



# **SELF STUDY REPORT**

**FOR**

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

## **GORUBATHAN GOVERNMENT COLLEGE**

**GORUBATHAN GOVERNMENT COLLEGE LOWER FAGU, P.O. FAGU,  
GORUBATHAN KALIMPONG**

**735231**

**[www.gorubathangdc.co.in](http://www.gorubathangdc.co.in)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

*“Education is the most powerful weapon which you can use to change the world.” — Nelson Mandela*

Established in 2015 amidst the tranquil environs of Lower Fagu Tea Estate, Gorubathan, District Kalimpong, Gorubathan Government College occupies a unique position at the intersection of West Bengal, Sikkim, and Bhutan, approximately 650 km away from Kolkata, the state capital. At its inception, the college filled a critical void in the region by becoming the first rural-based institution in the district. Prior to its establishment, students from the lower Himalayan belt and tea gardens faced daunting challenges, with town-based colleges located up to 70 km away, and exacerbating communication barriers and economic constraints.

In its brief yet impactful journey spanning nine years, Gorubathan Government College has emerged as a beacon of educational opportunity and social change. By bringing higher education to rural households and marginalized communities, the college has played a pivotal role in transforming the socio-economic landscape of North Bengal. It has empowered students from diverse ethnic backgrounds to pursue education beyond the secondary level, equipping them with the necessary skills and confidence to navigate employment opportunities in both public and private sectors.

This institution stands as a testament to the transformative power of education, fostering inclusivity and empowering individuals to contribute meaningfully to society. By bridging the educational gap and addressing local socio-economic challenges, Gorubathan Government College continues to illuminate paths for future generations, ensuring that every student has the opportunity to achieve their full potential and contribute to the progress and prosperity of the region. In addition to imparting knowledge, The College prioritizes students' holistic development and training in essential areas, enhancing their capability to make meaningful contributions to society.

We are pleased to present the First Cycle Self-Study Report of our College for the NAAC Assessment and Accreditation process. This initiative has enabled us to evaluate our strengths and competencies, as well as identify our limitations and areas needing improvement. It has also provided valuable insights into the challenges that our institution may encounter in the future.

### **Vision**

Founded in 2015 amidst the scenic beauty of forests, rivers, and hills, our college aims to drive significant transformation in this rural area, historically impacted by social, educational, and economic challenges. We are committed to fostering inclusivity and diversity, creating an educational environment that welcomes students from all backgrounds and empowers them through critical thinking, innovation, and social responsibility.

Our mission is to develop leaders who are academically proficient and deeply connected to their communities. By integrating sustainable practices and celebrating local heritage, we nurture well-rounded individuals ready to contribute meaningfully to both local and global spheres. We emphasize more than academic excellence; our goal is to instill purpose and a commitment to positive change, fostering a scientific mindset that equips graduates to address complex issues creatively and resiliently.

Dedicated to making undergraduate education accessible, especially to marginalized communities around Gorubathan, we envision a future where every individual can realize their potential and contribute to national progress. Our approach combines a relentless pursuit of excellence with a belief in education's transformative power, creating a supportive environment where students excel academically and grow personally and professionally.

In essence, our college aspires to be a beacon of hope and opportunity, reshaping the educational landscape of rural India. We aim to empower students to become change agents, equipped with the skills and values needed to build a brighter, more inclusive future. Our vision includes:

- Transforming the rural population through education and empowerment.
- Creating quality human resources who contribute meaningfully to society.
- Promoting higher education that fosters analytical thinking and a scientific mindset.
- Developing a skilled, responsible workforce for nation-building.
- Encouraging innovation and creativity to address local and global challenges.
- Enhancing community engagement and social responsibility, fostering unity and collaboration.
- Preserving and promoting local culture and heritage, enriching students' understanding of their roots.
- Advancing environmental sustainability, teaching students to protect their natural surroundings.

