INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
GOVERNMENT GENERAL DEGREE COLLEGE AT KHARAGPUR-II
C-54361

Madpur
West Bengal
721149

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	GOVERNMENT GENERAL DEGREE COLLEGE AT KHARAGPUR-II Madpur West Bengal 721149
2.Year of Establishment	2015
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	2
Departments/Centres:	9
Programmes/Course offered:	11
Permanent Faculty Members:	27
Permanent Support Staff:	8
Students:	287
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. As the only co-ed government college in the block, it makes higher education accessible to the rural folk, majority of whom belong to economically backward sections of Paschim Medinapur. 2. The college has encouraging majority of girl students and female faculties. 3. A serene ambiance of green campus being overall managed with reliance on only Government funding.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 03-12-2024 To : 04-12-2024
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. RABINDRA KUMAR MOHANTY	Professor,Mizoram University
Member Co-ordinator:	DR. DIPAK MULEY	FormerProfessor,SHIVAJI UNIVERSITY
Member:	DR. ZACARIA T V	FormerPrincipal,Amal College Mylady Nilambur
NAAC Co - ordinator:	Dr. Vinita Sahu	

Section II:Metric and Criterion Analysis
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

Qualitative analysis of Criterion 1
Government General Degree College, Kharagpur, Dist. Paschim Medinipur, West Bengal – 721149 with AISHE ID: C-54361 and Institution Track ID: WBCOGN116310 was established in June, 2015 and has presented itself for first cycle NAAC accreditation. The location of the college being in rural area, majority of the students who get admitted here belong to economically weaker category. The process of admission is governed by the reservation policy of the state government of West Bengal. This college, is temporarily affiliated to Vidyasagar University since 2015, follows the academic calendar for UG courses, initially under the 3-tier system and later the Choice Based Credit System. Currently, the college adheres to the CCFUP-NEP guidelines for UG courses. The institution emphasizes a structured teaching approach, including balanced syllabus distribution, interactive teaching methods, and regular student interactions. Special attention is given to slow learners, and regular assessments are conducted through class tests. Departments offer add-on courses, and the NSS unit organizes awareness programs. Fieldwork, excursions, seminars, and project work provide students with practical exposure, while sports events and regular publication of wall magazines further enhance student engagement. The college has 2(f) status from UGC only since dated 8th August, 2017 and yet to have 12B status. For effective curriculum delivery as per the norms prescribed by the affiliating university, the college prepares its academic calendar relating to course structure/ syllabus of different programmes/ courses detailed in the prospectus including class-routines prior to commencement of each academic session. The same is available in the HEI website. To sensitize students with the cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics, the college supplements the curriculum by organizing some programmes. The students are provided experiential learning. Feedback process on the curriculum has been initiated by IQAC of the institution and necessary analysis and follow-up action thereof is accomplished. For holistic development of the students as the main purpose of curriculum the college may introduce mandatory non-credit courses on human values and personal ethics. The curricular progress of the college is required to be audited by outside expert.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*
2.6.2 QlM	*Attainment of POs and COs are evaluated.* Explain with evidence in a maximum of 500 words

Qualitative analysis of Criterion 2
The College has a systematic and rule bound teaching-learning and evaluation system as per the norms prescribed by the affiliating university. The college encourages diversity with students adequately represented SC, ST and OBC communities. The admission process for UG programs is transparent, with clear criteria, publicly available information, and merit-based selection, ensuring fairness and accountability. In B.A. UG general as against sanctioned strength of 74 only 33 have been admitted. In B.Sc. UG General as against sanctioned strength of 38 only 16 have been admitted. In B.A. UG Honours in various subjects as against sanctioned strength of 160 only 48 have been admitted. In B.Sc. UG Honours as against sanctioned strength of 105 only 27 have been admitted. The teaching-learning process is interactive, with defined goals, engaging lectures, and regular assessments to foster active learning and critical thinking. The teachers and the students are found aware of the stated programme and course outcomes for all the programmes and courses are uploaded in the HEI website for general information. Marks of sessional tests are displayed on the Notice board and answer scripts are shown to the students. Continuous evaluation improves student outcomes and teaching effectiveness, encouraging students to take ownership of their learning and develop skills for future careers. Technology and resources are used to enhance learning in a supportive and inclusive environment. Care is taken in assessing student performance, teaching quality, and program effectiveness, driving continuous improvement in the educational process. Average pass percentage of final year students during last five years is remarkable (99.54 percent).

