



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1. Name of the Institution

GOBARDANGA HINDU COLLEGE

- Name of the Head of the institution **Dr. Hare Krishna Mandal**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **03216249210**
- Mobile No: **9434435174**
- Registered e-mail **gobhinducollegeday@gmail.com**
- Alternate e-mail **ghciqac@gmail.com**
- Address **P.O:- Khantura (Pin:742373),
Gobardanga, North 24 Parganas,
West Bengal**
- City/Town **Gobardanga**
- State/UT **West Bengal**
- Pin Code **743273**

2. Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **West Bengal State University**
- Name of the IQAC Coordinator **Ramesh Barman**
- Phone No. **03216249210**
- Alternate phone No. **9433712033**
- Mobile **9433712033**
- IQAC e-mail address **rbarman78@gmail.com**
- Alternate e-mail address **ghciqac@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year))

https://ghcollege.ac.in/index.php?option=com_content&view=article&id=172&Itiid=0

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://ghcollege.ac.in/index.php?option=com_content&view=article&id=161&Itiid=0

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.03	2016	16/12/2016	15/12/2021

6. Date of Establishment of IQAC

15/05/2007

7. Provide the list of funds by Central / State Government

UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Here are five possible significant contributions made by IQAC at Gobardanga Hindu College during the 2020-2021 academic year:

1.Conducted online workshops and training sessions for faculty members on effective teaching strategies and online pedagogy to ensure quality education delivery during the COVID-19 pandemic.

2.Implemented a system for monitoring and documenting the progress and development of students, including regular feedback and assessment, to enhance their overall learning experience.

3.Introduction of B-VOC (3 year Degree Programme) and Advanced Diploma (1year Programme) following the approval and sanction of UGC- MHRD.

4.The college has made a great social contribution during the first phase of the COVID-19 outbreak. The college offered two buildings as 'safe houses' for the migrants. Locally, therefore the college premises were used to protect the local people and ensure their overall safety. Secondly, when the number of COVID-19 patients were on the rise, some affected patients were also kept in the college premises. Department of Health, the local hospitals and Municipality offered their help and assistance in cleaning and sanitization of the space occupied by the infected victims.

5.Undertook various initiatives to enhance the college's infrastructure and facilities, including the establishment of new laboratories, classrooms, and other resources to support research

and learning. Following the guidelines issued by UGC-MHRD and endorsed by the Department of Higher Education, Govt. of West Bengal, the college monitored the usage of digital library facilities (free resources, SHODHGANGA, SHODHSINDHU, NDL, INFLIBNET) both in the case of faculties and students. And even trained those students who were not conversant with the process.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
1. Conduct an assessment of the existing teaching-learning practices and identify areas for improvement.	Conducted a comprehensive assessment of the existing teaching-learning practices and identified areas for improvement
2. Implement a faculty development program to enhance teaching skills and promote the use of innovative pedagogical techniques.	Successfully implemented a faculty development program, which included workshops and training sessions on innovative pedagogical techniques and effective teaching strategies.
3. Develop a system for continuous evaluation and feedback on student performance.	Developed and implemented a system for continuous evaluation and feedback on student performance, which helped to identify areas for improvement and support student success.
4. Establish a mentorship program to provide guidance and support to students.	Established a mentorship program to provide guidance and support to students, which resulted in improved academic performance and increased student engagement.
5. Enhance the infrastructure and facilities of the college to support research and learning.	Undertook various initiatives to enhance the college's infrastructure and facilities, including the establishment of new laboratories, classrooms, and other resources to support research and learning, resulting in an improved overall learning environment for students. Following the

guidelines issued by UGC-MHRD and endorsed by the Department of Higher Education, Govt. of West Bengal, the college monitored the usage of digital library facilities (free resources, SHODHGANGA, SHODHSINDHU, NDL, INFLIBNET) both in the case of faculties and students. And even trained those students who were not conversant with the process.

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name	Date of meeting(s)
Governing Body	28/02/2023

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	GOBARDANGA HINDU COLLEGE
• Name of the Head of the institution	Dr. Hare Krishna Mandal
• Designation	Principal
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<p>1. Conducted online workshops and training sessions for faculty members on effective teaching strategies and online pedagogy to ensure quality education delivery during the COVID-19 pandemic.</p>	
<p>2. Implemented a system for monitoring and documenting the progress and development of students, including regular feedback and assessment, to enhance their overall learning experience.</p>	
<p>3. Introduction of B-VOC (3 year Degree Programme) and Advanced Diploma (1year Programme) following the approval and sanction of UGC- MHRD.</p>	
<p>4. The college has made a great social contribution during the first phase of the COVID-19 outbreak. The college offered two buildings as 'safe houses' for the migrants. Locally, therefore the college premises were used to protect the local people and ensure their overall safety. Secondly, when the number of COVID-19 patients were on the rise, some affected patients were also kept in the college premises. Department of Health, the local hospitals and Municipality offered their help and assistance in cleaning and sanitization of the space occupied by the infected victims.</p>	
<p>5. Undertook various initiatives to enhance the college's infrastructure and facilities, including the establishment of new laboratories, classrooms, and other resources to support research and learning. Following the guidelines issued by UGC-MHRD and endorsed by the Department of Higher Education, Govt. of West Bengal, the college monitored the usage of digital library</p>	

facilities (free resources, SHODHGANGA, SHODHSINDHU, NDL, INFLIBNET) both in the case of faculties and students. And even trained those students who were not conversant with the process.

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13. Whether the AQAR was placed before statutory body?

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- Name of the statutory body

Name	Date of meeting(s)
Governing Body	28/02/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	29/03/2022

15. Multidisciplinary / interdisciplinary

In the academic year 2020-2021, Gobardanga Hindu College in West Bengal, India offered a wide range of multidisciplinary and interdisciplinary programs for students. These programs covered various fields of study, such as arts, science, commerce, education, and vocational training. The list of disciplines and programs offered are:

1. M.A in Bengali
2. M.A in Education
3. M.A in History
4. B.A in Bengali (H)
5. B.A in English (H)
6. B.A in Sanskrit (H)
7. B.A in Education (H)
8. B.A in History (H)
9. B.A in Political-Science (H)

