cognitive development of the students;
- ? To ensure academic environment, in and out of the classroom, develop creative and critical thinking, and to develop employment skills among the students.

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

### Institutional Strength

Galsi Mahavidyalaya stands out for its commitment to various facets of institutional excellence. One of its primary strengths is its dedication to eco-sustainability. The college integrates eco-friendly practices into its educational framework, promoting environmental well-being among all stakeholders. This commitment not only supports a healthier environment but also educates students on the importance of sustainability, fostering a culture of ecological responsibility.

The college’s global engagement is evident from its organization of five international conferences, which underscores its role in the global academic community. These conferences facilitate scholarly exchange and enhance the institution's research culture. Additionally, the college publishes wall magazines regularly, which further stimulates a research-oriented environment, encouraging both students and faculty to explore and share innovative ideas.

Galsi Mahavidyalaya benefits greatly from its skilled and dedicated faculty, who ensure quality education. The support staff also plays a crucial role, contributing to the institution's efficient functioning and smooth operation.

Mentoring and holistic development are integral to the college’s approach. Teachers serve not just as educators but also as mentors, guiding students through both academic and personal growth. The college’s emphasis on enlightenment and comprehensive development prepares students for life beyond academics, equipping them

with the skills and values necessary for future success.

The college fosters a cozy and accessible campus atmosphere, enhancing the overall student experience. Easy access to faculty, support staff, and administrative services ensures that students receive the support they need in a welcoming environment. Additionally, campus security is a priority, with measures such as security guards and CCTV cameras in place to maintain a safe learning environment. This allows students to concentrate on their studies without concerns about safety.

Galsi Mahavidyalaya also observes the anniversaries of eminent personalities, which instills values of national and global significance among students. These observances serve as inspirational moments, encouraging students to emulate positive qualities.

Active NSS units at the college are pivotal in fostering community service and social responsibility. Regular programs organized by these units highlight the college's commitment to engaging with and serving the community, reinforcing the institution's role as a socially responsible entity.

### **Institutional Weakness**

The college currently faces several weaknesses that impact its ability to provide a comprehensive educational experience:

1. **Limited Undergraduate Course Offerings:** The institution offers only six Honours and one General subject in Humanities and Social Sciences, with no programs in Commerce or Science, limiting its academic breadth and appeal.
2. **Absence of Postgraduate Programs:** The college offers only undergraduate programs, limiting opportunities for advanced study and research and hindering further education.
3. **Inadequate Library Resources and Infrastructure:** Due to insufficient funding, the college library suffers from a lack of essential resources and facilities. This deficiency impacts students' access to academic materials and research tools crucial for their educational development.
4. **Missing Gymnasium and Small Auditorium:** The college lacks a gymnasium and auditorium, restricting physical fitness opportunities and the ability to accommodate large student groups.
5. **Faculty Shortages:** The College does not have a rational strength of faculties in all the departments affecting the quality and breadth of instruction.
6. **Impact of Financial Constraints on Attendance:** Financial pressures often lead to irregular class attendance as students may need to juggle family responsibilities or work commitments.
7. **Limited Research Facilities:** As an undergraduate-focused institution, the college prioritizes teaching over research, limiting opportunities for scholarly activities and academic contributions.
8. **Non-Vibrant Alumni Network:** The college struggles with low alumni engagement, which is partly due to the socio-economic and demographic challenges faced by its students.
9. **Increasing Dropout Rate:** There has been a noticeable increase in dropout rates following the COVID-19 pandemic. This trend reflects broader challenges in student retention and engagement, which need to be addressed to improve overall academic continuity and success.
10. **Lack of Parental Awareness:** Insufficient parental supervision is causing higher student absenteeism and lack of seriousness in studies; increased parental involvement is essential for better discipline and academic performance.
11. **Inadequate ICT Resources:**

The lack of ICT-enabled classrooms and computers restricts the integration of technology in teaching, affecting the overall quality of learning.

Addressing these issues will be vital for enhancing the college's educational environment and ensuring that it meets the evolving needs of its student population.

### **Institutional Opportunity**

Galsi Mahavidyalaya is well-positioned to leverage several opportunities that can enhance its educational offerings and institutional reputation. One significant advantage is its convenient location between the rapidly developing cities of Burdwan and Durgapur. This prime location provides the college with numerous benefits, including better connectivity and accessibility. It opens up valuable opportunities for students, such as enhanced exposure to industries, potential internships, and extensive networking prospects. Proximity to these urban centers can facilitate student engagement with the broader economic and professional landscape.

The college's large in-built area presents considerable infrastructure potential. This spacious environment offers the opportunity to introduce new academic streams, such as science and commerce. Expanding into these areas would cater to a wider range of student interests and needs. Such diversification can significantly enhance the college's reputation, attract a broader student base, and contribute to its overall growth and development.

Galsi Mahavidyalaya's commitment to community service is another avenue for leveraging institutional opportunities. By actively encouraging both staff and students to participate in extension activities and the National Service Scheme (NSS), the college can foster a strong sense of social responsibility. Engaging in community service not only contributes to societal well-being but also enriches the educational experience by linking academic learning with real-world applications.

Collaboration is a key area where the college can excel. The institution's aspiration to forge partnerships with top regional, national, and international institutions is commendable. Such collaborations can lead to valuable knowledge exchange, joint research endeavors, and academic enrichment. Building strong networks with leading institutions can elevate the college's academic standing and provide students with broader learning opportunities.

Finally, promoting research interest among students can be greatly supported by initiating a college-level journal. This platform would showcase scholarly work, encourage critical thinking, and nurture a research-oriented mindset. By providing students with opportunities to publish and engage in academic discourse, the college can significantly enhance its research culture and foster a deeper interest in scholarly pursuits.

By capitalizing on these opportunities, we can advance its mission, enrich the educational experience, and strengthen its position as a leading institution in the region.

### **Institutional Challenge**

1. **Demographic Backdrop:** The college is situated in an area with a challenging socio-economic and demographic backdrop. Many of our students come from families where they are the first in their

generation to pursue higher education. To support their studies, they often take on part-time jobs, which can adversely affect their academic performance and examination results.

2. **Decline in the demand and interest in general undergraduate education:** There is a noticeable decline in both demand for and interest in general undergraduate courses among students. This trend underscores the need for a strategic reassessment of academic offerings and career development opportunities to better align with student aspirations and industry needs.
3. **Creating Awareness About Digital Learning Among Economically Disadvantaged Students:** Initiatives to raise awareness and facilitate access to digital learning resources are crucial for economically disadvantaged students. By enhancing digital literacy we can bridge the gap in educational opportunities and ensure that all students benefit from modern learning tools.
4. **Infrastructure Challenges for New Institutions Under CBCS and NEP:** New institutions face significant infrastructure challenges while adapting to the Choice-Based Credit System (CBCS) and the National Education Policy (NEP). Addressing these challenges requires strategic planning and investment to align facilities and resources with contemporary educational frameworks.
5. **Generating Revenue for Infrastructure Management:** Developing sustainable revenue streams is essential for effective infrastructure management. Exploring diverse funding sources, such as grants, partnerships, and alumni contributions, can provide the financial stability needed to maintain and enhance institutional facilities.
6. **Motivating Dropout Students to Return:** Strategies to re-engage dropout students are vital for improving retention rates. Implementing targeted outreach programs, offering flexible learning options, and providing personalized support can encourage former students to return and complete their education.
7. **Enhancing ICT Capabilities for Staff:** Upgrading ICT skills and resources for both teaching and non-teaching staff is essential in today's digital age. By investing in professional development and advanced technology, we can enhance staff capabilities, support a dynamic academic environment, and improve overall educational outcomes.

Addressing these areas with targeted actions will strengthen our institution's ability to provide quality education and support student success.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

As an affiliated institution of the University of Burdwan, Galsi Mahavidyalaya offers Honours programs in Bengali, English, Sanskrit, History, Political Science and Philosophy, alongside a General program encompassing these subjects along with Geography. Since 2017, the college has implemented the Choice Based Credit System (CBCS) across all its programs. While the college does not have autonomy to design its curriculum, it ensures effective delivery through a range of measures.

Before each academic session, the college publishes essential documents such as the Prospectus, Academic Calendar, Central Routine, Programme Outcomes, and Course Outcomes on its website, providing a clear guide for curriculum delivery. Departments also issue their own modules, and routines to enhance transparency. Student performance is monitored through continuous internal evaluations, including written tests, viva voce, quizzes, group discussions, seminars, and projects. Students are categorized into weak and advanced learners, with tutorial classes offered to support those in need.

The college fosters a supportive learning environment through a mentor-mentee system, allowing students to seek assistance from their mentors. Innovative teaching methods are employed, incorporating ICT tools, audio-visual aids, experiential learning, and participatory processes. Cross-cutting issues such as Professional Ethics, Gender, Human Values, and Sustainability are integrated into the curriculum through extracurricular activities. The NSS program offers students opportunities for community engagement through various outreach initiatives. The college has signed a MoU with the SOFT-PRO COMPUTER ACADEMY to introduce a Diploma Course on Basic Computer from the session 2022-2023

Galsi Mahavidyalaya enhances learning through seminars, conferences, workshops, and special lectures. Students can also enroll in add-on courses to develop soft skills, linguistic abilities, life skills, and ICT knowledge. Feedback is regularly collected from students, faculty, parents, and employers through structured questionnaires. This feedback is analyzed to make informed improvements in curriculum, infrastructure, teaching quality, employability, and overall campus experience.

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

Upon admission, students participate in an Icebreaking/Orientation Session where faculty introduce them to the course structure under the CBCS system, the college's infrastructure, code of conduct, anti-ragging policies, zero-tolerance stance on sexual harassment, grievance redressal mechanisms, continuous internal evaluation methods, scholarship opportunities, and the mentor-mentee system. This session ensures students are well-acquainted with essential policies and resources. Despite predominantly using the traditional chalk-and-talk approach, the college integrates ICT and modern teaching methods across all departments to enhance the teaching-learning process, making it more effective, engaging, and student-centered. E-governance has been implemented in planning, admissions, and administration, streamlining these processes and improving efficiency. The college maintains a strong average enrolment rate of over 73.82% during the assessment period.

To address the diverse learning needs of its student body, which includes individuals from various socio-cultural backgrounds and varying learning abilities, the institution employs a range of pedagogical strategies. Departments conduct Aptitude Tests to assess student diversity, categorizing them as slow or advanced learners, and tailor their teaching strategies accordingly. Continuous Internal Evaluation (CIE) is practiced to provide a more holistic assessment of students' performance throughout the academic term. Advanced learners are encouraged to engage in supplementary reading, peer teaching and present their work to the class. Dates for internal examinations are communicated well in advance, ensuring full transparency throughout the process. Any grievances related to internal assessments are addressed promptly, while issues with external examinations are forwarded to the appropriate office for resolution.

Faculty members extensively utilize ICT tools in their teaching to enhance learning. A variety of methods, including participative learning, problem-solving, and experiential approaches, debates, seminars, and group discussions, are employed to enrich the educational experience.

Galsi Mahavidyalaya emphasizes outcome-based education, with Programme and Course Outcomes available on its website. Faculty assess these outcomes through internal assessments, external exams, student progression, employability, and stakeholder feedback for effective and transparent education. The college has 100% of full-time teaching posts filled, with over 72% of faculty holding PhDs. Over the past five years, the college has maintained an average pass rate of 87.35%, showcasing its dedication to academic excellence and student success.