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
3.4	Extension Activities
3.4.1 QlM	**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**

Qualitative analysis of Criterion 3
The institution promotes research and innovation by organizing regular offline and online seminars to enhance students' learning experiences beyond the curriculum. **16** faculty members are having Ph.D. and three MPhil degrees. The institution has published some papers in UGC Care-listed and peer-reviewed journals, with faculty also contributing chapters to books. Seminar, workshops, extension activities, outreach programmes, MoUs and innovations pursued by the college especially educational innovations and institutional innovations are desired to be broad-based and substantive. The institution has conducted 28 routine seminars / Workshops / Conferences during last five years. The college has carried out some extension and outreach programmes on record at the initiative of NSS, Women Cell, Health and Hygiene Cell and some departments. The NSS has initiated community outreach programs, including local village adoption, plantation drives, and medical camps for health check-ups. While progress has been made, there is scope for further improvement in exploring research funding, expanding interdisciplinary collaborations, and enhancing the number of faculty availing research projects.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**
4.2	Library as a Learning Resource
4.2.1 QlM	***Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students***
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** ***Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words***

Qualitative analysis of Criterion 4
The newly established college is located in a well-connected area, covering 5.87 acres of land with built-up area of 0.417 acres. It offers essential academic and administrative infrastructure, including classrooms, laboratories, a library, seminar hall, conference hall, and gymnasium. The college has 17 ventilated classrooms, two smart class rooms and specialized labs for various departments, equipped with minimum scientific tools and chemicals. It also provides 30 computers, projectors, printers, and high-speed internet. Facilities include a playground, sports room, and gym. Additionally, the college has a Specious Central Library of 1650 Sq. feet with 2667 books and reading room facility, NSS unit, and accessible facilities for differently-able students, sick room and common room for boys and girls. Total expenditure excluding salary during last five years is Rs. 77.89162 lakhs. Annual expenditure of purchase of books, E-books and

subscription to journals / E-Journals needs to be increased. College has its own webpage as well. While the infrastructure is functional, there is room for improvement in expanding laboratory facilities and enhancing technological resources. CCTV Surveillance, rain water harvesting, waste disposal facility and college compound wall are in place. Ladies and Boys' Hostel, additional classrooms and toilets, playground renovation and approach road to college, canteen facility, Bus facility and concessional facility in public transport for students were put to demand.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

Qualitative analysis of Criterion 5
The student support and progression of the college is average. 61.69 percent students are said to have benefited by scholarships provided by the government during last five years as observed. Yoga, Physical fitness, Health and Hygiene and Entrepreneurial skill programmes have been organized for skills enhancement and capacity building. The college focuses on the holistic development of students, ensuring a safe and supportive learning environment. Scholarships such as *Aikyashree*, Swami Vivekananda merit-cum-means, and Oasis are available to assist needy students financially. The college provides regular counselling, career guidance, and a grievance redressal system to address student concerns. Faculty members offer additional support to needy students, and parent-teacher meetings keep parents informed of student progress. Students are encouraged to develop soft skills, communication, and computer skills. The college has an elected student's union and office bearers / secretary taking part in various administrative, curricular, co-curricular and extra-curricular activities of the institution. In addition, the students of the college have active representation in committees such as, antiragging, anti-sexual harassment, and the like. Active participation in cultural, sports, environmental, and community programs is promoted with peer support. Registration formalities of Alumni association is yet to be completed.The placement of outgoing students and progression to higher education of our students require augmentation. Student exchange programme could not be evident. The college maintains an inclusive, non-discriminatory campus. There is scope for improvement in expanding career guidance services. Students claimed additional UG courses in Geography, Computer science and Microbiology and PG courses in the existing subjects.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*
6.2	Strategy Development and Deployment
6.2.1 QlM	*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