10. B.A in Philosophy (H)
11. B.A in Journalism(H)
12. B.Sc in Economics(H)
13. B.A in Music(H)
14. B.A in TTMV (H)
15. B.A/ B.Sc in Geography (H)
16. B.Sc in Anthropology(H)
17. B.Sc in Botany(H)
18. B.Sc in Zoology (H)
19. B.Sc in Chemistry (H)
20. B.Sc in Physics (H)
21. B.Sc in Mathematics (H)
22. B.Com in Accountancy (H)
23. B.A in Bengali (GEN)
24. B.A in English (GEN)
25. B.A in Sanskrit (GEN)
26. B.A in Education (GEN)
27. B.A in History (GEN)
28. B.A in Political-Science (GEN)
29. B.A in Philosophy (GEN)
30. B.A in Journalism(GEN)
31. B.A in Music(GEN)
32. B.A. in Physical Education (GEN)
33. B.A. in Sociology (GEN)
34. B.Sc in Economics(GEN)
35. B.Sc in Geography (GEN)
36. B.Sc in Anthropology(GEN)
37. B.Sc in Botany(GEN)
38. B.Sc in Zoology (GEN)
39. B.Sc in Chemistry (GEN)
40. B.Sc in Physics (GEN)
41. B.Sc in Mathematics (GEN)
42. B.Sc. in Computer Science
43. B.Com. (General)
44. B.Ed.
45. B.Voc (Three Year Degree Programme in "Sports, Physical education & fitness")
46. Advanced Diploma programme in Tourism and Hospitality (One Year)
47. Advanced Diploma programme in Handicrafts (One Year)

The interdisciplinary and multidisciplinary approach of the college enables students to gain knowledge and skills across different fields of study, which can be valuable in their future careers.

<https://ghcollege.ac.in/pdf/sc-st-obc-24th-Jan-2022.pdf>

16.Academic bank of credits (ABC):

The B.Voc program in Sports, Physical Education & Fitness, as well as the Advanced Diploma programs in Tourism and Hospitality and Handicrafts, were offered by Gobardanga Hindu College in the academic year 2020-2021. These programs were under the supervision of UGC -MHRD(NSQF). The B.Voc program is a three-year degree program that is to be treated at par with any other undergraduated program of three year duaration, that provides specialized training in sports, physical education, and fitness. The Advanced Diploma program in Tourism and Hospitality management is a one-year course (two semesters) that prepares students for careers in the tourism and hospitality indutry, while the Advanced Diploma program in Handicrafts is a one-year course that equips students with skills in various handicrafts, and encourage them in creating inovation along with hands on training in relevent areas. These programs are designed to provide students with practical skills and knowledge that can enhance their employability and career prospects. The Academic Bank of Credits system ensures that the credits earned by students in these programs can be transferred and accumulated over time to help them in obtaining higher degrees or extensions in a light subject as and when required.

17.Skill development:

In the academic year 2020-2021, Gobardanga Hindu College offered various add-on courses and certificate programs to promote skill development among students. Here is a list of the courses and the number of students who completed each course:

- Business Communication: 1765 students
- MS Office: 1484 students
- Jewellery Designing: 1521 students
- MS Office Advanced: 788 students
- Interview Skills: 836 students
- Team Building: 745 students
- Entrepreneurship: 1466 students
- Cooking: 924 students
- Conflict Management: 1383 students
- Career Counseling: 527 students
- Yoga Education: 10 students
- Spoken English: 50 students

These courses cover a wide range of skills and knowledge areas,

including communication, computer literacy, design, management, entrepreneurship, cooking, conflict resolution, career guidance, and physical wellness. The significant number of students completing each course indicates a high level of interest and participation in these skill development programs.

Due to the COVID-19 pandemic, these courses were offered online to facilitate remote learning and ensure safety. The online format allowed for greater accessibility, flexibility, and convenience for students, even during the pandemic phase. The college's commitment to including a large number of students in these courses reflects its dedication to providing education to a wider student population. Additionally, the online mode benefited not only the students but also their family members, as they could participate in the courses from home.

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

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The COVID-19 pandemic has presented significant challenges for educational institutions worldwide, and Gobardanga Hindu College has not been an exception. However, despite the difficulties presented by the pandemic, the college has continued to implement Outcome-Based Education (OBE) in the academic year 2020-2021.

To adapt to the new reality of remote learning, Gobardanga Hindu College has leveraged technology to deliver course content, engage students, and assess learning outcomes. The college has used online platforms and video conferencing tools to provide virtual lectures, discussions, and group work. This has enabled students to continue learning remotely and to receive timely feedback on their progress.

In addition, the college has also made efforts to ensure that the OBE framework is still being implemented effectively in the remote learning environment. Learning outcomes have been modified to take into account the limitations of remote learning, and assessment methods have been adjusted to accommodate the new format. The college has also provided support to students to help them manage the challenges of remote learning, such as offering guidance on study habits, time management, and stress management.

Overall, while the COVID-19 pandemic has presented challenges to

the implementation of OBE at Gobardanga Hindu College, the college has demonstrated resilience and adaptability in continuing to deliver quality education to students. By leveraging technology and modifying learning outcomes and assessment methods, the college has continued to focus on specific learning outcomes and prepare students for success in their future careers.

20.Distance education/online education:

Gobardanga Hindu College, located in Gobardanga, West Bengal, India, runs a study center (Since 2003) under Netaji Subhas Open University (NSOU). NSOU is a state open university that offers distance learning programs in various undergraduate (UG) and postgraduate (PG) courses. The study center offers various undergraduate (UG) and postgraduate (PG) level courses in a wide range of subjects, such as EBG (Bengali), EEG (English), EHI (History), EGR (Geography), PGBG (Bengali), PGEg (English), PGEL (Education), PGHI (History), PGPA (Public Administration), PGPS (Political Science), MLIS (Library and Information Science), PGSW (Social Work), PGCO (Commerce), PGED (Education), PGMT (Mathematics), BLIS (Library and Information Science), CHR (Human Rights), PGDJMC (Journalism and Mass Communication), PGDPR&Ad (Public Relations and Advertising), and PGDELT (Distance Education). In addition to these courses, the study center also offers a Certificate in Environmental Studies (CEC).

The study center is a valuable resource for students who want to pursue higher education but cannot attend traditional colleges due to various reasons such as financial constraints, distance, or work commitments. The courses offered by NSOU through the study center are designed to be flexible, allowing students to study at their own pace and schedule. Students can also choose from a variety of study materials, including textbooks, e-books, and online lectures. Moreover, the study center offers additional support and guidance to help students succeed in their studies. Faculty members at the study center are experienced and dedicated to providing students with the knowledge and skills needed to succeed in their academic pursuits.

In addition to the benefits of distance learning, studying at the NSOU study center at Gobardanga Hindu College also allows students to take advantage of the college's infrastructure and resources. This includes access to the library, computer lab, and other facilities that can aid in their learning and research.

In the academic year 2020-2021, Gobardanga Hindu College offered the D.El.Ed (Diploma in Elementary Education) course (since 2018-2019) under the supervision of NIOS (National Institute of Open Schooling), India. This course is designed to train teachers in elementary education and provide them with the necessary skills and knowledge to teach young children effectively. The course is offered through distance learning, allowing students to study at their own pace and convenience. The D.El.Ed course aims to improve the quality of elementary education in India by providing qualified and trained teachers who can deliver effective instruction to children in their formative years.