## **Mission**

The mission of the college is to cultivate knowledge, nurture critical thinking, and prepare individuals for their future endeavours, ensuring that the education received here leaves a lasting impact and fosters intellectual growth and legacy. Our college aims to:

- Provide easily accessible and affordable undergraduate education, breaking barriers to learning and ensuring inclusivity across all strata of society.
- Extend the reach of undergraduate education, making it accessible to every member of our community, thereby democratizing knowledge.
- Promote creativity and critical thinking among students, equipping them with skills essential for a dynamic and skill-based learning environment.
- Foster leadership qualities and a commitment to social service through active participation in National Service Scheme (NSS) activities.
- Cultivate values such as empathy, integrity, dignity of labour, self-reliance, gender equality, and environmental stewardship, nurturing responsible citizenship and community engagement.
- Create a supportive and inclusive campus environment that celebrates diversity and promotes mutual respect among students, faculty, and staff.
- Encourage interdisciplinary learning and research, fostering innovation and holistic development among students.
- Foster a culture of lifelong learning, encouraging continuous personal and professional development among students and alumni.
- Uphold academic excellence through rigorous standards, continuous improvement, and accreditation, ensuring our programs meet high benchmarks.

Our vision is to create a learning environment that not only imparts academic knowledge but also instils ethical values, resilience, and a sense of purpose. By encouraging exploration and innovation, we empower our graduates to become proactive contributors to society, capable of addressing global challenges and driving

positive change. We aim to build a community of lifelong learners who are prepared to lead with integrity and make meaningful contributions to the betterment of our nation and beyond.

## Objectives

- To deliver quality education that enhances critical thinking, problem-solving abilities, and academic accomplishments across diverse disciplines.
- To foster the holistic development of students by nurturing their intellectual, emotional, social, and physical well-being.
- To instil ethical values, integrity, and a sense of societal responsibility, inspiring students to become compassionate and empathetic individuals.
- To equip students with practical skills, knowledge, and competencies essential for success in their future careers and active participation in the global economy.

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

### Institutional Strength

#### Strengths (S):

- **Qualified Faculty:** Exceptional education and mentorship is provided by our institution's faculty, which includes many PhD holders. In addition to the academic core of the institution, there are substantial research publications contained in books and journals authored by our faculty members.
- **Infrastructure:** Our College has an adequate learning resources such as libraries, laboratories that facilitate effective learning. Seminar halls, ICT classrooms, a canteen, sanitation facilities with running water, playgrounds for sports activities such as basketball and badminton courts can be found on campus.
- **Reputation:** In a short span of time we have been a pioneer educational institution in a remote area imparting knowledge and an education to the diverse group of students especially coming from marginalized backgrounds of this region.

**Diverse Student Body:** Our College enrolls a diverse student population from various ethnic backgrounds, fostering cultural exchange and enriching learning experiences.

### Institutional Weakness

#### Weaknesses (W):

- **Expansion Plans for The College:** Limited by operating within a single building, plans to construct additional facilities including a science building, auditorium, student hostel, and staff quarters are underway.
- **Remote location:** As the institution is located far from major urban hubs, the students from those areas do not prioritize to take admissions in the college due to poor communication.
- **Financial Constraints:** Limited funding hampers investment in infrastructure, faculty development, and student support services. The college is yet to have fully ICT enabled facilities and fully automated library facilities.

- **Research activities:** As we are already implementing the NEP 2020, we strive to prioritize research and developments in the college. The adequate amount of funding is required to establish a fully functional research laboratory for the Faculties and Students.
- **Network & Internet issues:** As the college is located in the remote area, the network connectivity and internet facilities are mostly hampered due to unpredictable weather conditions.
- **Lack of Subjects:** Our college provides only the basic subjects to the students. These hamper the number students to be admitted in the college. We require more subjects like Computer Applications, Commerce, Mathematics, Physics, Geography, Sociology and many more to encourage more admission of the students.
- **Collaborations:** The institution also require to collaborate with the NGOs, Industries, Research Institutes to be more efficient in these changing era of globalization
- **NCC:** The formation of NCC has become an essential part of the institution. Many of the students decline admissions in the college due to absence of NCC in the college.