## Research, Innovations and Extension

The institution has cultivated a robust research culture among its faculty, demonstrating a commitment to advancing scholarly inquiry through multiple initiatives. A dedicated Research Sub-Committee has been established to support and encourage faculty involvement in research activities. This committee plays a crucial role in encouraging newly recruited faculty to engage in research by guiding them towards suitable journals for publication and organizing capacity-building programs to equip young researchers with essential knowledge about research methodologies and publication processes. Sharing and showcasing the published works or seminar presentations with the peer is another motivating aspect of the committee. It also promotes participation in seminars and research projects, leveraging funding from prestigious sources such as the UGC, ICPR, ICSSR, MAKAIS, and the Asiatic Society Kolkata.

In 2019, the college successfully organized an international conference titled "Challenges to the Post-colonial Democracies: India and Her Neighbours in South-Asia," supported by a grant of Rs. 2 lakh from MAKAIAS. That same year, the college also hosted an international seminar on "Environment & Literature: Addressing the Struggle for the Co-existence of Civilization and Sustainability." Further demonstrating its commitment to research and academic exchange, the college organized both an international conference and a state-level symposium in 2022.

The faculty's research contributions are notable, with numerous papers published in prestigious international and UGC CARE list journals. Since 2019, one faculty member has also taken on the role of guiding PhD students, underscoring the college's dedication to fostering advanced research.

A summary of research activities from 2018 to 2023 highlights the following achievements:

1. Grants received for seminars: Rs. 2 lakh
2. Research papers published in UGC-listed journals: 33
3. Books published by faculty: 15
4. Faculty members serving as PhD guides: 1
5. PhD students registered: 1

The college's NSS Units enhance community engagement through environmental, health, and gender awareness initiatives, including educational support and cleanliness drives. They organize campaigns like Swachh Bharat, earning praise for women empowerment and community development. The institute's 19 MoUs, including 16 with higher education institutions, bolster research and faculty exchanges.

## Infrastructure and Learning Resources

Galsi Mahavidyalaya is committed to providing a robust teaching-learning environment through well-maintained and continually upgraded infrastructure. The institute is well-equipped with a comprehensive range of facilities designed to support both academic and extracurricular activities. The college boasts 16 classrooms, a seminar hall, and a Geography lab, a computer training centre, all designed to facilitate dynamic academic engagement. The institute has well-furnished rooms for the Principal, IQAC/ Meeting room, General Office Room with desktops, printers, and high-speed internet facility. It also has dedicated Health Room, Boys' Common Room, Girls' Common Room, Students' Union Room, Students and Staff Canteen, Cycle Stand, Open Class, generator, e-waste store room.

Additionally, the History Department's Museum preserves a valuable collection of historical records, enriching the academic experience. It has 27 desktops, 3 laptops, 10 Laser printers 4-scanners, 1 photocopier, and multiple external storage devices. Most of the computing systems are upgraded to Windows 10 OS with antivirus-software to provide protection from malware. The offices, laboratory, library and the seminar hall are connected with LAN/Wi-Fi facility, and the campus has multiple high-speed Wi-Fi routers to provide free internet facility for the use of students and faculty members alike. The college has adopted the CAMS software for automation in areas of office and account related works and has entered into an AMC with a local software farm for its smooth functioning and maintaining administrative efficiency.

The library at Galsi Mahavidyalaya, a key academic resource, houses over 10,000 books and journals, with an annual average expenditure of Rs. 1,04,000 on books, e-books, and subscriptions. It also features rare books in the Sanskrit Department and is partially automated with KOHA. Sports facilities include a playground and courts for volleyball, football, and cricket, plus indoor equipment for table tennis, badminton, carom, and chess. Since 2016-17, the campus has had 100 Mbps Wi-Fi and comprehensive CCTV coverage. The average infrastructure expenditure, excluding salaries and 50% of tuition fees, has been Rs. 23,18,659.80 over five years. Maintenance costs, covering essentials like water purifiers and pest control, constitute 95.85% of the budget.

### **Student Support and Progression**

As a higher educational institute Galsi Mahavidyalaya is dedicated to the holistic development of students, providing comprehensive support through a range of assistance programs aimed at facilitating access to scholarships and career development opportunities. The college actively informs students about various scholarship options, including Kanyashree, OASIS, AIKYASHREE, SVMCM, and Minority Scholarships, ensuring that applications are submitted to the appropriate authorities in a timely manner. Over the past five assessment years, 10,005 out of 11,194 over 89.38% of the student body—have benefited from these financial aids. The college supports needy students through half freeship or full freeship scheme. During COVID-19 pandemic, 13% of the fees were slashed.

To further assist students in their future career prospects, the college operates a Career Counselling and Placement Cell. This cell provides guidance and specialized training for to increase the employability skills and organizes lectures, seminars, and workshops led by experts. In addition to academic and career support, Galsi Mahavidyalaya offers robust student support systems. Faculty members serve as mentors, helping students address personal and academic challenges. The institute also maintains an efficient grievance redressal mechanism, allowing students to submit complaints and seek resolutions conveniently. This system includes a Grievance Box, online complaint submission via the college website, and a clearly defined policy for zero tolerance towards ragging and sexual harassment. The college conducts awareness programs on anti-ragging, sexual harassment, and child abuse to foster responsible citizenship among students. Additionally, we offer certificate and skill enhancement courses designed to equip students with the proficiency needed to excel in the job market.

The college's commitment to student welfare is also reflected in its regular awareness programs, which educate students about institutional policies and available support systems. Cultural and sports activities are frequently organized, providing students with opportunities to display their talents and engage in community building.

## **Governance, Leadership and Management**

Galsi Mahavidyalaya adheres to a governance framework characterized by participatory management and decentralization, reflecting a commitment to integrity, accountability, and transparency. This framework aligns with the guidelines set by the University Grants Commission (UGC), the Department of Higher Education of West Bengal, and the University of Burdwan.

### **Decentralized Governance**

The college uses a decentralized governance model, granting operational autonomy across areas. The Governing Body makes major decisions on development, finance, academics, and collaborations, guided by IQAC and subcommittee recommendations. Leadership is shared among Convenors, Coordinators, and Heads of Departments for diverse functions.

### **Meticulous Planning and Approval Processes**

Progressive initiatives and new proposals undergo thorough discussion and refinement within the Academic Subcommittee, Teachers' Council, or IQAC before they are presented to the GB for approval. This structured process ensures that initiatives are well-vetted and aligned with institutional goals, enhancing strategic planning and implementation.

### **Feedback and Appraisal Mechanism**

A comprehensive feedback system collects and analyzes input from students, guardians, and faculty to drive improvements. Staff performance is evaluated using the AAA framework, reviewed by department heads, the IQAC Coordinator, and Principal, and audited by external experts, ensuring compliance and effectiveness, culminating in a university audit.

### **Staff Welfare Measures**

The college offers various welfare measures for both teaching and non-teaching staff, including Provident Fund, an Employees' Co-operative Credit Society, group insurance schemes, various types of leave, the West Bengal Health Scheme, and the Swasthyasathi scheme. Additional benefits include advances from college funds, festival bonuses, a canteen facility, clean drinking water, and sanitary facilities. Faculty development and training programs are regularly organized to enhance teaching and research skills.

### **Financial Support and Strategic Planning**

The college supports faculty development with strategic financial planning, annual budgets, and audits. It effectively uses philanthropic funds and emphasizes employability through its Career Counselling and Placement Cell, which fosters industry interactions and aligns with NEP and institutional goals to enhance students' job market readiness.

Galsi Mahavidyalaya's governance, leadership, and management practices exemplify a commitment to excellence, transparency, and continuous improvement, ensuring a robust framework for academic and administrative success.

## **Institutional Values and Best Practices**

Inculcating values, ethics, and moral responsibilities is crucial for the success of any academic institution. Galsi Mahavidyalaya exemplifies this commitment through its dedicated efforts to foster a green and sustainable campus. Nestled in agricultural lands, the college emphasizes the importance of resource preservation and green education. Its initiatives include maintaining open spaces, promoting sustainable resource use, and ensuring a plastic- and tobacco-free environment.

The college's environmental efforts are diverse and impactful. Regular plantation programs, maintenance of butterfly and medicinal gardens, pisciculture, and rotational cultivation are integral to its green agenda. Galsi Mahavidyalaya has harnessed solar energy through rooftop panels, implemented rainwater harvesting systems, and installed RO plants for clean water. Additionally, it manages biodegradable waste effectively, resulting in a thriving pond ecosystem, diverse plant species, and a well-maintained water reservoir. These successes are complemented by environmental awareness programs that enhance community engagement and education.

Supporting local farmers by providing irrigation water from the college pond during dry seasons is another significant initiative of the institution. This practice has improved crop cultivation and strengthened community ties, earning recognition from the Galsi Gram Panchayat. However, challenges such as managing pond water levels to preserve the ecosystem and acquiring efficient water transfer equipment remain.

Galsi Mahavidyalaya is also committed to empowering rural communities, with a particular focus on marginalized Muslim women. Serving a diverse student body of 1,740, including 51% from the Muslim community and 64.9% of these being female, the college prioritizes gender equality. It offers workshops, scholarships, and flexible policies to support female students. Safety measures, including a secured campus and active committees, further support this effort. Empowerment activities such as rallies, lectures, and online quizzes on gender sensitization, alongside cultural events and value education, reinforce communal harmony and environmental awareness. The high percentage of female students highlights the institution's significant role in advancing education and empowerment for underrepresented groups. Despite these achievements, the institution faces challenges, including the need for a robust framework, dedicated funding, and ongoing environmental education amidst academic demands.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GALSI MAHAVIDYALAYA
Address	Galsi Station Road, Galsi, Purba Bardhaman, 713406, West Bengal
City	Galsi
State	West Bengal
Pin	713406
Website	<a href="https://galsimahavidyalaya.ac.in">https://galsimahavidyalaya.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Amit S Tiwary	0342-2999052	9732005212	-	galsimahavidyalaya2007@gmail.com
IQAC / CIQA coordinator	Abhisek Karmakar	-	9002035456	-	naacgalsi@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	08-07-2016	<a href="#">View Document</a>
12B of UGC	08-07-2016	<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	Galsi Station Road, Galsi, Purba Bardhaman, 713406, West Bengal	Rural	8.8	1618.74

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali,	36	XII	Bengali	58	43
UG	BA,English,	36	XII	English,Bengali	67	55
UG	BA,History,	36	XII	Bengali	67	36
UG	BA,Sanskrit,	36	XII	Bengali	58	53
UG	BA,Political Science,	36	XII	Bengali	25	18
UG	BA,Philosophy,	36	XII	Bengali	32	17
UG	BA,B A General,	36	XII	Bengali	1030	735

**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				1				9			
Recruited	1	0	0	1	0	1	0	1	6	3	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	14	8	0	22
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				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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	0	1	0	7	2	0	11
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	10	6	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	395	0	0	0	395
	Female	562	0	0	0	562
	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

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	109	99	112	107
	Female	120	155	85	109
	Others	0	0	0	0
ST	Male	8	14	8	12
	Female	16	21	11	15
	Others	0	0	0	0
OBC	Male	68	49	36	59
	Female	107	130	128	110
	Others	0	0	0	0
General	Male	210	266	188	175
	Female	319	376	273	393
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		957	1110	841	980

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The National Education Policy 2020 (NEP 2020), which is the first education policy of the 21st century in India, emphasizes a holistic and multidisciplinary approach to education. We try to inculcate its underlined objectives in areas like: Multidisciplinary Approach: 1. As per the NEP guidelines, the curriculum structure has been designed incorporating multidisciplinary education, an optimal learning environment and a learner-centric approach. To this effect, wider consultations were held through a number of workshops and conferences to create awareness and sensitization about NEP-2020 implementation. A detailed strategic -plan for NEP implementation has been chalked out and phase-wise</p>
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implementation has resulted in to multidisciplinary ecosystem. 2. The policy envisions a holistic and multidisciplinary education, emphasizing intellectual, aesthetic, social, physical, emotional, and moral development. All programmes have been restructured for multidisciplinary options and the Curriculum has been revised to incorporate outcome-based Program Objectives (POs), Program Specific Objectives (PSOs) and Curriculum Objectives (COs). 3. Since the inception of the CBCS curriculum by the University of Burdwan in 2017, all the students have to compulsorily study Environmental Studies which provides an opportunity for multidisciplinary/interdisciplinary approach and this aspect has also been incorporated in the NEP curriculum. 4. The NSS wing of the college conducts many awareness campaigns which are multidisciplinary in nature, such as gender, environment, values, rights, duties and Yoga. The IQAC organizes various seminars, conferences, special lectures and workshops on multidisciplinary topics, such as gender, environment and environmental ethics, education, research, ethics etc. Add-on courses, organized by the various departments, also reveal interdisciplinary aspects to a great extent. 5. The intention is to prepare the students for self-employment rather than requiring them to rely on government employment.