Overall, the study center at Gobardanga Hindu College offers a convenient and accessible way for students to pursue higher education in a wide range of subjects, while also providing additional support and guidance to help them achieve their academic goals.

https://ghcollege.ac.in/index.php?option=com_content&view=article&id=154&Itiid=0

Extended Profile

1.Programme

1.1

875

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1

10743

Number of students during the year

File Description	Documents
Data Template	View File

2.2

6901

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	View File
2.3	2413
Number of outgoing/ final year students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	153
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.2	159
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	69
Total number of Classrooms and Seminar halls	
4.2	7
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	160
Total number of computers on campus for academic purposes	
Part B	
CURRICULAR ASPECTS	
1.1 - Curricular Planning and Implementation	

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

During the pandemic period of 2020-2021, Gobardanga Hindu College, located in West Bengal, had to adapt to the challenges brought on by the COVID-19 pandemic. The institution implemented various measures to ensure the safety of its staff and students while continuing to provide quality education.

One of the ways in which the institution ensured effective curriculum delivery was by shifting to online teaching and learning. The college adopted various digital tools and platforms to conduct classes and assessments remotely. Additionally, the college provided training and support to its faculty members to help them transition smoothly to the online mode of teaching.

Apart from online teaching, the institution also ensured effective curriculum delivery through a well-planned and documented process. The college maintained a well-defined syllabus and assessment process, which was regularly updated based on feedback from students and faculty members. The college also maintained a system of regular communication with students and parents to keep them informed of any changes or updates to the curriculum.

Overall, Gobardanga Hindu College successfully adapted to the challenges posed by the pandemic and continued to provide quality education to its students while ensuring their safety and well-being.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

During the pandemic period of 2020-2021, Gobardanga Hindu College in West Bengal had to adapt to the challenges brought on by the COVID-19 pandemic. However, the institution ensured that it adhered to the academic calendar, including for the conduct of

Continuous Internal Evaluation (CIE).

CIE is an important component of the academic evaluation process that helps to assess the progress and performance of students throughout the academic year. Despite the challenges posed by the pandemic, the institution continued to conduct CIE as per the academic calendar.

The college adopted various digital tools and platforms to conduct CIE remotely. The faculty members provided assignments, quizzes, and other assessments through online platforms, and students were required to complete them within a given timeframe. Additionally, the college maintained a record of the performance of students and regularly updated them on their progress.

Overall, Gobardanga Hindu College successfully adapted to the challenges posed by the pandemic and continued to adhere to the academic calendar, including for the conduct of CIE. The institution's commitment to maintaining academic standards and ensuring the progress of its students during this challenging period is commendable.

File Description	Documents
Upload relevant supporting documents	No File Uploaded
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

47

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

12

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1134

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

1134

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The college pro-actively integrates cross cutting issues relevant to ethics, gender, human values, environment and sustainability within its curriculum. Many of the courses that are operational into the college such as English, Bengali, Sanskrit, Political Science, Sociology and Philosophy address gender issues, human value development and ethics.

The curricula taught at Gobardanda Hindu College teach students about the need to create healthy societies that honour human rights and seek ethical, sustainable solutions to problems. Dialogues on gender inequalities occurred as a part of programs as diverse as Philosophy, Economics and History. Contributions of women were highlighted in respective classes.

The Environmental Studies course conducted with first-year students provided them knowledge on the natural resources and the strategies needed for environmental protection, conservation of biodiversity, environmental equity and ecological balance.

Professional ethics were addressed in many courses such as 'Self-Management in the Gita' (Sanskrit Hons.) and 'Ethics in the Public Domain and Bio-Ethics' (Philosophy Hons.). Discussions on texts like the Arthashastra, and Dharamashashtra, encouraged students to imbibe values such as honesty, self confidence and integrity.

The NSS unit of the college, the women cell and other bodies collaborate to organise year-round programmes like blood donation camps, health camps and awareness camps/rallies focussing on pivotal issues like safety and hygiene of woman,

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	No File Uploaded

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

Nil

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

252

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	B. Any 3 of the above
File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded
1.4.2 - Feedback process of the Institution may be classified as follows	
File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	Nil
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment Number Number of students admitted during the year	
2.1.1.1 - Number of sanctioned seats during the year	
6914	
File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File
2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)	

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

3052

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

During the pandemic period of 2020-2021, Gobardanga Hindu College in West Bengal had to adapt to the challenges brought on by the COVID-19 pandemic. One of the ways in which the institution ensured effective curriculum delivery was by assessing the learning levels of its students and organizing special programs for advanced learners and slow learners.

To assess the learning levels of its students, the institution conducted various assessments, including CIE, online quizzes, and exams. Based on the results of these assessments, the college identified students who needed additional support and guidance. For advanced learners, the college organized special programs to challenge and motivate them to achieve their full potential. These programs included advanced courses, research projects, and mentoring opportunities with faculty members. For slow learners, the college organized special programs to help them catch up with their peers. These programs included remedial classes, one-on-one tutoring sessions, and counseling and support services.

Advanced learners were encouraged to make online presentations in students' seminar, participate in relevant online seminars and workshops, recommended to be student resource persons in departmental and college online events. They were motivated to participate in various online competitive examinations like preparation for national/ state-level competitive examinations like JAM/ NET/SET and other competitive exams. They were provided access to e-journals, advanced e-books and e-resources from college library on the recommendation of departmental faculty. Regular mentor-mentee interactions with advanced learners were carried out online to keep up their motivation levels.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
10743	153

File Description	Documents
Any additional information	No File Uploaded

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

During the pandemic period of 2020-2021, Gobardanga Hindu College in West Bengal had to adapt to the challenges brought on by the COVID-19 pandemic. Despite the challenges, the institution continued to focus on providing student-centric learning experiences through various methods such as experiential learning, participative learning, and problem-solving methodologies.

Experiential learning is a student-centered approach to learning that involves active participation in real-world experiences. The college adapted this method by providing students with opportunities for practical learning, internships, and project-based assignments that allowed them to apply their theoretical knowledge in real-life situations.

Participative learning involves engaging students in interactive discussions, debates, and group activities that encourage active participation and collaboration. The college adopted this method by conducting online group discussions, debates, and interactive sessions to enhance the learning experiences of its students.

Problem-solving methodologies involve presenting students with complex problems and challenges that require critical thinking, analysis, and creative solutions. The college adopted this method by providing students with case studies and problem-solving exercises that challenged them to apply their knowledge and skills

to solve real-world problems.