**The transfer of teaching and non-teaching staff:** It can be viewed in both the ways, weakness as well as the opportunity. On one hand, it depletes existing resources, potentially disrupting continuity and impacting services. On the other hand, it presents opportunities to bring a new faculty or efficient office staff, thereby enhancing the overall quality and efficiency of operations

## **Institutional Opportunity**

### **Opportunities (O):**

- **Qualified Teaching Staff:** Our qualified teaching staff at Gorubathan Government College leverages their expertise and skills to overcome diverse challenges. Their dedication ensures high-quality education and fosters student success. By addressing academic and developmental needs, they create an enriching learning environment.
- **Skill-based Programs:** We can introduce skill-based programs that focus on practical skills to promote entrepreneurship. These courses empower students to become innovative and self-sufficient professionals.
- **Engagement in Socially Relevant Programs:** Our college actively engages in socially relevant programs, addressing critical social issues through community outreach and awareness initiatives. These programs foster a sense of social responsibility among students. By participating, students gain valuable insights and contribute positively to society.
- **Enhanced Outreach Activities:** Our NSS units and Eco-Club enhance outreach activities by actively involving students in addressing local community issues. This engagement fosters a stronger connection between the college and the community.
- **Support through Career Counselling:** Our institution provides students with comprehensive career guidance and counselling services. These services help students make informed decisions about their professional paths.
- **Strategic location:** Located near Neora Valley National Park, our institution is ideally positioned for extensive research initiatives across various departments. This proximity allows for significant contributions to the scientific community through studies on biodiversity and conservation. Additionally, these research efforts benefit the local community by promoting environmental awareness and sustainable practices.

**Land Utilization:** The College can utilize its fallow land assets for significant infrastructural development.

This opportunity allows for the expansion of facilities, enhancing educational resources and campus amenities. Such development will support the growing needs of students and staff.

## **Institutional Challenge**

### **Challenges (C):**

- **Centre of Academic Excellence:** We aim to upgrade the institution to a center of academic excellence by enhancing research capabilities and learning outcomes. This involves investing in advanced resources, fostering innovative teaching methods, and encouraging scholarly activities. Our goal is to create an environment where both students and faculty thrive in academic and research pursuits.
- **Infrastructure Development:** Scaling up infrastructure to accommodate a growing student population is a critical challenge. Addressing this need is essential to providing adequate facilities and maintaining a conducive learning environment.
- **Promoting Research and Teaching Synergy:** Establishing a research center for both Sciences and Humanities presents a key challenge due to the need for diverse resources and specialized facilities. Balancing the requirements of both fields while securing funding and expertise is crucial. Successfully addressing this challenge will enhance interdisciplinary research and academic growth.
- **Limited Transportation Options:** Accessibility issues can significantly impact student attendance and participation in extracurricular activities. Addressing these barriers is essential for ensuring full engagement and equal opportunities for all students.
- **High Dependency on Unreliable Local Utilities:** Electricity disruptions and inconsistent internet connectivity severely hinder teaching, learning, and administrative functions. Reliable utilities and connectivity are crucial for maintaining effective educational and operational processes.

**Difficulty in Maintaining Consistent Enrolment Numbers:** Geographical isolation limits student access and awareness, leading to fluctuations in enrollment that can affect the institution's overall stability. This challenge can impact the range of course offerings and institutional growth. Addressing these issues is crucial for maintaining a stable and diverse academic environment.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Gorubathan Government College, affiliated with the University of North Bengal, offers undergraduate programs across ten subjects in both Arts and Science fields. This affiliation ensures that the college's curriculum aligns with university standards and adheres to the National Education Policy 2020 guidelines, including the Choice Based Credit System (CBCS). CBCS promotes interdisciplinary learning and customization of educational pathways to meet students' interests and career aspirations.

The college adheres strictly to the university's academic regulations concerning evaluation, syllabus, and examinations. It operates with a well-maintained academic calendar that facilitates organized planning of timetables and workload distribution, supporting a structured learning environment for students and faculty.