**Flexible Curriculum:** 1. To achieve multidisciplinary education, NEP 2020 calls for a flexible and innovative curriculum. This includes credit-based courses and projects in various domains such as community engagement, environmental education, and value-based education. As per curricula of the affiliating university we use to ensure such academic practices in our college.

**Self-Employment Focus:** 1. NEP 2020 recognizes the need to prepare students for self-employment rather than solely relying on government jobs. We have tried to serve our students in this regard. We organized workshops on photography, Yoga, Physical fitness training, offered add-on-courses etc during the last academic session(s). 2. By offering short-term courses, our college aligns with this goal, empowering students with practical skills for entrepreneurship and self-sufficiency.

**Learning Goals and Outcomes:** 1. As your college prepares to offer multidisciplinary disciplines, defining clear program learning goals and

	<p>unit learning outcomes is crucial. 2. These outcomes should specify the knowledge, abilities, attitudes, and values that students will acquire during their education. In summary, our college's commitment to multidisciplinary courses resonates with the vision set forth by NEP 2020. By fostering holistic development and preparing students for diverse career paths, we contribute to India's educational transformation.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) is a virtual and digital repository that houses information on the credits earned by individual students during their educational journey. ABC is an online centralized credit storing and transferring system that allows students to accumulate and transfer credits earned from different institutions/platforms, enabling interdisciplinary learning and multiple entry-exit points. It promotes student mobility and academic freedom. The National Education Policy (NEP) 2020 and the Academic Bank of Credits (ABC) share the objective of transforming higher education in India to a new dimension. NEP 2020 aims to bring comprehensive reforms, emphasizing multidisciplinary learning, skill development, and flexibility in curricula. Our college being affiliated to the University of Burdwan, which conducts the examination and publishes the results, has not registered directly under ABC to permit the learners to avail the benefit of multiple entries and exit during the chosen programme. However, all credits of the UG students of the college are held in the university's National Academic Depository (NAD) account, from which our students can access them whenever they need. Additionally, students can obtain certificate/information by entering their University Roll number to the BU NAD Digilocker Telegram Bot at <a href="https://t.me/bunaddigilocker_bot">https://t.me/bunaddigilocker_bot</a>. During the last two years the college has conducted several workshops/lectures for the sake of creating awareness among the students stating the benefit of the scheme and creating ABC account of all our students. At present all the registered students of the college have created their Academic Bank of Credit accounts under the Burdwan University NAD.</p>
<p>3. Skill development:</p>	<p>The National Education Policy (NEP) 2020 ascribes significant emphasis on skill development as a core aspect of its comprehensive reforms. The policy</p>

envisions equipping students with practical skills and competencies that are essential for thriving in the modern world. By focusing on skill development, NEP 2020 aims to create a workforce that is well-prepared to tackle the challenges of the 21st century and contribute effectively to the nation's development. This necessitates manufacturing companies to be an integral part of global supply chains, possess core competencies, and embrace cutting-edge technology. The college's dedication to skill development is evident through its successful initiatives, designed to empower students with practical knowledge and hands-on experience. In line with the affiliating University our college has introduced a comprehensive range of new Ability Enhancement Courses (AECs) and Skill Enhancement Courses (SECs) for undergraduate programs. As an affiliated college under the University of Burdwan, Galsi Mahavidyalaya effectively delivers the curriculum related to the Skill Enhancement Courses designed by the University through the various programmes being offered. These courses significantly enhance the skills of the students and equip them with necessary skills. Apart from these the college conducts add-on courses on soft skill development, basic photography, smart photography, spoken English, spoken Sanskrit and has also introduced a Diploma course on Information Technology to enhance the employability skill of the students. The institute organizes life skills courses, such as Yoga, and Self-defense techniques for the female students. The college also conducts multiple ICT Training programmes.

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

The NEP curriculum introduced in 2023 and so do the CBCS syllabus started in 2017 offer opportunity to acquire knowledge about Indian Knowledge system as the curriculum of Bengali, Sanskrit, Philosophy, and History have topics related to the Indian Knowledge system. Bengali provides the students an opportunity to learn about the Bengali literature, its history and culture. Sanskrit provides knowledge about the Vedic traditions, while Philosophy integrates Indian thinkers, Indian values and ethics into its curricula. History also offers knowledge regarding Indian culture, art and heritage. Preservation and promoting of languages is one of the target of the college in future. The college

	<p>organizes cultural programmes to nurture traditional values and culture of India, viz. annual cultural function, cultural competition, annual sports, seminars/special lecture on International Mother-Tongue Day, observation of Yoga Day, observation of the Birth Anniversary of Swami Vivekananda, Iswar Chandra Vidyasagar and other personalities. These endeavors aim to produce well-rounded individuals who are proud of their cultural heritage, equipped with relevant skills, and poised to contribute to the nation's growth and development.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Galsi Mahavidyalaya deeply appreciates the manner in which the NEP perceives the education policy in conformity with the changing employment landscape and global ecosystem. Outcome Based Education or OBE is a tagline which is gaining enormous importance with reference to modern education system. Both Choice Based Credit System (CBCS) and National Education Policy 2020 (NEP), increasingly focus on learners' interests, abilities and skill development making learning process more participative and innovative. The college has always aimed to follow an interactive teaching-learning process in order to make the essence of education more effective, attractive and outcome-based. Having a deeper understanding of the socio-political issues of the nation and society, and the participation of students in youth parliaments, seminars, quiz competitions are encouraged. Our endeavours towards organizing ICT based teaching, seminars, workshops as well as field-trips, educational tours, group discussions, quiz, oral and poster presentation by students etc. are actually evidence of imparting outcome- based education. Since this system of learning is more outcome based and learner centric, our aim is to focus on continuous assessment of learners. The departmental faculty members evaluate the learning outcomes through continuous internal assessment process and by the result of the end semester examinations. The institute calculates learning outcomes based on the result of the students, progression to higher education, placement of students, and feedback provided by them. Through these the students are trained to acquire skills of synthesizing and evaluating the ideas and concepts which will offer an understanding of both normative and empirical virtues of the world.</p>

6. Distance education/online education:	Galsi Mahavidyalaya, as a centre of learning in higher education, has catered to the educational needs of its students since its establishment, and to keep up the commitment of providing quality higher education, faculty members and administration of the college have adapted themselves to the evolving situations, especially during the COVID-19 pandemic phase in the recent past. During the covid situation, our college was one of the first to take early measures to offer online classes, mostly through the Google and some other online platforms. WhatsApp groups were formed for each department to facilitate communication. During COVID-19, we conducted some specialized Add-on courses to boost our students from the reigning monotonous situation that we all were compelled to go through. We maintain infrastructure to support online activities from our campus. Distance education is now within the technical grip of the College. As part of a future initiative, the college will deliver workshops linked to MOOCs in partnership with online learning providers.
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our college has established Electoral Literacy Club (ELC) in the year 2022 as a constructive step towards promoting civic and electoral awareness belonging to the 18-21 age group of students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students' co-ordinator and co-ordinating faculty members are appointed by the College and the ELC is made functional. The ELC of Galsi Mahavidyalaya is also representative in nature. The committee for the ELC has been formed with the Principal, as the Chairman Somjit Roy, Department of Political Science, as the Nodal Officer, and Paritosh Mandal Department of History as Students' co-ordinator. The ELC scrupulously maintains its representative character through inducting SC, ST and OBC students including those from minority communities and also through encouraging women's participation.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	Action plans are prepared by the Executive Committee, in tune with ECI guidelines and instructions, if any, of the DEO, Purba Bardhaman.

<p>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.</p>	<p>ELC of Galsi Mahavidyalaya works to foster the spirit of democracy through following drives: 1. To generate and strengthen the ELC resources 2. To facilitate the students not registered as voters yet 3. To encourage and help students participate in voter awareness campaigns. 4. To encourage the students to participate in MOCK Parliament and Quiz programmes time to time. 5. To create awareness among the students regarding Human rights, Civil Rights, constitutional duties etc.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) of Galsi Mahavidyalaya organized Voter Awareness Camp and Rally to instill a sense of civic duty and responsibility among the students on February 4, 2023. Through interactive sessions and engaging activities, participants learned about the significance of voting, the electoral process, and the role they play in shaping the future of their communities The event aimed to increase voter registration and turnout, fostering a culture of active citizenship within the student body. The Electoral Literacy Programme organized by the ELC on January 25, 2023 was designed to enhance students' understanding of the electoral system and democratic governance. By fostering electoral literacy, the programme aimed to equip students with the knowledge and skills necessary to make informed choices as responsible citizens.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>To instill a sense of civic duty and responsibility among students the college observes the National Voter Day Celebration to encourage young/new voters to take part in the electoral process and is keen on harnessing the potential of the ELC to spread voter awareness by encouraging its students to participate in debate and group discussions.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2376	2410	2094	2163	2151

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: 33

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
33	33	33	11	11

### 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
79.15	50.23	21.35	63.26	49.44

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Galsi Mahavidyalaya, being one of the affiliated colleges of the University of Burdwan follows the syllabi, curriculum and examination guidelines of the University of Burdwan. A strategy is set by the IQAC regarding the general objectives of Choice Based Credit System (CBCS) curriculum delivery which is more detailed, intricate and outcome-based. The college is bound to follow the syllabi and curriculum of the university, and there is no further scope for revision or customization of the syllabi. Three teachers from the Departments of History, Sanskrit and Political Science, being members of the UGBoS take part in curriculum design of the affiliating university. Thus, they contribute to curriculum planning and delivery. Following the curriculum departments prepare lesson plans for effective teaching-learning, using different teaching methods such as \_\_\_\_\_ demonstrative method, project and assignments, along with the conventional chalk-and-talk method. The College Library provides books as teaching and learning aids. The principal with the help of IQAC and the Academic sub-committee monitors the progression of the syllabus of each department in regular intervals.

1. **Lesson Plan:** At the commencement of each academic year, the departments prepare lesson plans along with the program outcomes and course outcomes so that they can be able to fetch a basic idea of the syllabus at the outset of each semester. These are displayed on the college website portraying the tentative number of classes per course, chapter-wise teacher's name, time-frames etc.
2. **Academic Calendar:** The institution prepares the semester-wise Academic Calendar, portraying the details of curriculum-based activities viz., tentative dates of internal or final examinations, other academic activities like conducting lectures or seminars etc. The master routine is displayed on the college website so that the students can afford to get easy access to the curriculum as planned by the affiliating university.
3. **Teaching & Learning Mechanisms:** So far the question of teaching and learning mechanisms is concerned the college uses Information and Communication Technologies (ICTs) based teaching (use of PPT), Participative and Experiential learning, Group discussions, Quiz competitions, student seminars, Educational Tours or Excursions etc. Moreover, during the pandemic when the students went through the most vulnerable period of their academic life, we vigorously introduced online classes through Google Meet/Zoom, Conference Calls or Video Calls which helped the students with their study and examinations. Some faculties uploaded video tutorials to the college website so that the students could get direct access to recorded lectures.
4. **E-prospectus:** The e-prospectus of the college can be fetched at any time from the website of the college. It helps the students to gather basic information about the facilities provided by the college such as courses to be offered, fees structure, intake capacity, Anti-Ragging Cell, Grievance Redressal Cell, National Service Scheme, Health related infrastructure, Girls' common

Room, Boys' Common Room, Playing Ground, Canteen, eco-friendly Campus, Smoke-free campus etc.