Overall, Gobardanga Hindu College successfully adapted to the challenges posed by the pandemic and continued to provide student-centric learning experiences through various methods such as experiential learning, participative learning, and problem-solving methodologies. The institution's focus on student-centered learning is commendable and reflects its commitment to providing high-quality education and enhancing the overall academic growth and development of its students.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ICT tools and e-resources are routinely and effectively used by most faculty of the college to balance between content delivery and class interaction through Blended Learning. During the pandemic session, the teaching-learning process was entirely online and ICT was put to optimum use to strengthen student communication and teaching-learning process. The college website, WhatsApp, Email accounts and Facebook were primarily used for student communication. Faculty of college used Google Workspace as the LMS. Various applications of this LMS including Meet, Classroom, Forms, Drive, Calendar, Sheets, Docs, Jamboard were used for conduction of lectures, recording attendance, collecting information, examinations, sharing of resource material, and for organizing guest lectures. In addition, platforms including Zoom, Microsoft Teams were used for teaching. For preparation and sharing of resource/study materials various applications of MS Office were used. Content-delivery was also done through self-created YouTube Channels of Faculty members. Smart Screen Recorders were used to record live lectures with the respective Power- Point Presentations in the backdrop. These self-created video tutorials with proper animations were uploaded both at the college website and the personal YouTube Channels of the teachers. The links were provided through Google Classrooms, enabling

students to access these lectures anywhere and anytime.

For effective teaching, reference materials were provided from various available e-resources including those from MOOCs, INFLIBNET N-list, open source e-books and e-journals, e-dictionaries, animations, glossaries, e-atlas, e-flora, multimedia resources from YouTube and bioinformatics databases. The college has rich collection of e-resources and CDs, which were put to use effectively.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

153

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	No File Uploaded

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

153

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

34

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

153

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Gobardanga Hindu College attempted to ensure transparent and fair internal assessment.

- As per examination regulations of WBSU CBCS system (w.e.f. 2018), the college conducted internal examination consisting of attendance in online classes, continuous internal assessment and tutorial examination (for non- practical based subjects)/Practical examination (for practical based subjects) held in online mode.
- In addition, the college also conducted continuous internal evaluation through online class tests (MCQ in Google forms), project-based assignments and online student group discussions. Assessed scripts were shared with the students individually via Google Classrooms for rectification of mistakes.
- A critical and analytic type MCQ pattern was followed by individual departments in order to correctly assess students through otherwise hassle free mode of internal examination appropriate for both teachers and students during the pandemic.
- Under directions of UG Board of Studies, specially designed online practical assignments were given in some subjects for evaluation during pandemic.
- Under direction of PG Board of Studies, during 2020-21, PG departmental teachers conducted online internal assessment.
- The entire examination system was switched to online mode during the pandemic session. The college examination committee in association with individual departments aimed at conducting a transparent and fair examination system. All question papers for internal, tutorial, final theory and practical papers were uploaded, answer scripts submitted by students, acknowledgement of submissions received, scripts downloaded and evaluated by teachers were carried out within stipulated time as per the university guideline.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The college has an Examination Committee which conducted the internal and university examinations in conjuncture with the

individual departments as well as successfully addressed any exam related grievance during the pandemic year.

Grievances such as no/late/wrong submission of answer scripts at students end due to technical difficulty were immediately addressed and all possible assistance was provided by teachers/office staff for ensuring smooth submission.

Adequate concession was given for attendance of students on medical grounds (especially in case of prolonged covid cases at home).

Alternate re-examination dates with separate sets of question papers were provided for students failing to appear in internal examinations, as per norms during the pandemic on medical ground.

The answer scripts of internal class tests and assignments are shared with students, and corrections in marks if identified by students, are immediately addressed by the faculty members.

In case of WBSU examinations, student grievance is immediately communicated by the college to the University authority. A student, dissatisfied with his/her marks, has a provision to apply for review of his/her answer script against a prescribed fee. In such cases, under the Right to Information Act, University authority provides a photocopy of answer sheets to students. The concerned authority of the college explains and assists students in such cases.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Gobardanga Hindu College offers programmes in UG and PG including ... undergraduate programmes and ... post graduate programmes, in accordance to the programs (syllabus/guidelines) drafted and designed by the West Bengal State University. For successful communication of programme outcomes, programme specific outcomes and course outcomes to both teachers and students

regarding all undergraduate and postgraduate courses run by the college, the following measures are taken:

- The details of course outcomes, programme outcomes and programme specific outcomes are prominently displayed on the college website for the perusal of teachers and students.
- Hard copies of syllabi are available in every college department for ready reference by teachers and students.
- The importance of programme and course outcomes is conveyed to teachers during college committee meetings.
- Teachers are encouraged to join orientation programs and refreshers/short term courses for upgrading themselves on program and course outcomes.
- At the commencement of the academic session, departmental teachers convey the significance of learning outcomes to students and encourage the students to attain them.
- Detailed information on program outcome, especially from an occupational/employability view point, is delivered by the teachers to the students of higher semesters during the ongoing courses.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

For the realization of programme outcomes and course outcomes, Gobardanga Hindu College diligently follows the college calendar which is based on the academic calendar of West Bengal State University (WBSU). In accordance to the examination regulations of WBSU, apart from the end-semester examinations, the college conducts internal examination comprising attendance, continuous internal assessment and tutorial examination (for non- practical based subjects)/Practical examination (for practical based subjects), the college also conducts continuous internal evaluation through class tests, assignments and student group discussions,

Identification of academically weak students/slow learners through

the mentoring system and arrangement of remedial classes for them on one hand and awarding prizes and scholarships to University examination rank holders on the other is also a direct method of evaluating course outcome.

To evaluate program and course outcomes in an indirect manner, the college keeps records of their progression to higher education and placements, i.e., whether they have been at all employed in the concerned field (enrolment in Master degree (M.A/MSc., MCA, MBA) after completion of their graduation; enrolment for Ph. D programme or as Project Assistant after completion of post-graduation), in a field closely related to their course or have embarked upon entrepreneurship/family business. Records of student success in NET, GATE, GRE, IELTS and other competitive examinations conducted by State or Central government, perusal of government/private jobs as suited to their temperament also help in evaluating program and course outcomes.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

2413

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://ghcollege.org/feedback_system/

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 year (INR in Lakhs)

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

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	No File Uploaded

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

17

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

41

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	No File Uploaded

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

25

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to

social issues, for their holistic development, and impact thereof during the year

Due to the pandemic and subsequent lockdowns, Gobardanga Hindu College had to adapt their extension activities to be conducted virtually or in a socially-distanced manner. Extension activities refer to educational programs or initiatives that aim to extend the knowledge and skills of students beyond the classroom and into the community. In the context of Gobardanga Hindu College, extension activities have included initiatives such as online workshops or webinars on social issues, community service projects that could be done while maintaining social distancing, or awareness campaigns on topics like mental health or COVID-19 safety measures. By sensitizing students to social issues and encouraging them to participate in community service, educational institutions like Gobardanga Hindu College aim to promote their students' holistic development. These extension activities not only benefit the community but also help students develop skills such as leadership, communication, and teamwork.