Qualitative analysis of Criterion 6
The college functions as per its vision and mission. The college is governed by norms setup by the state government and UGC. The principal, Heads of the Departments and Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensure the compliance of academic and administrative processes and procedures along with continual improvement through regular monitoring. The institution aims to provide value-based education and holistic development, preparing students for future challenges. Governed by the Higher Education Department, the college is led by the Officer-In-Charge, who oversees academic, administrative, and financial activities in consultation with the Teachers' Council and IQAC. The college follows e-governance systems like HRMS and WBIFMS, and maintains an affordable welfare system for students. Online admission and scholarships are available, while faculty development is encouraged through regular programs. IQAC ensures continuous quality improvement and plays a vital role in academic and administrative activities. The college administration has initiated due welfare measures for the teaching and non-teaching staff. Faculty members need to be encouraged to participate in substantive OP, RC, FDP, seminars and workshops for faculty development. The college follows performance appraisal system where the teachers submit their self-appraisal along with supporting documents to IQAC. The institution maintains Cashbook, Ledger Books, approval files, utilization certificate wherever necessary. The institution participated in NIRF-2023. There is scope for improvement in increasing faculty research engagement and enhancing digital infrastructure.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
7.1.4 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7
Since its inception in 2015, Government General Degree College Kharagpur-II has striven to create an inclusive and nurturing environment that promotes holistic development. The institution upholds gender equality through regular gender audits and organizes activities to promote gender equity among students. The teacher-student relationship, based on mutual respect, is central to the college's educational ethos, fostering a positive and collaborative learning atmosphere. The college adheres to constitutional values, ensuring that students from all backgrounds, including marginalized groups, have equal access to academic support and resources. The institution has always tried to provide an inclusive environment for its students and staff members. This inclusive practice is evident in different activities taken up by the institution. The college has used LED bulbs in the college campus as well as in the classrooms as part of energy conservation measures. The college has water conservation facilities like rainwater harvesting, and constructed tanks. The green campus initiatives are taken up by the institution. The college has restricted entry of automobiles in the campus, banned use of plastic, and plantation of trees. The best practice included Campus Bazar, Diet Survey of the Community, health & hygiene survey, environmental awareness and community participation in adopted villages. The college has carried forward the idea of sensitization of the students and employees towards the constitutional obligations. The college has prescribed the specific code of conduct for the teachers as well as students. Best practices are followed to ensure non-discriminatory treatment for all students, regardless of their caste, creed, gender, or academic standing. The institution also emphasizes the importance of soft skills development, including public speaking and communication. The college bears its uniqueness by showing its commitment to the rural folk of the locality who have always craved for quality education in the region. While these efforts are commendable, there is scope for improvement in strengthening institutional distinctiveness, expanding inclusive policies, conducting regular quality audits, and enhancing student participation in extracurricular activities to further elevate the college performance.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)
Overall Analysis

Strength:

Institutional Strength:

- Only government college in a rural locality, empowering marginalized communities.
- Committed and efficient faculty and staff.
- Encouraging academic performance by students.
- Community engagement and outreach activities.
- Mentoring and counselling system for students.
- Encouraging teacher students relationships and peer training
- Various skill-based programs and scholarships available for students

Weaknesses:

Institutional Weakness :

- Inadequate infrastructure due to being a new college.
- Dependence on PWD for civil and electrical work.
- Limited funds affecting seminars, workshops, and library resources.
- Lack of wider learning environment due to mostly local students.
- Financial resources limited to government funding.
- Inadequate alumni participation and contribution.
- Megre collaborative and interdisciplinary activities.

Opportunities:

Institutional Opportunity :

- Opportunity to serve and empower marginalized communities.
- Scope for implementing more skill-based programs and extension activities.
- Potential for funded research in available subjects.
- Strengthening e-content resources for virtual learning.
- Chance to bring more first-generation learners into education.
- Initiatives like health camps and awareness programs to create societal impact.
- Scope to improve the learning management system (LMS).

Challenges:

Institutional Challenges

- Shortage of classrooms, making simultaneous classes difficult.
- Lack of authority to recruit faculty or staff without government orders.
- Students with average or below-average learning abilities.
- Difficulty in meeting highly competitive academic environment.
- Challenges in obtaining funds, especially post-pandemic.
- Limited placement opportunities for students.
- High dropout rates among female students due to early marriage and economic reasons

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- The college should prioritize the expansion of classrooms and development of more smart class rooms with state-of-the-art facilities.

- College must try for permanent affiliation from the University and 12 B status from UGC

- Adequate toilets be constructed and existing maintained. Need to start canteen facility for faculty and students.

- Admissions at UG level be augmented, dropout be tracked and efforts be made to reduce the dropout percentage.

- Promote participation of staff members in more than two weeks FDPs, refresher and orientation programs. Government be pursued to meet the faculty short fall. Faculties be encouraged to apply for research funding and to publish on targeted basis.

- Establishment of language Lab in the college and arrangement of classes for spoken English and communication skills be made.

- Establish a strong alumni network to encourage participation and contribution, both financially and in terms of mentorship

- The college should focus on collaboration with industries, universities, and research institutions to enhance academic quality and provide students with internships and hands-on training to improve employability of students.

- Hostel facility for boys and girls, and institutional transport facility be provided.

- Government may be moved to sanction the post Librarian and technical staff for the college library.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. RABINDRA KUMAR MOHANTY	Chairperson	
2	DR. DIPAK MULEY	Member Co-ordinator	
3	DR. ZACARIA T V	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. RABINDRA KUMAR MOHANTY	Chairperson	
2	DR. DIPAK MULEY	Member Co-ordinator	
3	DR. ZACARIA T V	Member	

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