**5. Inter-Departmental Faculty Exchange Programme:** We have initiated an inter-departmental faculty exchange programme to cater to diverse knowledge among the students. Through this programme, students are not only enriched intellectually but academic flexibility is also maintained.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 31

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

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 11.22

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
486	258	451	61	00

File Description	Document
Upload supporting document	<a href="#">View Document</a>
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:**

Galsi Mahavidyalaya which comes under the University of Burdwan has not only strictly followed the syllabi as presented by its affiliating university but also promotes some practices related to Professional Ethics, Human Values, Gender Equality, Environmental Sustainability etc. For the regulation of all these issues, the institution gives emphasis both on the traditional teaching-learning process as well as on the field-based activities. Professional Ethics which are the backbone of any institution is heartily adhered to by every faculty of each Department. The Departments, namely\_\_\_\_ Bengali, English, Sanskrit, Philosophy, History, Political Science, and Geography use to organize speeches on ethical value-based issues to enhance value education among students. The faculties of each Department separately arrange meetings with the guardian of the students so that students as well as guardians feel free to share their needs and wishes related to study. Teachers are disciplined and punctual by which they try to ingrain the value of discipline and punctuality among students. Value based speeches are sometimes organized in the institution on the day of commemoration and birthday celebration of some great personalities like-Swami Vivekananda, Rabindra Nath Tagore, Vidyasagar, Mahatma Gandhi, Netaji Subhas Chandra Bose and so on.

The institution has also promoted gender equality which has been proved from the fact that the number of female students enrolled is higher than the male students. Girls always take part in any activities organized by the college, like- any cultural programme, cricket tournament, NSS etc.

Being situated in rural belt and very close to the environment, the institution always ensures taking care of keeping the sanctity of the environment as one among the main objectives of the institution. The

institution not only offers the course 'Environmental Studies' to students theoretically but also engages students practically in the field to keep them understand how to make the environment friendly. This helps students to know nature more closely. The campus encompasses a big garden comprises of diverse species of plants and trees. Apart from the course, the institution has also implemented some eco-friendly project within the boundary of the institution, like- water reservoir, solar panel. At the entrance of the institution there is medical herb garden and flower garden which keep the environment more fresh and healthy. In order to make very use of the land, even the institution has promoted cultivation within its surrounding which involves the active participation of teachers as well as students. The institution has a beautiful pond which is the another best example of biodiversity conservation. Many migratory birds have taken their shelter in the pond in summer which enhanced the environmental beauty of the institution. This campus is known as smoking-free campus. World Environmental Day is celebrated on the 5th June every year whereby the Principal and the NSS team take initiative to plant more trees inside the campus. So this institution can rightly be called a green campus.

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:** 40.28

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

Response: 957

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

File Description	Document
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:** 79.36

##### 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
957	1110	841	980	1018

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

2022-23	2021-22	2020-21	2019-20	2018-19
1337	1337	1187	1187	1134

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 76.42

##### 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
429	468	380	412	430

### 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
602	602	535	535	499

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 72

## 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:**

The institution provides an effective platform for students to nurture their skills, knowledge, attitudes, and values to shape their behaviour in the correct manner. It focuses on the student-centric methods of enhancing the lifelong learning skills of students. All the departments conduct creative programmes to engage the students in the process of participative learning. These participative learning strategies include educational tours conducted by departments in accordance with their respective course curriculum. Projects are completed by all the students on themes related to Environment Studies. The departments arrange group discussions and extempore within the classrooms to equip the students with such skills and make them ready for the jobs in future. During the pandemic situation, students of the Geography Department were encouraged to do field work at home by studying life cycles and species in their own garden and nearby places. Teachers of various departments take student-centric initiatives and attentively listen to the different kinds of problems that the students face and try to solve them at the convenience of the institution. Student-centric methods include use of ICT, demonstration of natural processes, visual aids and diagrammatic representation of topics. The Institution encourages students to acquire and develop problem-solving methods to enhance their soft skills. For these departments adopt various participatory learning and problem-solving methodologies like organizing debates and expert lectures on various topics, performing assignments, regular quizzes and class presentations. The departments also organize students' reading sessions and interactive special lectures delivered by students. The faculty members make efforts to motivate the students to participate in inter-college as well as district-level competitions. Students show their creative exercises in Wall Magazines, stall-making, contributing creative writing to College Annual Magazine *Pratyush* and other departmental activities.

ICT tools complement the traditional teaching-learning methods and the college is highly interested in providing various innovative methods to engage students in long term learning. The college has a computer training centre and a ICT enabled classroom. The faculty members take smart classes with the help of the projector and PowerPoint presentations. At times, teachers also present movie adaptations of texts on various topics.

The college made use of Google Meet, Zoom Classes, Team MS, Google Classrooms for uninterrupted teaching-learning process during the long amid lockdown due to Covid-19 pandemic. All the faculties have conducted classes through virtual platforms and uploaded study materials on the college website. The institution has successfully conducted the examinations through online mode on Google Form. Social media like WhatsApp groups and Facebook accounts are skillfully used by the college along with its website. Students are also suggested important weblinks as references to their curriculum. Various personalities, and professors whose lectures are available on Youtube or other channels, are introduced to the students. Students are also asked to visit websites like Shodhganga, JStore, e-Gyankosh, e-Pathshala and so on. The institution inspires teachers to attend training programmes, workshops, seminars, and conferences related to the use of ICT or innovation in teaching-learning.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

#### 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
33	33	33	11	11

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

### 2.4.2

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

**Response:** 75.21

#### 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
24	23	22	11	11

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

This institution has a strict adherence to the regulation of its affiliating university in the form of Internal Assessment. The modes of the Assessment are percentage of Attendance, Project/Oral Presentation/ written Test/ Viva-voce etc. In order to evaluate the students continuously and comprehensively, Internal Assessment is done in a very fair and transparent way. As per University guidelines the institution conducts Internal Assessment for the students of all the semesters under CBCS and Old (1+1+1) pattern along with continuous internal assessment through class tests, subject-based quizzes, assignments etc. Internal Assessments are conducted for all Core Course, General Elective, SEC and Discipline Specific Elective courses. Full marks for this assessment are 10 and for attendance it's 5. The question papers are set by individual faculty members depending on the topic which has already been discussed and taught in the classes. It is mandatory for all the students to take part in the assessment. Those who fail to appear for the examination on the scheduled dates have to procure proper reason along with proper documents signed by their guardians. If the reason is found to be satisfactory by the college authority, then they are given another chance to appear at the assessment in the form Re-examination system. After the evaluation is done, each and every faculty member in their respective Departments starts motivating their students. Moreover, the guardians of the students are also invited to the college so that they can also be aware of the continuous performance of their wards. The institution has an Examination Committee which supervises the total procedure of all the examinations including the Internal Assessments. The institution does not go beyond the regulations as fixed by its affiliating University in terms of time and procedure of conducting Internal Assessments.

In order to ensure the transparency and fairness of the examination, a Grievance Redressal Cell has been introduced where students can put their complaints and offenses related to anything including the Internal Assessment. This Cell is established with the aim and objective to provide the students an easy mechanism for prompt redressal of their day-to-day grievances. The institution has a Grievance

Redressal Box at the entrance of the college main building. However, presently the college maintains a fully online Grievance launching mechanism. The Grievance Redressal Committee works over every complaint very fairly and in a resolute way. Even after that, if the concerned student is not satisfied by the decision of the Committee, the Committee refers the case to the Chairman and then the Chairman looks into the matter and takes the final decision. The most important of all these is the students' feedback which is collected every year over the issues related to Internal Examinations. This feedback helps the institution to make the procedure of internal examination more student-oriented for the upcoming years.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The Program Outcomes and Course Outcomes adopted for all programs offered by Galsi Mahavidyalaya are in accordance with the curricula issued by the University of Burdwan. Galsi Mahavidyalaya offers 7 programmes at the UG level. In compliance with the syllabi and general outline offered by the affiliating university, the Program Outcomes (POs) and Course Outcomes (COs) are framed by all concerned departments. The course outcomes are developed by each teacher in each subject and submitted department-wise. Following this, course outcomes and programme outcomes are compiled, and following a final review by the concerned teacher, they are posted on the college website for easy access by students.

On the day of the commencement of each academic session, the college conducts an Orientation Programme for the newly admitted students to orient them to the syllabus and curriculum so that they can easily accustom themselves to a new teaching-learning ambience. All teachers create awareness of POs and COs and inform the students of the necessity of attaining these outcomes while addressing them at the beginning of each semester.

Outcomes are framed and posted on the website to make teaching-learning experiences more student-centric. These outcomes provide students with some transferable skills that will help them in higher education, employment and personal development.

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:**

The institution evaluates the performance of students and the degree to which students attain POs and COs through various methods. The following are some methods adopted by the college to evaluate the attainment of POs and COs by students:

**Classroom activities:** The first way of evaluating the attainment of outcomes is through students' participation in classroom discussions and responses to questions generated by the teachers. Students' active participation, spontaneity and accuracy of their answers are some effective ways to gauge students' absorption of course and course outcomes. Class teachers monitor the classroom activities from time to time and arrange extra doubt-clearing sessions for those students who have some doubts or questions regarding the topic.

**Continuous Evaluation:** The academic enrichment of the Students are assessed and evaluated throughout the year at the institutional level through class tests, assignments, and departmental seminars for assessing the attainment level of program outcomes and Course outcomes. The quality of their deliverance and the quality of their content help the teachers to understand if the comprehension demonstrated by students is in accordance with Programme outcomes and Course Outcomes.

**Internal Assessment:** Course outcomes are assessed directly through internal assessment which is conducted in the midst of or at the end of each semester. The performance/results of the students are recorded and preserved both by the departments and the examination committee of the college.

**End Semester University Examination:**

Being an affiliated college of the University of Burdwan (BU), the students of Galsi Mahavidyalaya are required to appear the end-semester examinations as per the BU norms and guidelines. The answer scripts are evaluated by the external examiners appointed by the affiliating university and the students' performance based on their grades helps the institution to evaluate POs based on the course attainment level fixed by the programme.

**Feedback:** Feedback mechanism from students and guardians is an important method to assess the attainment of outcomes, completion of syllabus, and performance of college which helps to understand the effectiveness of teaching-learning process.

**Record of Placement:** One important parameter used to assess the attainment of program outcomes of

UG students is the placement of students in different job sectors upon completion of degree courses. Many students got selected in public and private sectors and the college has kept a record of some of these employed students. The college has a vibrant career counseling cell which helps the students to be acquainted with the present job trend.

**Students' Trajectories towards Higher Education:** The college keeps a record of students' trajectories towards higher education across India which is another parameter to measure the attainment of POs, and COs. All departments try to keep track of pass out students who have cleared competitive exams and also taken admission into Masters, M. Phil and PhD programmes in institutions within and outside state.