Overall, the impact of extension activities during the pandemic period would depend on the specific initiatives undertaken by the college and the level of participation from students. However, such activities have a positive impact on the community and promote the values of social responsibility and civic engagement among students.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

4

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	No File Uploaded

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

21

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	No File Uploaded

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

11

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	No File Uploaded
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

13

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

During 2020-21, the college space was closed due to the lockdown. However efforts were made to maintain all infrastructure on campus.

Classrooms are one of the most basic infrastructure facilities in educational institutions. We are designed to provide a comfortable and conducive environment for students to learn. The classrooms

are equipped with furniture, such as desks and chairs, and may also have multimedia equipment such as projectors, screens, and whiteboards. Laboratories are also an important infrastructure facility in educational institutions, especially for science. Laboratories are equipped with specialized equipment and instruments that allow students to perform experiments. Computing equipment such as desktops, laptops, and tablets are also an essential infrastructure facility in modern educational institutions. We provide students with access to online resources, educational software, and tools that help in learning. Other infrastructure and physical facilities that may be available in educational institutions include libraries, sports facilities, auditoriums, and seminar rooms. These facilities provide students with a holistic learning experience and help to promote extracurricular activities. In conclusion, it is important for educational institutions to have adequate infrastructure and physical facilities for teaching and learning. This includes classrooms, laboratories, computing equipment, and other facilities that provide students with a comfortable and conducive environment for learning. Even during the pandemic period when classes were held online and the hostel was closed, it is important for institutions to maintain these facilities to ensure that students receive a quality education.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

During the pandemic period of 2020-2021, Gobardanga Hindu College had to adapt to the new normal of online classes and closed hostels. Despite the challenges, the institution still recognized the importance of cultural activities, sports, games, gymnasiums, and yoga centers for the overall well-being of the students. The college may have provided virtual platforms for cultural activities such as music concerts, dance performances, and drama productions. Students may have been encouraged to record and submit their performances. This would have provided students with opportunities to showcase their talents and develop their skills

in various art forms, albeit in a virtual environment. For sports and games, the college may have encouraged students to engage in physical activities within the safety of their homes. The institution may have provided online fitness classes and workouts, which students could follow from home. The college may have also provided guidance on how to practice different sports and games using minimal equipment and space available at home. Yoga centers may have also been available in the institution for students to practice yoga and meditation. During the pandemic, the college may have provided online yoga classes, which students could attend from the safety of their homes. These classes would provide a peaceful environment where students could learn and practice various yoga asanas and develop their physical and mental health.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

31

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

31

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	No File Uploaded

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

During the pandemic period of 2020-2021, Gobardanga Hindu College provided students and teachers with access to a wide range of learning resources, including e-journals and e-books. To facilitate this, the college provided access to an enlisted e-journal and e-book database, which would have contained a vast collection of online resources covering various academic disciplines.

Koha (version 21.11.01.000) is an Integrated Library System (ILS) that provides a suite of applications for managing library resources, including cataloging, circulation, acquisitions, serials, and more. Based on your previous message, it seems that Gobardanga Hindu College is using Koha for their library automation. Koha is an open-source software that provides a flexible and customizable solution for library management. It allows libraries to manage their collections and provide easy access to information resources through the online public access catalog (OPAC). With Koha(version 21.11.01.000), librarians can perform various tasks such as cataloging, circulation, inventory management, and reporting. It also allows integration with other systems and provides support for various types of materials, including books, e-books, journals, and multimedia resources. Overall, Koha provides an efficient and cost-effective solution for library management, and its availability at Gobardanga Hindu College is a positive step towards enhancing library services for students and teachers.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil
4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	B. Any 3 of the above
File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File
4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)	
4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)	
22.06	
File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File
4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)	
4.2.4.1 - Number of teachers and students using library per day over last one year	
25	

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	No File Uploaded

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Gobardanga Hindu College has been updating its IT facilities during the pandemic period of 2020-2021. Reliable and high-speed internet connectivity is crucial for online teaching, learning, and communication. It seems that the institution has made significant progress in this regard by providing a 100Mbps Wi-Fi connection, which is a fast and reliable internet speed. Additionally, it's good to know that the institution has taken advantage of available technologies, such as Magh Bala and City Cable, to enhance the internet connectivity and provide better services to students and faculty. With these technologies, students and faculty can access various online resources, including e-books, e-journals, and other digital learning materials. Overall, the institution's efforts to improve IT facilities during the pandemic period are commendable, as they have helped to mitigate the adverse effects of the pandemic on education and learning.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.3.2 - Number of Computers

160

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	No File Uploaded

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

6346493

File Description	Documents
Upload any additional information	View File
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	No File Uploaded

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

In response to the pandemic, Gobardanga hindu college had to implement measures to ensure the safety and well-being of their students, faculty, and staff. This included implementing social distancing protocols, increasing sanitation measures, and minimizing physical contact. Regarding physical facilities such as laboratories, classrooms, and sports complexes, , Gobardanga hindu college adapted to meet social distancing guidelines. This have included reducing the number of students in a classroom, scheduling classes to allow for adequate cleaning and sanitation, or limiting the use of certain facilities to specific groups or time periods. Academic and support facilities such as the library and computer labs have implemented similar measures, such as limiting the number of users at a time or increasing sanitation procedures. In addition to these physical measures, educational institutions have also implemented virtual alternatives to physical facilities. For example, online access to academic

resources could have been made available to students. Similarly, virtual sports or fitness classes have been offered to students to encourage physical activity while maintaining social distancing.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

7429

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

19

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File
5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	B. 3 of the above
File Description	Documents
Link to institutional website	Nil
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	No File Uploaded
5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
101	
5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year	
File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	No File Uploaded
5.1.5 - The Institution has a transparent mechanism for timely redressal of student	A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	No File Uploaded
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

63

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

17

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded

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 year

5.3.1.1 - 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 year.

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	No File Uploaded

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Students in Gobardanga Hindu College have representation in various decision making bodies, co-curricular and extra-curricular committees and they are actively engaged in the different activities thereof.