Teaching at Gorubathan Government College is characterized by a blend of traditional lectures and modern methods, including e-resources and online tools. This variety aims to cater to different learning styles and enhance the educational experience. The college employs diverse evaluation methods, such as departmental seminars, internal assessments, assignments, project work, and class tests, to comprehensively assess student progress and address any learning gaps.

Faculty development is a priority, with teachers encouraged to participate in Faculty Induction programs and refresher courses to remain current with educational practices and research. This professional growth ensures effective contribution to exam setting and evaluation tasks. The curriculum also includes field visits and project work, providing practical experience that complements theoretical knowledge.

The college emphasizes integrating human values, professional ethics, and environmental awareness into the curriculum, aiming to develop responsible and ethical individuals. Feedback from students, parents, and teachers is actively sought to continually improve curriculum and facilities. Departments conduct self-assessments, which are reviewed by the Internal Quality Assurance Cell (IQAC) to facilitate ongoing enhancements in the educational experience.

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

Teaching and learning are essential for personal growth and societal progress, and our college embodies this commitment through interactive teaching methods and a well-structured admission process.

We use interactive teaching techniques designed to actively engage students, accommodating various learning styles and backgrounds. Methods such as discussions, group work, and seminars ensure that students are active participants in their education, fostering a deeper understanding of the material.

Our admission process is fair and transparent, based on merit and aligned with state and university guidelines. We adhere to the reservation policy to provide opportunities for underrepresented and disadvantaged groups, reflecting our commitment to inclusivity and diversity.

Our faculty, many of whom hold NET and PhD degrees, bring a high level of expertise to their teaching. Their advanced qualifications enhance the curriculum and drive innovative teaching methods, contributing to the institution's academic excellence. Their research experience enriches the educational experience, keeping the curriculum current and relevant.

We prioritize student engagement through learner-centric methods, including field studies and educational excursions. These activities provide practical applications of theoretical knowledge. Additionally, our National Service Scheme (NSS), Eco-Club, Cultural Committee, and Electrol Literacy Club (ELC) promote holistic development by encouraging community service, environmental awareness, and cultural participation, preparing students for societal challenges.

Incorporating technology is a priority, with ICT-enabled classrooms and access to online resources enhancing learning experiences. This integration supports diverse learning needs and offers additional resources for exploration.

Assessment is continuous and multifaceted. Internal assessments include seminars, field projects, and assignments to track progress and address learning gaps. External evaluations, such as exams and practical

tests, follow university guidelines to ensure thorough assessment of student performance.

We regularly gather and review student feedback through satisfaction surveys to refine our teaching methods and educational practices. This ongoing feedback process helps us make improvements and ensures our educational practices are responsive to student needs, underscoring our dedication to providing a high-quality educational experience.

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

Research, innovations, and extension activities play a crucial role in advancing academic knowledge, fostering practical solutions to real-world problems, and strengthening community engagement. These efforts enhance the college's educational impact and contribute to societal progress by bridging theoretical knowledge with practical application. Gorubathan Government College nurtures a research-friendly ecosystem, supporting faculty engagement in research activities aligned with UGC and university standards. Faculty members are encouraged to publish findings and participate in development programs, facilitated through conferences, seminars, and workshops. The faculty is given the authority to engage in research activities using the resources offered by the college, such as the library and internet. Our Faculties from various departments are actively engaged in the research activities and have been successful in publishing their work in UGC-recognized peer-reviewed International and national Journals. A good number of books chapters have been published by our faculties. Chapters in conferences and seminar proceedings have all been published by members of our faculty. Extension activities in the neighborhood community are a common practice in our college. Through NSS camps, ELC and eco Clubs the students as well as faculties are engaged in community service which underscore the College's commitment to social responsibility. A collaboration through MoUs has been done with different colleges for exchange of knowledge among the students and faculties.