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

### 2.6.3

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

**Response:** 77.01

#### 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
253	551	484	282	209

#### 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
539	565	493	374	339

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

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response:</b></p>	
<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:** 0

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

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

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

### 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:**

Galsi Mahavidyalaya has created an ecosystem for research and innovations by taking various initiatives. Following are some initiatives taken by the institution to innovation and transfer:

**Promoting Innovation:** The academic principle of Galsi Mahavidyalaya is to encourage innovation and originality among its students. The college has a Magazine Sub-committee which motivates the students to contribute their original and creative writings for the college's annual magazine *Pratyush*. Besides the annual magazine, students also get an opportunity to showcase their talent in Wall magazine. The institution encourages all departments to publish the wall magazine on a regular basis and each student is encouraged to contribute his/her creative writing to the magazine. These initiatives help the students to broaden their horizons of knowledge and teach them the principles of working in a team.

To keep up with the trends, teachers strive to innovate in the context of pedagogy. The principal

encourages all the faculties to participate in various development programmes across India. Thus, they regularly attend **FDPs, Refresher courses, Orientation Programmes, Short Term Courses, Symposiums and Workshops.**

#### **Research Activities:**

The College has a Research Sub-committee which motivates the faculties to apply for different Government (ICSSR, UGC, ICPR, Asiatic Society) and non-Government projects, grants, fellowships and for research seed money to promote research culture in the college.

The institution encourages publishing research works in **UGC Care-listed journals, Scopus-indexed journals and in books with ISBN.** Students are encouraged to publish in wall magazines and college magazines.

The Research Sub-committee also encourages all the faculties to organize seminars/conferences in the college and to participate in **state/national/international seminars and workshops** to enhance their research performance and to undergo professional development. To promote the research culture, Students are also encouraged to participate in invited lectures organized by different departments, seminars, debates, quizzes etc.

Moreover, the institution collaborates with different academic institutes, signing memorandums of understanding with neighbouring colleges, and providing students with opportunities to participate in extension and co-curricular activities, thereby facilitating the assimilation and dissemination of knowledge.

**Transfer of Knowledge:** The institution collaborates with different academic institutes where our students get an opportunity to assimilate and disseminate their knowledge. MOUs have been signed with many neighbouring colleges where our students get an opportunity to participate in many extension and co-curricular activities.

**IKS:** The institution maintains the tradition of oral transmission of knowledge from one generation to the next by organizing debates, student seminars, workshops, webinars, and other events. The institution works to promote ancient Indian culture and legacy through faculty development programs, faculty exchange programs, cultural events, joint academic endeavours, and the Archive. The history department has archived many ancient materials in the museum in order to enhance students' knowledge about India and its culture.

**Outcomes:** In the last five years, the college has organized **four international conferences, two international** and **two national webinars**, published **two books** and conducted many invited **lectures.**

<b>File Description</b>	<b>Document</b>
Upload 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: 23**

**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
10	2	2	4	5

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response: 1**

**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
10	7	6	6	4

<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:** 1.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	22	17	9	5

<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 college through its two NSS units and cultural sub-committee takes part in a range of extension activities in the local community to raise social awareness and support the holistic development of students. NSS units work in the community with the motto “**Not me but you**” which promotes the ideal of ‘**Leadership with Social Responsibility**’.

**Community Services:** NSS volunteers under the guidance of two NSS Programme officers render community services by taking up clean-up drives, literacy drives, health check-ups, eye check-ups and blood donation camps in association with renowned hospitals and other organizations.

**Awareness Campaigns:** The institution organizes campaigns to raise public awareness on Swachh Bharat, HIV/AIDS prevention, Mental health, Gender equality, environmental sustainability, Drug Abuse, Safe Drive Save Life etc. These campaigns have been organized in order to orient students’ minds to social issues for their holistic development. NSS units have organized rallies on events like the Anti-Tobacco Rally, Safe Drive Save Life and AIDS Awareness Rally. Students voluntarily participate in these extension activities and disseminate their knowledge on these cross-cutting issues among the people.

**Observation of Special Days:** The institution celebrates various days to sensitize the students to concurrent social issues. The institution observes Environment Day on 5th June by planting trees on the college premises and International Yoga Day by performing yoga to the NSS students. Several students and teachers also planted saplings in their homes and surroundings on World Environment Day. On World AIDS Day, the College hosts AIDS prevention seminars in collaboration with the Red Ribbon Club (RRC).

**Organizing Camps:** NSS units of the college organize special camps where various programmes have been organized for the purpose of holistic development of the students. On this occasion, programmes such as campus cleaning, cleaning awareness at the adopted village fair, cultural activities, drawing competition among children at the adopted village, village survey, health check-up camp and Adenovirus awareness camp have been organized.

### **Outcomes:**

- 1.The extension activities have a significant impact on the holistic development and social responsibility of the students. By engaging in community services, awareness campaigns, and various programs, students learn vital life skills, problem-solving abilities, and develop a sense of social responsibility. The institution's motto "Not me but you" promotes the ideal of 'Leadership with Social Responsibility', fostering a culture of social awareness and responsibility among the students. Through these activities, students gain an understanding of cross-current social issues, enabling them to form a society where they can live in unity amidst diversity.
- 2.The motto ‘Not me but you’ teaches the students the ideal of ‘**Leadership with Social Responsibility**’.

**Impact:**

1. The extension activities at Galsi Mahavidyalaya have a significant impact on the holistic development and social responsibility of the students. By engaging in community services, awareness campaigns, and various programs, students learn vital life skills, and problem-solving abilities, and develop a sense of social responsibility. The institution's motto "Not me but you" promotes the ideal of 'Leadership with Social Responsibility', fostering a culture of social awareness and responsibility among the students.

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

**3.4.2****Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

We are delighted to share that our extension activities have received prestigious awards and recognitions from government and government-recognized bodies. These accolades acknowledge our dedication to community service and village development. The college received various appreciations for its varied extension activities. Some faculties were recognized for their contribution to society at large by several prestigious organizations. Many students were awarded by many organizations. On many occasions, students made us proud.

Students' Award: **Dr Sampriya Chatterjee**, an Assistant Professor of the Department of Bengali has been awarded the honour of "Best Volunteer" for her remarkable contribution to poverty alleviation and social welfare by UBUNTU CHARITABLE TRUST on 18.12.2022. This trust is one of the renowned charitable trust that contributes to the overall social and economic development of the vulnerable section of our society. She took active part in the several *Bastra Bitaran* Camps (Distribution of Dress to the poor) over the years, specially during the terrible COVID-19 lockdown days.

**Arindam Das**, Student of History Dept. received honour and recognition for participating in Sampriti Saptaha held on 11 September to 12 September 2019 at the Gushkara Mahavidyalaya, Purba Bardhaman. **Arani Choudhury** student of the English Dept. received the HAMSAVAHINI NRITTYA SAMMAN thrice conferred by the Hamsavahini Dance Festival held in 2019, 2021 and 2023. Another promising student **Deblina Hui**, an Honours student of Political Science received several honours, positions and recognition for her constant performances in the sphere of singing. She took part in the Block Level Cultural Competition as a part of West Bengal Yuva Utsav in 2018.

**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:** 44

**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
17	3	1	8	15

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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

**Response:** 19

<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:**

The main campus of the college consists of the administrative and Arts building which has 14 classrooms for the smooth running of classes, examinations and co-curricular activities. There is a laboratory for the geography department in our institution. The college has a staffroom and a meeting Room. The total number of the teaching and non-teaching staff of the institution at present are 33 and 7 respectively. The college has a make-shift Seminar Hall. The college has a computer centre and a smart classroom. Presently there are a total of 11 computers available for academic purposes. Two rooms in the college have fixed ICT facilities. Over the years the infrastructure of the college has been developed and expanded to keep pace with the demands of new requirements. Teaching-learning has been enhanced by smart classrooms, ICT based lectures, exposure to international conferences etc. To facilitate the students with the co-curricular activities the college maintains exclusive units like NSS. We have a health room where the health check-up camps are held. The college has a special NAAC room for keeping records and to work uninterruptedly for NAAC. The authority has installed 27 CCTV cameras all over the campus. There is a big playground in this college where annual sports and the annual social function take place. The institution has recently inaugurated a spacious canteen for the students and staff. The institution has also inaugurated a computer-centre with 16 computers and 2 esteemed teachers for the benefit of the students. The college possesses a library which consists the books of 7 departments and there is also a journal section. The library has 2 reading rooms, one for the staff and one for the students. There is a sports room packed with various sports equipment. The institution also has a specified room for NSS. The college is renowned for its medicinal garden with different species of medicinal plants. The institution has recently implanted solar system on its roof. The college is well-protected with concrete walls on all sides of the campus. The lush greenery, gardens, open spaces and a huge playground provide a highly congenial environment for academic pursuits. The institution also has a small patch of land used to harvest crop at different times. At the front of the main campus, there is a big pond which enhances the beauty of the college. The pond is the shelter of many migratory birds during the winter season. The sides of the pond are filled with greeneries. The scenic beauty of the college receives high applause from the visitors.

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

**4.1.2**

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

**Response:** 43.91

**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
47.70	27.62	0	31.69	8.66

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

**4.2 Library as a Learning Resource****4.2.1**

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

**Response:**

The college library is a vital learning resource, managed by the librarian and her team, along with the library advisory committee. The library has a total area of 780 sq.mtrs, with a seating capacity of 10 and separate reading rooms for students and teachers with a capacity of 30 each. The library is open from 10

am to 4 pm on working days, with an average of 50 walk-ins per day and 25 books issued daily.

The library has a collection of 10,826 books, with a ratio of 4:1 books to students enrolled. It has a separate journal section and provides open access to both teaching and non-teaching staff members. The library is in the process of automation and creating a website.

The annual expenditure for purchasing books and journals has increased over the last five years, with a total of Rs. 2,56,433 spent in 2022-23. The library contains books from 8 departments and provides previous years' question papers to students.

Teachers are very helpful and spend quality time in the library, assisting students in finding required books. The library maintains an attendance book and a register for student comments. The college provides a library facility to support the teaching and learning process, aiming to maximize resource utilization.

The library organizes an orientation event for new students and maintains communication with academic departments. Books are strategically positioned on racks for easy identification, and the library has adequate storage facilities and a spacious, well-lit reading room. Students can issue books for 15 days and actively participate in library activities. The library updates itself with the latest books and journals to keep pace with the changing education scenario.

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

Galsi Mahavidyalaya, an esteemed institution dedicated to providing quality education, has consistently worked to enhance its Information Technology (IT) infrastructure to meet the demands of its students, faculty, and administrative staff. This report outlines the current IT facilities at the college, with a focus on the Wi-Fi services, the latest updates to the infrastructure, and the available internet bandwidth.

**Wi-Fi Infrastructure:**

The Wi-Fi infrastructure at Galsi Mahavidyalaya plays a critical role in ensuring uninterrupted access to digital resources and online learning platforms. The college provides extensive Wi-Fi coverage across key areas including academic buildings, the library, administrative offices, and common areas.

**Network Coverage:**

Wi-Fi access points have been strategically installed to ensure comprehensive coverage throughout the campus. This setup supports a large number of simultaneous connections, essential for facilitating the online needs of the college's population. The Wi-Fi network is segmented to cater to different user groups such as students, faculty, and guests, each with dedicated SSIDs and tailored access policies to ensure security and manage traffic effectively.

**Recent Updates:**

The most recent update to the Wi-Fi infrastructure was completed in 2023. This upgrade involved the installation of new access points supporting technology named CITY BROADBAND, which offers a significant improvement in terms of speed and reliability over the previous Wi-Fi standards. The update was crucial in addressing the increased demand for high-speed internet access driven by the growing use of online educational resources, video conferencing, and digital submissions.