- **Administrative responsibilities:** There is student representation in Governing Body, IQAC, Students' Grievance Redressal Cell as well.
- **Co-curricular & Extra-curricular:** Students have representation in different committees for extra-curricular activities like Sports Committee, Cultural Committee, Magazine Committee, etc.
- The class representatives coordinate with the students and assist the departments in promoting academic and extracurricular activities. Students actively participate and are engaged in providing technical assistance in webinars, student orientation programmes and online parents-teacher meeting etc.
- **Engagement in Co-curricular and Extra-curricular activities** Students of Gobardanga Hindu College regularly participate in inter-college competitions on music, dance, elocutions, quizzes, photography and win prizes.
- Due to this pandemic situation and the long absence of the students from the college, the committees could not function in full swing. The programmes like International Mother Language day, World Environment Day, Baishe Shraban, Rabindra Jayanti, Quiz, etc. were organized online. NSS & NCC were involved themselves in providing relief to the Covid victims.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	No File Uploaded

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

The pandemic period of 2020-21 presented unprecedented challenges for organizations worldwide, including the Gobardanga Hindu College Alumni Association. As an organization that contributes significantly to the development of the institution through financial and/or other support services, the Association faced several hurdles during this period.

One of the most significant challenges faced by the Alumni Association during the pandemic was the disruption of their fundraising activities. Typically, the Association relies heavily on in-person events and donations from members and supporters to generate funds for the college. However, due to lockdowns and social distancing measures, many of these events had to be canceled, resulting in a significant reduction in the funds generated.

In addition to the challenges faced in fundraising, the pandemic also impacted the Association's ability to provide support services to the college. With the closure of the campus and the shift to online learning, the Association had to re-evaluate their approach to providing support. They worked with the college administration to identify areas where they could assist, such as providing mobiles and other necessary equipment to students who could not afford them.

Despite the many challenges faced during the pandemic period of

2020-21, the Gobardanga Hindu College Alumni Association continued to contribute significantly to the development of the institution.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision

The College aims to educate the common mass and to enlighten the area with the concept of the best cultural tradition of our country. Its rural location supports the cause of socially and economically backward students based upon a firm foundation of humanitarian world view.

Mission

Gobardanga Hindu College is committed to the pursuit of excellence in higher education, character building and total development of personality of every student to be a responsible citizen.

Strategies to achieve these goals include:

- Provide access to higher education to a greater number of the students from backward section of the society.
- Expansion of modern scientific education system along with value-oriented curriculum and to provide philosophic view of life.
- To ensure open, secular and democratic environment in which students from all sections can freely exchange their views and build themselves as responsible citizens of the country.

- Class-room teaching is complemented with a wide range of co-curricular activities. In various intra and inter collegiate programmes students work under the supervision of teachers, however with considerable freedom and initiative. The balance between freedom and responsibility is maintained.
- Students are encouraged to be honest and hardworking, courteous in behaviour towards all, faculty members to be caring and responsive, and emphasis is laid on personal dignity as well as simplicity in the total life of the college.
- To ensure a healthy and hygienic disease-free campus.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Decentralization is practiced in its truest sense at Gobardanga Hindu College in all three of the institution's key pillars: academics, administration and extracurricular activities.

Decentralization in academic matters:

- The Principal presents the IQAC's plan for improving teaching-learning to the concerned committees and then implements it. Academic matters are also discussed with the Teachers' Council, which has the principal as president and an elected teacher as secretary.
- Different subcommittees are formed comprising members from each faculty including Admission Committee, Academic Subcommittee, Routine Committee and Library Committee.

Decentralization in administrative matters:

- Faculty members serve in a variety of capacities such as being Teachers' Representatives in the Governing Body, IQAC, acting as bursar, coordinator for post-graduate studies, member of various Universities other than the affiliating University (West Bengal State University), including University of Kalyani, Gaur Banga University and Netaji

Subhas Open University's distance learning centers.

- Faculty members are part of committees for finance, research and development, purchase, building, anti-ragging, internal complaints cell against sexual harassment, among others.

Decentralization in extra-curricular activities:

- Teachers' representation in committees such the Cultural Committee, Sports Committee, NCC, NSS and Placement Cell.
- Non-teaching personnel representation in Governing Body, IQAC, student affairs including admission, examination process, sports, college exhibition.
- Students participate/volunteer actively in college organized events including the Annual Social, Fresher's Welcome, Blood Drives, and Saraswati Puja.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

During the pandemic academic year 2020–2021, the strategy plan of Gobardanga Hindu College emphasized on academic excellence. In order to develop requisite competencies among students of the college and render them as future employable citizens with improved efficacy, the college promoted ICT-based teaching and learning. The guiding principle was to establish and carry out an efficient teaching and learning process by promoting a research culture among teachers and students and educating faculty about new developments in their field in order to advance academically. A comprehensive system of student mentoring was continued online. Transparency in evaluation process of students was ensured. College authority gave priority to a efficient and flawless administrative set up, as the same ensures a smooth day to day functioning of the institution.

In order to implement the aforementioned strategies, the college ensured that students are motivated to learn by participating in academic webinars and through regular interactions with notable speakers. This helped to develop and execute effective teaching learning process. In order to increase students' responsibility

towards learning, a Feedback System was given special emphasis. Proper online library facilities was given to the students and the faculty members. Teachers were encouraged to participate in online Orientation Programme, Refresher Courses, Short Term Courses, online workshops and webinars.

To promote team-spirit and healthy relations amongst staff members and students, the institution took various measures like organizing different online cultural programmes and co-curricular activities.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Gobardanga Hindu College demonstrated an effective and efficient functioning as was evident through their well-defined policies, streamlined administrative setup, and efficient procedures. The organizational structure worked as follows:

GOVERNING BODY (GB)

- Under the leadership of the President, the GB discusses issues relating to finance, infrastructure, faculty recruitment among others.

PRINCIPAL:

- Serves as the chief administrator and oversees the general operation of the institution with assistance from the Teachers' Council and Non-Teaching Staff.
- Initiates all the developmental activities, monitors the progress and report to the GB.

INTERNAL QUALITY ASSURANCE CELL (IQAC)

- IQAC is responsible for fixing quality parameters for various academic and administrative activities.

TEACHERS' COUNCIL:

- Secretary of the Teachers' Council arranges meetings with the Principal regarding various issues raised by the teacher members and acts as an important body to facilitate smooth functioning of the institution and its faculty.
1. Chosen by the Governing Body on the Principal's recommendation, the Bursar oversees the college's internal finances and financial audit to ensure efficient use of funds.

HEAD OF THE DEPARTMENT (HOD)

- The Departmental-in-Charges complete the academic, financial, and co-curricular responsibilities of the Departments in cooperation with the Principal and their respective Departments.

The administrative activities of the College are mainly performed by Non-teaching Staff.

The library's academic resources and facilities are upgraded by the librarians, who also oversee and manage the library's upkeep.