### **Infrastructure and Learning Resources**

The college provides ample infrastructure and facilities to create a productive learning environment, supported by substantial budget allocations for development. The college operates in a three-story building that houses well-maintained classrooms, laboratories, a library, and the college office, along with separate lavatory facilities for students and staff on each floor. Additional amenities include two seminar halls for activities such as cultural events, seminar presentations, and conferences. One of these seminar halls is equipped with ICT, facilitating academic activities.

The entire college building is under CCTV surveillance, with a total of 11 functional cameras monitored by the principal's office to ensure the safety and protection of all stakeholders. In addition to CCTV coverage, the entire college is Wi-Fi enabled, including the college office, classrooms, library, and students' common room.

The college administration provides canteen facilities for both students and staff, purified drinking water, sanitary pad vending machines for female students and staff, and common rooms for students. The well-maintained college library offers a large collection of books and a reading room, and it is equipped with two computers to support digital learning through open e-resources.

Three fully functional scientific laboratories are maintained by the departments of Botany, Zoology, and Chemistry. All the departments in the college has its own computers and staff rooms. The administration also provides two-wheeler parking, a playground, indoor sports facilities for table tennis and carom, and outdoor



sports facilities for basketball and badminton.

### **Student Support and Progression**

The college is committed to fostering educational accessibility through a range of supportive measures, including comprehensive scholarships and financial aid programs designed to alleviate financial barriers. Over the past five years, a substantial number of students have benefited from government-funded scholarships, reflecting the institution's dedication to supporting diverse financial needs. In addition to these government scholarships, students have the opportunity to apply for merit-cum-means scholarships, minority scholarships, and various other forms of financial assistance. A distinct advantage of being a government college is the low tuition fees, which further enhances the affordability of education for all students.

To ensure a secure and supportive campus environment, the college has established several statutory bodies, including the Internal Complaints Cell (ICC), an anti-ragging cell, and a student grievance redressal cell. These committees are tasked with addressing any student-related issues that arise, conducting thorough investigations, and implementing appropriate remedies. They also engage in awareness campaigns to maintain a safe and respectful campus atmosphere.

The college actively promotes participation in co-curricular activities, sports, and cultural events, recognizing these as integral to the holistic development of students. The National Service Scheme (NSS), Electrol Literacy Club (ELC), and Eco-Club are particularly active, fostering both student progression and social awareness.

Furthermore, the college places a strong emphasis on career development by organizing career counselling seminars. These seminars feature experts from various fields who provide valuable guidance to students as they prepare for their future careers. The college is witnessing a slow but steadily growing trend of students pursuing higher education and we are confident that our graduates will contribute significantly to various professional fields in coming future.

In addition, the college has initiated the formation of an alumni association to maintain ongoing connections with former students. This association aims to encourage active participation from alumni, thereby strengthening the college's network and fostering continued engagement with its graduates.

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

The college, with its far-reaching vision and mission, operates under a transparent governance structure that fosters collaboration and effective functioning among its administration, faculty, and staff. The governance of the college is characterized by a collaborative and effective leadership, with the Officer-in-Charge at the helm, supported by the Internal Quality Assurance Cell (IQAC), Teachers' Council, and other administrative committees. The college's progressive initiatives are carefully planned and implemented through a rigorous process that involves initial proposals presented in meetings of the Academic subcommittee, Teachers' Council, and IQAC. These proposals are then approved by the higher authorities, ensuring that all initiatives are aligned with the college's vision and mission. To ensure smooth functioning and effective decision-making, the college has established regular meetings between administrative committees and IQAC. These meetings provide a platform for discussing important matters related to college development, infrastructure, purchases, e-governance, and other critical issues. Additionally, the academic affairs are closely supervised by the Teachers' Council and IQAC, ensuring that academic programs are of high quality and aligned with the institution's goals.