**Internet Bandwidth:**

To support the academic and administrative functions of the college, Galsi Mahavidyalaya has secured a reliable internet connection with adequate bandwidth. Following the latest upgrade, the college now enjoys an internet bandwidth of 90 Mbps, which is distributed across the campus to ensure that all users have access to the necessary online resources.

**Bandwidth Allocation:**

The available bandwidth is allocated based on the needs of different user groups. Priority is given to academic activities such as online classes, research, and access to educational resources.

For students, the bandwidth allocation is designed to support e-learning activities, including access to online courses, digital libraries, and other educational resources. The network management system allows for dynamic bandwidth allocation, ensuring that critical academic activities are prioritized during peak usage periods.

**Bandwidth Management:**

To make the most efficient use of the available bandwidth, Galsi Mahavidyalaya employs sophisticated bandwidth management techniques. These include traffic shaping and load balancing, which help to distribute the available bandwidth more effectively across different users and applications. This ensures a smooth and consistent internet experience, even during periods of high demand.

The IT facilities at Galsi Mahavidyalaya, particularly the Wi-Fi infrastructure and internet bandwidth, are crucial to the institution's ability to deliver quality education in a digital age. The recent upgrades to the Wi-Fi system and the increase in internet bandwidth to 90 Mbps reflect the college's commitment to providing its students and staff with the tools they need to succeed. Moving forward, continued

investment in IT infrastructure will be essential in supporting the evolving educational needs of the college community.

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

#### 4.3.2

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

**Response:** 125.05

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

Response: 19

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

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 51.67

**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
28.16	20.59	19.69	30.08	37.59

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 maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 89.38

**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
2329	2062	1878	1853	1883

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 2.18

**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
244	00	00	00	00

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 14.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	04	00	03

**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
18	08	26	10	12

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

### 5.2.2

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

**Response:** 22.22

**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
03	05	00	01	05

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response: 7**

**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
02	01	02	01	01

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

**5.3.2**

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

**Response: 5.2**

**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
14	01	03	05	03

File Description	Document
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:**

**Alumni Report of Galsi Mahavidyalaya:**

Galsi Mahavidyalaya, an esteemed institution known for its academic rigor and holistic development of students, has always valued its alumni network. Despite not having a formal alumni association, the college has implemented proactive measures to maintain and strengthen its connections with former students. This report highlights the current state of the alumni engagement, initiatives undertaken and the progress towards establishing a comprehensive alumni association.

**Current Alumni Engagement Initiatives:** In the absence of a formal alumni association, Galsi Mahavidyalaya has adopted several measures to ensure continuous engagement with its alumni. A notable initiative is the introduction of a Google Form, available on the college website, which allows former students to submit their details, share their achievements, and stay connected with the college. This digital approach has enabled the college to create a dynamic database of alumni, facilitating communication and collaboration.

**Departmental Alumni Groups:** Certain departments within the college have taken the lead in fostering alumni relations through their own informal departmental groups. Notably, the Departments of Bengali, English, and History (3 departments) have established active alumni groups. These groups regularly organize reunions, and professional networking opportunities, contributing significantly to the overall alumni engagement at the college. The Bengali, English and History departments' WhatsApp alumni groups have been instrumental in promoting cultural and literary events, providing a platform for alumni to showcase their talents, letting the teachers their whereabouts and mentor current students.

**Progress Towards a Formal Alumni Association:** Recognizing the importance of a unified alumni network, Galsi Mahavidyalaya is actively working towards the establishment of a formal alumni association.

**Conclusion:** Galsi Mahavidyalaya is committed to nurture its relationship with its alumni and recognizes the invaluable contributions they make to the institution's legacy. The ongoing efforts to establish a formal alumni association, coupled with the active departmental groups, reflect the college's dedication in fostering a strong, engaged, and supportive alumni network. As these initiatives continue to evolve, Galsi Mahavidyalaya looks forward to a future where its alumni play an even more integral role in the growth and success of the institution.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

#### **Vision:**

Our college believes in the principle of imparting value-based quality education to enable our students to sharpen their academic competence and tweak their aesthetic sensibility towards building a holistic culture and responsible citizen. Ensuring an open, secular, and democratic intellectual environment in which students from all cross-sections and strata of society can freely exchange their views and build themselves to function not only as responsible individuals but also as efficient and conscientious members of society. Our motto is 'Discipline, dedication and determination'.

#### **Mission:**

We want education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet." – Keeping these words of Swami Vivekananda in mind we try to develop a symbiotic relationship within the institution in general and between the institution and society at large in particular by providing the students with an environment conducive to all-around development of their intellectual, aesthetic, spiritual, and social abilities.

#### **Perspective plan towards accomplishing the vision and mission:**

The University of Burdwan, which the college is affiliated to had implemented NEP 2020 from the academic session 2023-24. With the adoption of NEP 2020, the college is planning to reform or reorient its policies to operationalize it through the future Institutional Plan viz:

1. To introduce new short-term certificate/Add-on/ Value Added Courses on the basis of the demand of the students for enhancing enrolment and diversifying student strength and make them more employable.
2. To encourage students to participate in various co-curricular and extracurricular activities and career awareness programmes for achieving students' excellence and progression
3. To develop a comprehensive system of student mentoring and student support system
4. To ensure transparency and credibility in the process of teaching, learning and evaluation, as well as in academic administration
5. To create a good effective and dependable relation of the institution with its social community by strong effective need-based outreach activities of the college through NSS.

6. To make suitable ties up with various institutes and firms for internship of the students as per the CCFUP of NEP 2020 with the objective of making teaching learning process student friendly, practical oriented thereby increasing their employability skill.

### Decentralization:

Effective leadership is visible in various institutional practices such as decentralization and participative management.

College has a mechanism for providing operational autonomy to the various functionaries to work towards decentralized governance system. The Governing Body, being the apex decision making body, with the opinion of the majority of the members, delegates all the academic and operational decisions through the various statutory and non-statutory subcommittees, namely, Finance Committee, Building Committee, Tender and Purchase Committee and Provident Fund committee, Internal Quality Assurance Cell, Academic Council and to other academic and administrative subcommittees in order to fulfil the vision and mission of the institute. Regular departmental meetings give an opportunity to every member of the department to express their ideas and views on existing programmes and policies and future plans of the institution.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Galsi Mahavidyalaya has an effectively deployed institutional perspective plan and efficient functioning of its bodies. Here are some key elements that likely contribute to this success :

- 1. Clear Policies:** The college maintains and abides by the policies set by the UGC, the HED of the Govt. of West Bengal and the affiliating university the University of Burdwan. The Statutes and Ordinances of the Burdwan University are strictly followed by us. The college, in line with these orders, statutes and Guidelines formed some policies like: Green Policy, Gender policy, Research Policy, Alumni Policy, Grievance Redressal policies etc. All of these are displayed on the website of the college. The college strictly follows Uniform Leave rule and code of conducts for the

different stakeholders of the college, viz. Students, Faculties, Staff etc.

2. **Robust Administrative Setup:** An organized administrative structure helps in the efficient management of resources and processes. The administrative and academic Organogram is displayed on the official website of the college.
3. **Transparent Appointment Procedures:** Fair and transparent appointment procedures are entirely based on government's policies. The West Bengal College Service Commission, being the apex institution responsible for recruiting faculties of the institution sends recommendations to the college and the college use to comply with such recommendations to appoint the candidate who is recommended by the WBCSC.
4. **Comprehensive Service Rules:** Clear service rules and procedures set by the Governemnt of India, Government of West Bengal, the University of Burdwan help in maintaining discipline and consistency within the institution. There is a dedicated service Book committee committee to look after all service related matters of the employees.

These elements collectively ensure that the institution runs smoothly and effectively, supporting its mission to provide quality education and promote research.

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

## 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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The institution has Performance Based Appraisal System (PBAS) for teaching staff following the latest UGC regulations and as notified by the Higher Education Department, Government of W.B. In pursuance to the relevant G.Os of the Government of West Bengal, teachers may offer themselves for assessment and approval or the IQAC of the institution invites applications from the faculty members in the prescribed proforma as per the UGC prescribed Career Advancement Scheme (CAS) guidelines (which include 4th Amendment of UGC Regulation) which are verified and checked by the IQAC and the Head of the Institution and then forwarded to the Screening/Selection Committee comprising of the Government Nominee and the Subject Expert(s) from the affiliating University for assessment and approval. The verified files are then subsequently submitted to the Department of Higher Education, Government of West Bengal for necessary action leading to issuance of order for promotion. During the academic sessions 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 the CAS files of as many as 12 number of faculty members for promotion to the next higher grade/level were approved by the IQAC, verified by the Government/University appointed Screening/Selection Committee and approved by the Government.

The Performance Appraisal System of non-teaching staff is followed as per the West Bengal Service Rules. For non-teaching staff, UGC regulated career advancement scheme is not applicable.

**Welfare**

**Various measures adopted to provide effective welfare for its teaching and non-teaching staff:**

**Financial**

1. Loan facilities from Provident Fund to substantive employees of both categories as per Government rules.
2. Loan Facilities from Employees Co-operative Credit Society formed by the staff Pension, Gratuity and Leave Encashment.

### **Professional development**

1. Organising and permitting to participate in Professional development programmes for both knowledge and skill up-gradation of the teaching and non-teaching staff.
2. Permission is duly granted to participate in Refresher Courses/ Orientation Programmes/ Short Term Courses to the teaching staff for professional development.

### **ICT Facilities**

1. Wi-Fi enabled college campus.
2. Desktop facilities are provided in the Library and Teachers' Lounge for their use.
3. Laptops and projectors for ICT enabled smart classrooms and seminar halls.

### **General Support Facilities**

1. RO based water purifier for drinking water
2. Induction oven in the office for preparing tea and hot water
3. Canteen that serves nutritious and hygienic food.
4. Identity cards for all staff
5. Both categories of staff are granted Casual Leave, Earned Leaves, Medical Leaves and Duty Leaves. Study leave is given to teachers, subject to fulfilment of certain conditions. Maternity Leave and Child Care Leave are allowed to female staff while paternity leave to the male employees
6. Made provisions for enrolment of Teaching Staff under West Bengal Health Scheme and for the Non-Teaching Staff under Swastha Sathi Scheme and his/her dependent family members.

### **Recreational Activities for Physical and Emotional Well-being**

1. Annual picnic organized for both teaching and non-teaching staff.
2. Participation of the staff in games on Annual Sports Day and expression of cultural exuberance on the occasion of celebrations like student's week Bhasha Divas, Fresher's Welcome, Farewell ceremonies and specially on Annual Social Day.

<b>File Description</b>	<b>Document</b>
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: 0****6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
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>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<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: 13.22****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
01	06	07	02	00

**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
00	00	00	00	00

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The institute strives to mobilize funds for infrastructural development and student welfare received from different sources and also by exploiting internal resources. It also takes appropriate steps to optimally utilize the resources following proper procedures. The source of funds is primarily from the Government of West Bengal and the grants received from UGC. The salary component of funds is fully under the jurisdiction of the Government of West Bengal. The college sends proposals for additional grants to the Government of West Bengal and its various local bodies, Local Area Development Fund of MLA/MP of the area, non-government organizations and private firms who donate fund under their CSR scheme as well as the alumni of the college in order to meet the expenses for construction, infrastructural development, repair and renovation of the college building and premises, and other academic, physical and support facilities.

#### Mobilisation of Fund:

During the last five years, the institution received the major fund from Government of West Bengal and through the fees collected under different heads specially under the head, 'Development Fees. The College also received funds from MAKAIAS and some private firms under their CSR scheme for infrastructure development, maintenance and organization of seminar.