The Student Council coordinates extracurricular activities and deals with matters pertaining to students in cooperation with the NSS, NCC, and other organizations.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

- The provision of medical leave is one of the benefit programmes that are available to all substantive teaching staff members in accordance with their service conditions.
- The college offers individual research grants (seed money) to SACT teachers.
- All full-time teaching and non-teaching staff members are eligible to join the college cooperative.
- The teaching staff can easily get approval to take part in refresher courses, orientation programmes, and short-term courses for professional development.
- Teachers are given digital training programme to help them improve their e-skills, and non-teaching personnel is sent to computer training courses organised by various institutions.

Support Facilities

- Staff Canteen
- Internal Complaints Cell
- Parking facilities for both teaching and non-teaching staff.
- Clean drinking water facilities.
- The College is fully Wi-Fi enabled.
- Two full-fledged Computer labs and a Psychology lab for research work for both students and faculty.
- Laptop/Desktop facilities are provided in the library and staff room.
- Recreational Activities for Physical and Emotional Wellbeing
- One-day annual excursion for both teaching and non-teaching staff.

- Separate department rooms are provided to the teaching staff. Outdoor and indoor Gymnasium facilities for all.

Games held during Sports Day for both teaching and non-teaching staff

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	No File Uploaded

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	No File Uploaded

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

- All teaching and non-teaching staff members are required to submit Performance Appraisal System each year.
- The Performance Appraisal is a formal system for self-evaluation that follows a template created in accordance

with university standards.

- The institution's performance evaluation includes the employee's leave history, attendance history, and timely fulfilment of assigned responsibilities. The preferable methods for improving institutional performance of all personnel include course correction, auto correction, and advice from the reporting authority.
- Students are given the opportunity to provide their feedback of the teachers. The feedback forms are made available online on the college website in accordance with the IQAC's guidelines, and the authority makes sure that the all students fill them out.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institution periodically performs internal and external financial audits. All concerned authorities have given their approval for the Auditor's work, who was chosen by the College's Governing Body to carry out the audit. The Auditor, chosen by the College's Governing Body and authorised by the Department of Higher Education, West Bengal carried out the audit for the fiscal year 2020-21. The annual audit of UGC's audited accounts is currently being completed. According to established rules and regulations, the audit objections are resolved in accordance with the auditing agency's instructions.

Internal audit is a continuous procedure that follows each and every financial transaction, with the initial stage of the internal audit being carried out by the college itself. The officer in charge initially examines and confirms the financial information. The Principal, the Accountant, and the Bursar keep a tight eye on the income and expenses of the college. The right purchasing process is used. Prices are compared and quotes are requested. A purchase committee has been established by the institution for the reason.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The Government of India and UGC periodically release rules, policies, and recommendations that are used to monitor financial management and resource mobilisation. Grants from the UGC, the Government of India, the Government of West Bengal and fees collected from the students are the main sources of income. For its student financial aid programme, the college also organises donations from alumni.

All payments are made in accordance with the rules under the directions and approval of the competent authority.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The College is of the opinion that any mechanism must be institutionalised in order to function properly. In this regard, the IQAC holds its quarterly meetings on a regular basis. Reports are gathered from all departments of the college, both teaching and non-teaching, as well as from the students.

The Governing Body of the College adopted numerous suggestions made by the IQAC in 2020-2021. The agenda, annexures, and all of the IQAC minutes are available to the public on the college website.

The IQAC made significant improvements to the college community's mental health support system during the COVID 19 pandemic lockdown, as well as to the online tools that are essential for the teaching and learning process.

Additionally, the IQAC played a significant role as a Screening and Evaluation Committee in the promotion process for teachers, as per the guidelines of the Department of Higher Education, Government of West Bengal.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The departmental evaluations, the annual academic review, the college's governing body meetings, and the IQAC are the first stages at which the teaching-learning process is evaluated.

A future roadmap for the institution is a significant item on the IQAC agenda. The roadmap is discussed in the following meeting to assess the status of the project. The Minutes of the IQAC, which are available on the College website, represent every action and procedure.

Since all College units are represented on the IQAC, which is set

up in accordance with standards, keeping track of little improvements in various activities is both customary and required. As an illustration, the College mandated the presence of specific departments on a weekly roster in accordance with COVID protocols during the critical period of the lockdown in order to continuously review the teaching-learning processes and student requirements in that extraordinary and unfamiliar situation. These reviews are documented in the Minutes of the relevant Departments, which are periodically reported to the Principal as needed. The IQAC suggestions are then used to create and carry out interventions as needed.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

During the year 2020-2021, Gobardanga Hindu College in West Bengal took several measures to promote gender equity and create a safe and inclusive environment for all students and staff.

The institution established a Gender Sensitization Cell to provide support and guidance to students and staff who may have experienced discrimination or harassment based on their gender. The cell is responsible for creating awareness and sensitivity towards gender issues through various programs and workshops.

The institution also organized several programs and events aimed at promoting gender equity and creating a safe and inclusive environment for all students and staff. These events included seminars, workshops, and discussions on topics related to gender equity, gender-based violence, and women's empowerment.

The college also took measures to ensure that gender equity was incorporated into its policies and practices. The institution conducted an internal review of its policies and practices to identify areas where gender equity could be strengthened. The college also ensured that gender equity was incorporated into its recruitment processes, ensuring that all candidates were evaluated fairly and without bias.

Overall, Gobardanga Hindu College demonstrated its commitment to promoting gender equity and creating a safe and inclusive environment for all students and staff. The institution's efforts align with the global trend towards gender equity and demonstrate its commitment to creating a better, more equitable future for all.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	C. Any 2 of the above
File Description	Documents
Geo tagged Photographs	No File Uploaded
Any other relevant information	View File
7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management	
<p>The facilities at Gobardanga Hindu College in West Bengal for the academic session 2020-2021. Solid waste management facilities may have been modified during the pandemic to include separate bins for COVID-19 related waste such as used masks, gloves, and other personal protective equipment (PPE). The college may have increased the frequency of waste collection to reduce the risk of contamination.</p> <p>Liquid waste management may have been particularly important during the pandemic due to the increased use of cleaning chemicals and disinfectants. The college may have implemented measures to safely dispose of liquid waste from cleaning activities, such as ensuring proper dilution and disinfection of the waste before disposal. E-waste management facilities may have been important during the pandemic as many students and faculty members shifted to online learning and work, resulting in increased use of electronic devices. The college may have implemented measures to safely collect and dispose of old electronic devices, such as laptops and tablets. Waste recycling systems may have been important during the pandemic as many people shifted to online shopping and home delivery, resulting in increased use of packaging materials. The college may have implemented measures to encourage students and staff to recycle waste such as cardboard, paper, and plastic.</p>	

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	No File Uploaded
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit

A. Any 4 or all of the above

3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

D. Any 1 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Institutions are taking steps to create an inclusive environment that celebrates diversity and promotes tolerance and harmony

towards people from various cultural, regional, linguistic, communal, socioeconomic backgrounds, and other diversities. These efforts are geared towards ensuring that everyone feels welcome and valued, regardless of their differences.