Convenors/Coordinators and Heads of Departments (HODs) provide leadership at various levels, ensuring that all aspects of college operations are effectively managed. The IQAC plays a crucial role in maintaining the quality of the teaching-learning process, infrastructural facilities, student performance, and overall improvement of the academic ambiance of the college. In its commitment to supporting its faculties, the institution provides opportunities for career development or progression through various courses, such as Refresher Courses and Orientation Programmes. The college regularly updates its activities and constantly motivates its faculty members to continue their work in relevant fields. As a government institution, the college is entirely financed by the Government of West Bengal. This support enables the institution to focus on its core mission of providing high-quality education and fostering academic excellence. The college's commitment to transparency, accountability, and collaboration ensures that all stakeholders are engaged in the decision-making process, leading to a more effective and efficient institution.

## **Institutional Values and Best Practices**

### **Best Practices 1:**

#### **Environmental Conservation and Community services by NSS:**

The National Service Scheme (NSS) at Gorubathan Government College plays a crucial role in environmental conservation and community service, particularly in rural and underserved areas. The NSS Unit engages in various activities aimed at improving local well-being and fostering community development.

- 1. Community Assessments:** The NSS unit has conducted significant research to support local environmental conservation. During the 'NSS Special Camp' from April 26 to May 2, 2019, volunteers surveyed waste management systems in Gorubathan's Sombarey, Malbusty, Mayalubusty, and Lower Fagu. They collected data and proposed more efficient, eco-friendly waste disposal methods.
- 2. Promoting Good Health:** The NSS unit has organized health awareness events in collaboration with the Department of Zoology. On May 10, 2019, Dr. Barun Ranjan Sarkar delivered a lecture on "Self-medication and its Implications," addressing a common local health issue. Another campaign focused on "Awareness on Sports and Health Hygiene" in Mal – 4 village, where volunteers distributed hygiene products and sports equipment to children and educated them on health and hygiene.
- 3. Environmental Conservation:** The NSS unit consistently promotes environmental awareness. Regular cleanliness drives are conducted around the college campus and nearby areas like BPHC and Lower Fagu Primary School. Additionally, the unit organizes plantation drives, contributing to a green and healthy campus with numerous fruiting and flowering trees.

### **Best Practices 2:**

#### **Election related awareness activity conducted by the Electoral Literacy Club (ELC):**

Since September 2018, the Electoral Literacy Club (ELC) at Gorubathan Government College has been dedicated to enhancing students' understanding of electoral processes and promoting democratic engagement. The ELC collaborates with the District Election Officer to broaden its reach and effectiveness. Initiatives include interactive workshops, mock parliaments, and debates on electoral reforms to foster civic responsibility

and prepare students for active participation in democracy. The club's efforts ensure students are informed voters, contributing to a stronger democratic system. By bridging theoretical knowledge with practical experience, the ELC supports the development of a well-informed and engaged citizenry.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GORUBATHAN GOVERNMENT COLLEGE
Address	Gorubathan Government College Lower Fagu, P.O. Fagu, Gorubathan Kalimpong
City	Kalimpong
State	West Bengal
Pin	735231
Website	<a href="http://www.gorubathangdc.co.in">www.gorubathangdc.co.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shyamal Haldar	8918-293626	9475054977	-	ggdc.gbn@gmail.com
IQAC / CIQA coordinator	Alina Pradhan	08918-293626	9832310719	-	alinatjp9@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	23-06-2018	<a href="#">View Document</a>
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gorubathan Government College Lower Fagu, P.O. Fagu, Gorubathan Kalimpong	Rural	5.19	12140

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Honours In Bengali,	36	XII	Bengali	36	1
UG	BA,Honours In English,	36	XII	English	36	35
UG	BA,Honours In Nepali,	36	XII	Nepali	36	24
UG	BA,Honours In Hindi,	36	XII	Hindi	36	2
UG	BA,Honours In History,	36	XII	English	36	27
UG	BA,Honours In Political Science,	36	XII	English	36	28
UG	BA,B A General In Bengali English Hindi Economics Nepali History Political Science,	36	XII	English	180	89
UG	BSc,Honours In Botany,	36	XII	English	18	2
UG	BSc,Honours In Zoology,	36	XII	English	18	11
UG	BSc,B Sc General In Botany Chemistry Zoology,	36	XII	English	60	2