#### Utilisation of Fund:

The institution has a Building Committee, Purchase Committee, Library Committee that help in the preparation, division, allocation and utilization of funds received. The allocations are reviewed by the Finance Committee and then ratified by the Governing Body. Utilisation or expenditure part is divided into two categories: recurring and non-recurring. A major part of the income is spent for the welfare of the students, enhancement of sports facilities for the students, students' seminar, students' cultural programmes etc. Recurring part of expenditure also involves the day-to-day expenditure. But, the nonrecurring part of expenditure comprises of the promotion of long-term facilities, such as, augmentation and maintenance of library facilities, laboratory facilities, purchase of instruments, furniture, electrical items etc.

The Principal conducts meetings with the concerned departments or unit, to finalize the allotment of funds requested. The required fund is then approved by the Finance Committee of the college and subsequently all the activities such as inviting tender/quotations, preparing comparative statement and payments, is carried out by the "Central Purchase and Tender Committee" strictly following the Government Guidelines in all purchases.

All purchases are done through tender. Each and every transaction is supported by the voucher. The Purchase Committee determines the policy and procedure for purchasing any item. Each item is purchased by comparing a minimum of three quotations received from different vendors. All collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode. The institution goes through regular financial audits. Internal audits are carried out the auditor appointed by the Governing Body of the college while the external financial audit is done by an external agency, the name of which is provided by the Department of Higher Education, Government of West Bengal

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

The college has a well-organized and active Internal Quality Assurance Cell (IQAC) which keeps a vigilant eye on the quality of the teaching learning process and all-round development of the institution. IQAC has contributed significantly in the following areas

1. Ensuring implementation of the University Regulation, prescribed Curriculum and syllabus: Preparation of Subject wise & Paper wise Lesson Plans, Course Outcome (CO), Programme Outcome (PO), Programme Specific Outcome (PSO), Mentoring of students and arranging for Tutorial, classes for slow learners.

- 2.Data capturing in the National Higher Education Survey and Ranking Frameworks: AISHE & NIRF
- 3.Development and application of institutional quality benchmarks/ parameters for various academic and administrative activities of the institution
- 4.Holding of online interactions with the stakeholders during pandemic for smooth running of Academic and Administrative activities.
- 5.Conducting Orientation/Induction program for newly admitted students by all departments under the guidance of IQAC to provide them information about the college, its mission and vision. Distribution of class routine and Academic calendar to the students. The courses offered are discussed in details to help them select their GE and SEC papers in the respective semesters and modes of examinations are clarified.
- 6.Organization of inter and intra institutional Exchange programs, workshops, seminars on quality related themes: Collaborative study circle or academic activities among the departments of the institution and other institutions which is a very useful technique for academic advancement. **Till the session 2022-23 a total of 19 MoUs** have been signed with various organisations for the overall upliftment of the institution
- 7.Preparing the academic calendar of the college, conducting continuous evaluation of students, organising other kinds of innovative/participative teaching and formative assessment mechanisms as and when necessary
- 8.Promotion under CAS of the faculties: Motivates, monitors and scrutinises the API of the faculties, makes necessary arrangements for the formation of the screening/selection committee for CAS and submission of the proposal to the competent authority of the Government for implementation of the promotion.
- 9.Advanced lectures on career aspects and higher studies in a particular stream are arranged by the departments as a part of the courses to expose the students to the higher education sector and possible job market
- 10.Conducting the Academic & Administrative Audits and Green Audit (started from the 2022-23 Session) of the campus by external experts nominated by the affiliating University
- 11.Introduction of the structured feedback system from the session 2020-21, analysis of which essentially triggers the institute to plan for modification and advancement in different segments of existing teaching-learning protocol.
- 12.Conducting regular meetings to examine the academic departments' performance and creating plan of action to keep the teaching learning process uninterrupted and ensuring constant all-round development of the institution.

In a nut-shell IQAC targets the transformation of the institution from its present condition into an institution of excellence

## 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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Galsi Mahavidyalaya has taken pride in providing adequate facilities and enabling consciousness and sensitization towards gender equality and equity through a number of activities during each year. Gender Equity has been stressed upon by our institution in its extension activities. College tries to provide equitable educational opportunities to girls, regardless of their socioeconomic or cultural roots. The college has completed the Gender Audit which, in educational institutions, is a process for organizational assessment and a tool for action planning from a gender perspective.

#### **Safety and Security**

All girls, regardless of their caste, religion, or any other aspect, have equitable access to educational resources and equipment. The college takes ample measures to make certain the security of all the girl students. A secure and impenetrable surrounding is furnished to shield the dignity and self-respect of the students, especially the girls. Our college campus is under the surveillance of close circuit TVs at strategic points to keep meticulous observation on the discipline of the college. The college has deployed security personnel for 24 hours at the entrance of the college. The College has a boundary wall all around its premises to prevent intruders from entering. Visitors' register is maintained to restrict entry of outsiders into the college premises. To promote a gender-friendly environment, the college establishes an Internal Complaints Committee (ICC), Women Empowerment Cell and anti-ragging cell.

#### **GENDER SENSITISATION INITIATIVES:**

The college has organized sensitization programs to bring about changes in the perception and behaviour of teachers, parents and students towards men and women, girls and boys and to provide them with equal opportunities and treatment. On 8 of March, 2022, International Women's Day was celebrated in the College. Both male and female students participated in the event. Observing the gender equality, the girls are provided with various facilities and special attentions. The NSS unit always motivates girls by making them aware of their social responsibilities. Workshops and webinars are held on "Women and cyber-crime" and "Women and Laws" to make the girls aware of their rights. Regular classes are organised on different women related issues. Anti-ragging Committee and Internal Complaints Committee are formed in the college. In the field of Cultural Activities and Sports, girls have achieved grand success. Their participation in Youth Festival and various competitions proliferate fame both to college and to themselves.

#### **GENDER POLICY OF THE COLLEGE**

- 1.To inculcate gender equity in organizations' values, culture, processes and programmes.
- 2.Practice and support equal pay for equal work.
- 3.Provide an environment that enables both women and men to balance work and family life.
- 4.Maintain gender equity in organizational structures and in staff.
- 5.Promote female representation at senior decision-making positions of the organization.
- 6.Promote teamwork involving both men and women.
- 7.Arrange effective measures for the safety and security of all genders.
- 8.The College attaches utmost importance to gender equity.
- 9.Various issues related to different aspects of gender like gender sensitization and gender equity are prioritized in the college agenda and workshops, seminars and events are conducted regularly to that effect.

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

### 7.1.2

#### The Institution has facilities and initiatives for

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

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

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

### 7.1.3

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

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

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

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

#### **7.1.4**

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

**Response:**

The college takes various initiatives, direct and indirect, to promote an inclusive environment facilitating tolerance, and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities:

1. To uphold the mandate of inclusive education the college is committed to maintain the diversity in the student profile. Under the Government admission policy, reservation of seats applies to SC, ST, OBC-A (Minority), OBC-B and physically challenged (PC) category.
2. A remarkable percentage of the students of the college belong to the minority community. So, the college authority takes particular care towards maintaining harmony among the students. Socio-cultural inclusion of the vulnerable section of our society, precisely the women, and more specifically the minority Muslim women, it may be argued is one of the distinctive qualities of our institution, Galsi Mahavidyalaya. Since the institution is located in a rural area surrounded by

a minority population a large number of Muslim girls enroll in the college each year.

3. A nominal fee structure for all students allows quality education for economically challenged ones. Some students who belong to economically challenged sections also apply to the Principal for exemption of fees.
4. Departments work sincerely to cater for the needs of the first generation learners from socially challenged backgrounds, especially the students of the scheduled tribe category and also organize tutorial classes for the slow learners.
5. The college celebrates special days of national interest such as Independence Day, Republic Day, Netaji's Birthday and so on where all the students, irrespective of the regional, linguistic, communal differences, take active parts.
6. The college also celebrates Red Ribbon Day, Forest Week, World Environment Day, International Yoga Day, Constitution Day throughout the year.
7. The students also organize various cultural events like Freshers' Welcome, Annual Social Function, cultural competitions and such others unitedly, irrespective of their different regional and communal identities.

Promoting communal harmony, tolerance, and national integration through various activities and celebrations is a wonderful way to foster unity and respect among students, which we rigorously practice. The Saraswati Puja celebration is one of the vibrant event that brings everyone together, regardless of their religious backgrounds.

Encouraging a culture of democracy by organizing talks on civic, political, human, and women's rights, along with celebrating significant national and international days, helps students understand and appreciate their rights and responsibilities as citizens. Efforts for instilling ecology and environmental consciousness are the integral part of our regular activities. Activities commemorating World Environment Day, World Water Day, and other such events, along with maintaining a plastic-free, carbon-neutral, and green campus are set a great example for students to follow. A plastic-free, carbon-neutral and green campus, carbon measures for waste management, use of solar power and use of LED lights etc silently conveys the message of being individually and collectively responsible for our environment.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice: 1****Title of the Practice: GO GREEN - THINK GREEN AND ACT GREEN**

**Objectives of the Practice:** Green Campus initiatives are becoming essential in advanced educational frameworks due to the urgent need to address radical global changes threatening our environment. Galsi Mahavidyalaya aims to foster a healthy and eco-friendly environment through various green initiatives. The primary objectives include:

1. Maintaining a high ratio of open and clean spaces relative to constructed areas.
2. Sustainable use of traditional energy and natural resources.
3. Promoting renewable resource utilization and groundwater replenishment, while raising awareness among students and the community.
4. Ensuring a natural, plastic-free, and tobacco-free campus environment.

**The Context:** Galsi Mahavidyalaya is located amidst nature, surrounded by agricultural lands. The college's eco-friendly focus ensures that water and other resources are preserved for future generations. As infrastructure needs grow, there's a risk of using non-eco-friendly materials. Hence, it is crucial to educate students and the community about green practices.

**The Practices:** The college has implemented numerous initiatives to promote an eco-friendly campus:

1. Regular plantation programs.
2. Maintenance of two butterfly gardens and one medicinal garden by a dedicated gardener.
3. Pisciculture in the college pond to maintain the pond ecosystem.
4. NSS units oversee campus cleanliness.
5. Rotational cultivation of indigenous crops in the campus.
6. Groundwater recharging through a rainwater harvesting pit.
7. Installation of two RO drinking water plants and a sanitary napkin vending machine to ensure health and hygiene.
8. Strict prohibition of single-use plastics and tobacco on campus.
9. Organization of seminars and conferences on environmental issues and conducting environmental audits.

**Evidence of Success:** The college has seen notable successes from its green initiatives:

1. The campus pond, spanning one acre, has become a breeding ground for migratory birds, enhancing ecological importance and campus beauty.
2. The campus hosts around 900 plants, including over 20 species of large trees, 16 varieties of flowering plants, and 100 medicinal plants of 18 varieties, improving the campus environment.
3. Guests are welcomed with saplings instead of flower bouquets.
4. A water reservoir has been constructed to capture rooftop rainwater to replenish groundwater.
5. Rooftop solar photovoltaic panels have been installed to harness renewable energy.
6. NSS units have conducted environmental awareness programs, including tree planting and anti-pollution campaigns.
7. An international conference on environmental issues was held in 2019 on campus.
8. The introduction of a sanitary napkin vending machine in the girls' common room has enhanced hygiene awareness among female students.

9. Biodegradable materials are used and disposed of in an eco-friendly manner by the local gram panchayat's solid waste management scheme.

**Problems Encountered and Resources Required:** The primary challenge in sustaining eco-friendly initiatives is developing a robust institutional framework. Allocating separate funds for green practices is essential. Support from local bodies like the Panchayat and Block Development Office is also needed. Generating environmental awareness and promoting nature-friendly behaviour among students require continuous efforts, which can be challenging due to other academic and extracurricular commitments or a lack of resources.