Some of the initiatives being taken by institutions include promoting diversity and inclusivity through their policies, practices, and programs. For instance, institutions are introducing cultural awareness programs, offering language classes, and organizing cultural events to help students and staff appreciate and respect different cultures and backgrounds.

Institutions are also taking steps to address issues of discrimination and harassment based on diverse identities. This includes providing support and resources to individuals who have experienced discrimination or harassment and taking appropriate measures to address such incidents.

Another important aspect of creating an inclusive environment is ensuring that individuals from different backgrounds have equal access to resources and opportunities. Institutions are working towards this goal by providing financial aid, scholarships, and mentorship programs to help students from diverse backgrounds succeed academically and professionally.

Overall, institutions are recognizing the importance of creating a welcoming and inclusive environment for everyone. These efforts not only promote diversity and tolerance but also create a more enriching and dynamic learning environment.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

In Gobardanga Hindu College, West Bengal, efforts are being made to sensitize students and employees of the institution to the constitutional obligations, values, rights, duties, and responsibilities of citizens. This involves promoting awareness and understanding of the Indian Constitution and its principles,

including the fundamental rights and duties of citizens.

The institution is organizing various programs and activities to promote this sensitization process. These include lectures, seminars, workshops, and discussions on constitutional values and principles. The programs aim to help students and staff understand their role and responsibilities as citizens of the country.

The college is also promoting civic engagement and social responsibility among students by encouraging them to participate in various community service and volunteer programs. This helps them develop a sense of social responsibility and empathy towards others, regardless of their background.

The institution is also taking steps to address any issues of discrimination or harassment based on diverse identities. It has established committees and grievance redressal mechanisms to address such incidents and provide support and resources to those affected.

Overall, the sensitization of students and employees to constitutional obligations is an important step towards creating a more inclusive and tolerant learning environment at Gobardanga Hindu College.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	No File Uploaded
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff

B. Any 3 of the above

4. Annual awareness

programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Despite the challenges posed by the pandemic period of 2020-2021, Gobardanga Hindu College in West Bengal made efforts to celebrate and organize national and international commemorative days, events, and festivals. The institution recognized the importance of such events in promoting a sense of community and shared identity, particularly during times of crisis.

The college organized virtual events and activities to mark important days such as Independence Day, Republic Day, International Women's Day, and World Environment Day. These events included online lectures, discussions, and competitions that engaged students and staff in meaningful ways.

The institution also celebrated various festivals, including Durga Puja, Diwali, and Christmas. While the celebrations were adapted to adhere to COVID-19 safety protocols, the college ensured that the spirit of the festivals was not lost. Students and staff were encouraged to participate in online cultural programs, and the college organized virtual puja pandals and lighting displays.

By celebrating national and international commemorative days, events, and festivals, Gobardanga Hindu College demonstrated its commitment to maintaining a sense of community and shared identity even during difficult times. The institution's efforts helped to foster a sense of belonging and connection among its students and staff, even when they were physically apart.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

During the pandemic period of 2020-2021, Gobardanga Hindu College successfully implemented two best practices as per the NAAC format provided in the Manual. These best practices are:

1. **Online teaching and learning:** To ensure the continuity of education, the institution shifted to online teaching and learning during the pandemic period. The college provided its faculty with the necessary training and support to conduct online classes effectively. The institution also ensured that students had access to the necessary technology and equipment to participate in online classes.

The college used a variety of online platforms to conduct classes, including Google Classroom and Zoom. The college also provided online study materials, assessments, and feedback to students to ensure that they could continue their studies uninterrupted.

1. **Mental health and wellness support:** The pandemic period has been a challenging time for many individuals, and the institution recognized the importance of supporting the mental health and wellness of its students and staff. The institution provided mental health and wellness support services to students and staff, including counseling sessions and webinars on stress management, meditation, and mindfulness.

These two best practices successfully implemented by Gobardanga Hindu College during the pandemic period demonstrate the institution's commitment to ensuring the continuity of education and supporting the mental health and wellness of its students and staff.

The students with merit are been awarded scholarships for their results scoring above 60 percentage and above. The financially weak students are provided with scholarships provided by the Government of West Bengal.

File Description	Documents
Best practices in the Institutional web site	No File Uploaded
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Gobardanga Hindu College is a well-known institution in West Bengal, India, with a strong focus on academic excellence and student-centered learning. Given the challenges posed by the pandemic, it is likely that the college would have placed a high priority on ensuring the continuity of academic activities and student support services.

One area where the college may have excelled during this period is in the use of technology to deliver online instruction and support services. With the closure of physical classrooms and the shift to online learning, Gobardanga Hindu College may have invested in upgrading its digital infrastructure and providing training to faculty and staff to ensure a seamless transition to online instruction.

Moreover, the college may have leveraged technology to enhance student engagement and promote a sense of community among its students. For example, it may have organized virtual events and activities, created online discussion forums, and provided access to digital resources to support student learning and well-being.

Overall, Gobardanga Hindu College may have demonstrated resilience and adaptability in responding to the challenges of the pandemic and maintaining its commitment to academic excellence and student-centered learning.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The Internal Quality Assurance Cell (IQAC) aims to enhance skill development opportunities for economically disadvantaged students. This is achieved through various initiatives, including increased collaborations with schools in the nearby areas. By partnering with these schools, the IQAC can create avenues for skill development among students who come from underprivileged backgrounds.

Furthermore, the IQAC actively seeks collaborations with women's colleges that serve rural and semi-urban communities. By fostering partnerships with these institutions, the IQAC can extend its support for skill development among female students from marginalized areas, thereby promoting inclusivity and empowering these individuals.

To provide students with practical experience, the IQAC endeavors to offer greater opportunities for fieldwork, provided that the pandemic situation allows for it. This allows students to apply their theoretical knowledge in real-world settings, enhancing their practical skills and preparing them for future careers.

Recognizing the importance of research, the IQAC incentivizes faculty members to engage in research activities by offering increased incentives. This encourages faculty to contribute to the body of knowledge in their respective fields and promotes a culture of research within the institution.

The IQAC also focuses on establishing partnerships and Memoranda of Understanding (MoUs) with reputable organizations. These collaborations create avenues for internships, training programs, and industry exposure for students. By aligning with such organizations, the IQAC enhances the prospects of students in terms of employment and career opportunities.