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### **Best Practice: 2**

#### **Title: WATERING HOPE: EMPOWERING LOCAL FARMERS THROUGH INNOVATIVE IRRIGATION SUPPORT"**

#### **Objective of the Practice:**

The primary aim of this practice is to assist local farmers by providing irrigation support from the college pond, thereby strengthening the relationship between the institution and the community. The objectives include:

1. Providing water from the college pond to local farmers, particularly during dry seasons or as needed, while ensuring that the ecological balance of the pond's flora and fauna is not disrupted.
2. Enhancing the bond between the institution and the surrounding society by actively aiding local farmers.

#### **Context:**

Agriculture is crucial to the country's economy, with many people dependent on farming for their livelihood. The community in Galsi predominantly engages in agriculture, and the land on which Galsi Mahavidyalaya is situated was originally used for farming. The college acquired this land from local farmers, and the college pond, existing before the institution's establishment, was once a vital irrigation source for surrounding fields.

#### **The Practice:**

Since its inception, Galsi Mahavidyalaya has upheld its commitment to supporting local agriculture.

Each year, during the sowing season, farmers request water from the college pond if their usual irrigation source, the DVC canal, falls short. The college assesses the pond's water level to ensure that the extraction of excess water does not harm the pond's ecosystem. If the water level allows, the college permits the farmers to use the water for irrigation.

Farmers then organize the necessary arrangements to transfer the water to their fields. This practice not only aids in crop cultivation but also fosters a positive relationship between the college and the local community. By addressing the irrigation needs of local farmers, the college builds a strong bond with the surrounding residents, especially when other water sources are insufficient.

#### **Evidence of Success:**

1. The Galsi Gram Panchayat has officially acknowledged the college's support in providing irrigation water from the college pond.
2. The college has photographic evidence of water being supplied to nearby farms from the pond.
3. Farmers have provided testimonials confirming the benefits of receiving irrigation water from the college, and essential documents have been collected to support these claims.

#### **Problems Encountered and Resources Required:**

1. **Water-Level Constraints:** The college faces challenges with water levels in the pond, which may not always permit the removal of water without impacting the pond's ecological balance. Ensuring that the needs of the flora and fauna within the pond are not compromised is a priority.
2. **Lack of Equipment:** The college lacks the necessary equipment, such as pumping machines and long pipes, which are crucial for transferring water efficiently. Even if the water level permits extraction, the absence of appropriate equipment can hinder the ability to provide water to farmers unless they have or can arrange for the required tools.

The college's commitment to supporting local agriculture and strengthening community ties through irrigation assistance demonstrates a meaningful approach to fostering institutional-community relationships while addressing agricultural needs. However, resolving challenges related to water levels and equipment shortages remains essential for sustaining and enhancing this valuable practice.

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

### **7.3 Institutional Distinctiveness**

### 7.3.1

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

**Response:**

## **1. Empowerment of Rural Populace with Special focus on Women Empowerment**

Socio-cultural inclusion of the vulnerable section of our society, precisely the women, and more specifically the minority Muslim women, it may be argued is one of the distinctive qualities of our institution, Galsi Mahavidyalaya. Since the institution is located in rural area surrounded with minority population, a large number of Muslim girls use to enrol in the college each year.

The college is surrounded by more than hundred villages among which majority of the students come from villages like Babla, Askaran, Kurkuba, Khetura, Galidram, Sarul, Ura, Galsi, Dayalpur, Budbud, Paraz, Mankar, Irkona Pursha etc in the District of Purba Bardhaman.

### **Statistical Evidence**

Women constitute a vital wing of the human civilization and their education contributes to the overall development of society. It was not always possible for women specially those coming from the minority Muslim families to travel a long distance for their higher education and often their journey of attaining knowledge ended after their school in the past. Hence the college authority decided in the very beginning to make proper arrangements for imparting higher education to women at their doorsteps in this rural agricultural belt of Galsi and over the years Galsi Mahavidyalaya has succeeded in fulfilling their dream.

In the current session the college has 1740 students on roll among which 632 students are male and 1108 are female (63.67%). Of them 879 students belong to minority Muslim community which constitute 51% of total admitted students. Out of total 879 Muslim students 570 are Muslim girls comprising the male-female ratio of 3:5. The share of Muslim female among the Minority students is 64.9% which shows that a large number of minority girls are taking the fruit of higher education from Galsi Mahavidyalaya. The statistics show that a considerable degree of Muslim girls register each year in the college and empower themselves in all respects; in academic sphere as well as diverse spheres of practical knowledge.

### **Practices related to the promotion of Gender Equality**

1. The College ascribes utmost importance to gender equity.
2. Various issues related to different aspects of gender like gender sensitization and

gender equity is prioritized in the college's agenda and workshops, seminars and events are conducted regularly to that effect.

3. Scholarships and other forms of financial aids like *Kanyashree* are there for the girl

students;

4. The College ensures that human resource policies are flexible for women and men and are family-friendly.
5. The College administration has regularly supported employees in terms of granting maternity leave, child care leave and so on.
6. The College has a well-functioning active 'Gender Sensitization and Women Cell' along with an 'Anti-Ragging Committee', 'Internal Complaints Cell' and 'Grievance Redressal Cell' that are committed to provide a free and fair environment to the students, specially female students in the College;
7. The College has put up Display Boards where the names and contact details members of all these Committees are displayed;
8. Separate Girl's Common Rooms and Specified Toilets for female students are provided within the college campus to promote gender equity.
9. The college is well protected with boundary wall all around the campus and is also 24x7 under CC-TV surveillance with the disciplinary committee of the college in action throughout the week creating a sense of safety and security for the female students.

Besides these, the college rigorously arranges programmes in the form of seminars/conferences/workshops for the overall development of women. Some of these are\_\_\_\_\_

- a. In 2017 the Women & Gender cell arranged a Rally to spread **awareness based on Women's Sensitization**.
- b. On 23rd January 2018, a drawing Competition was arranged on Gender Sensitization;
- c. On 14/8/2019 Dr. Tulika Chakraborty, Assistant Professor of Bangabasi College, Sealdah, Kolkata, delivered an Invited Lecture on "*Kanyabhrun Hatya o Bharotiyo Somaj*" (Illegal aspect of killing a female fetus);
- d. An Invited Lecture on Gender Equality and Women Sensitization was arranged by the cell on 03.01.2024 by Smt. Chandra Mukhopadhyay. Her lecture explored the vulnerable condition of women in

our society and through her deliberation, she intended to create awareness for the betterment of the society.

## **Education for Peace, Communal Harmony and Environmental Consciousness**

1. Communal harmony, tolerance and national integration are promoted through invited talks, cultural programmes and celebration of pan-Indian festivals, commemoration of special days etc. value education classes for non-Christians and Value orientation or Motivational talks by faculty members are conducted every week. Students are given total freedom to observe their religious practices and customs with full sincerity and respect.
2. The college organizes the *Saraswati Puja* in the campus with huge pomp each year, where students irrespective of their religious sects take part with full enthusiasm. This may be regarded as one of the best practices towards the promotion of Communal Harmony and secular values among the youths of our society.
3. Promotion of a culture of democracy by arranging talks on civic rights, political rights, human rights, women's rights etc, celebration of Independence and Republic Day, Constitution Day, International Women's Day etc.
4. Ecology and environment consciousness instilled among students by organizing a number of activities to commemorate World Environment Day, World Water Day, World Soil Day, World Forest Day, and Energy Conservation Day. A plastic-free, carbon-neutral and green campus, carbon measures for waste management, use of solar power and use of LED lights etc silently convey the message of being individually and collectively responsible for our environment.

The overall ambience, amenities, facilities provided and the parental care of the teachers and non-teaching staff have instilled a sense of mental strength and belief in the female students and their families which has led to such a high ratio of female students (63.67%), more than 51% of which belong to the minority Muslim families. The percentage of female students in this college, majority of which come from minority families is something that is not seen in any of the colleges under this University and this makes institution distinctive from many others.

## 5. CONCLUSION

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### Additional Information :

Galsi Mahavidyalaya exemplifies a holistic approach to education, integrating community engagement, academic partnerships, and student support to create a dynamic and supportive learning environment.

**Community Engagement** stands as a cornerstone of the college's mission. Outreach programs, health camps, and awareness workshops not only address local issues but also instill a sense of social responsibility in students. These initiatives enhance practical learning by connecting students with real-world challenges and community needs.

**Academic Partnerships** are a strategic focus, with the college actively seeking collaborations with local industries and educational institutions. These partnerships facilitate practical training, internships, and research opportunities. Such collaborations are essential in equipping students with the skills required for successful careers.

**Student Support Services** are comprehensive, encompassing career counselling, psychological support, and academic mentoring. These services are tailored to help students navigate both academic and personal challenges, ensuring their overall development and well-being.

In the realm of **Cultural and Artistic Development**, Galsi Mahavidyalaya fosters creativity through art exhibitions, drama performances, music concerts, and literary festivals. These events offer students valuable platforms to showcase their talents and engage with diverse cultural experiences, enriching their educational journey.

**Environmental Initiatives** reflect the college's commitment to sustainability. Through campus clean-up drives, tree planting programs, and waste management campaigns, Galsi Mahavidyalaya promotes an eco-friendly campus, reinforcing its dedication to environmental conservation.

The **Alumni Association** though not registered but the **Network** plays a crucial role in supporting current students. By offering mentorship and networking opportunities, alumni provide invaluable insights and resources that enhance students' educational and career prospects.

Looking ahead, the college is focused on **Future Developments**. Plans for new academic buildings, modern laboratories, upgraded library facilities and improved e-governance aim to create an enhanced learning environment and address the evolving needs of the student population.

Finally, **Diversity and Inclusion** are fundamental to the college's ethos. Galsi Mahavidyalaya actively fosters a diverse campus environment, ensuring equitable opportunities for all students to participate in academic and extracurricular activities.

Through these comprehensive efforts, Galsi Mahavidyalaya continues to reinforce its position as a leading educational institution, committed to both academic excellence and community enrichment.

### Concluding Remarks :

Galsi Mahavidyalaya is dedicated to cultivating students into well-rounded, morally grounded, and socially conscious individuals. Its vision aligns with a mission to foster a dynamic learning environment that emphasizes critical research, inclusivity, and the development of skills essential for the global workforce. The college is committed to continuous improvement, focusing on advancing infrastructure, expanding educational programs, and strengthening community connections. By transforming challenges into opportunities, Galsi Mahavidyalaya aspires to become a leading higher education institution in its rural region, aiming to provide every student with the chance to excel both academically and personally, and thereby make a meaningful societal impact. Over the years, the college has distinguished itself as a prominent institution devoted to empowering underrepresented groups, with a significant proportion of its students being female and a majority coming from minority Muslim backgrounds.

The college's dedication to supporting its students is evident in its teaching learning and extension activities, comprehensive library facilities, and active engagement in cultural and sports events. These efforts contribute to both academic and personal growth, significantly benefiting students, particularly girls from agricultural backgrounds. The integration of community service through NSS units and ongoing enhancements to campus infrastructure highlight the institution's commitment to becoming a regional leader in higher education.

Galsi Mahavidyalaya has established a formidable research culture among its faculty by consistently engaging in rigorous seminars, conferences, and publications. This sustained effort underscores the institution's unwavering commitment to advancing scholarly inquiry. Despite encountering challenges like limited guidance and financial support for first-generation students, classroom shortages, and inadequate ICT resources, the institution is actively implementing proactive measures to address these issues. The college's resilience and dedication to overcoming these obstacles are noteworthy. By continuing to focus on these areas, Galsi Mahavidyalaya is well-positioned to create an inclusive and innovative educational environment. Its steadfast commitment to providing quality undergraduate education and fostering holistic development underscores a promising future trajectory for the institution.