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				39			
Recruited	0	0	0	0	1	0	0	1	19	4	0	23
Yet to Recruit	0				0				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						7
Recruited	2		0		0	2
Yet to Recruit						5
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	9	0	0	10
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	8	3	0	11
UG	0	0	0	0	0	0	0	0	0	0



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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	95	0	0	0	95
	Female	126	0	0	0	126
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	8	7	4
	Female	11	4	8	2
	Others	0	0	0	0
ST	Male	22	19	11	11
	Female	31	41	19	18
	Others	0	0	0	0
OBC	Male	22	19	12	7
	Female	32	20	21	14
	Others	0	0	0	0
General	Male	48	64	57	45
	Female	53	86	77	70
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		221	261	212	171

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) aims to unlock students' full potential through a comprehensive, multidisciplinary approach to education. In alignment with this policy, Gorubathan Government College
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	<p>adopts the flexible academic programs from the University of North Bengal, enabling students to pursue courses across different disciplines. The college is developing a curriculum that promotes collaboration between departments and integrates various fields of study. The institution is dedicated to empowering students by fostering an interdisciplinary approach and expanding their academic and social experiences. This includes encouraging involvement in seminars hosted by different departments, attending lectures from diverse professors, participating in interdepartmental debates, and joining purposeful clubs like the Nature and Film clubs. These activities are designed to enhance students' academic engagement and social interaction. Furthermore, the college offers Value Education classes throughout all semesters, focusing on holistic development. This value-based education aims to instill the right attitudes and values necessary for navigating a competitive world, contributing to students' overall personality development and preparing them to be responsible future citizens. Faculty members receive ongoing training to create interdisciplinary courses and research projects through various professional development programs, including Faculty Improvement Programs (FIP), Refresher Courses (RC), and Short-Term Courses.</p>
<p>2. Academic bank of credits (ABC):</p>	<p><b>Implementation Strategy:</b> Gorubathan Government College has restructured its approach to monitor and manage student credits as per the direction of its affiliated University, University of North Bengal. The ABC platform will enable students to digitally store and transfer credits earned across various institutions. The College has mandated the use of the ABC ID for all admission and semester fee payments, aligning with this new system. <b>Curriculum Integration:</b> The College will accommodate its academic policies to align with the Academic Bank of Credits (ABC) framework. This adjustment will simplify the process for students to earn and transfer credits between different courses and institutions. While the College is bound by the University of North Bengal's regulations and awaits its ABC implementation, it supports the principles of the Academic Bank of Credits and encourages innovative, inquiry-based learning methods. <b>Academic Bank of Credits Overview:</b> The Academic</p>

	<p>Bank of Credits is a transformative system designed to enhance flexibility and prioritize a learner-centric approach. It allows students to accumulate and manage credits for completed courses at their own pace, regardless of the semester. Key features include:</p> <ul style="list-style-type: none"> <li>• Flexible Course Selection: Students can choose courses based on personal interests and career goals, promoting a tailored education.</li> <li>• Credit Accumulation: Credits for completed courses are recorded in the Academic Bank, providing a clear record of academic achievements.</li> <li>• Interdisciplinary Learning: The ABC system supports interdisciplinary learning by allowing credit accumulation across various disciplines.</li> <li>• Credit Transferability: Credits earned are transferable within the university system, easing transitions between departments or campuses.</li> <li>• Personalized Learning Paths: Students can design their own learning paths, exploring diverse subjects and developing a broad skill set. We anticipate that this initiative will positively impact students' educational experiences and encourage the community to embrace this progressive learning approach.</li> </ul>
3. Skill development:	<p>The college is upgrading its infrastructure and facilities to include more skill-based workshops and practical training modules. Future collaboration with industries to develop skills essential for future job markets. Regular workshops, training programs, and special lectures in partnership with industry and professional organizations to boost student employability are in pipeline. Students have access to ICT resources to develop their soft skills, with dedicated computers available in the Central Library and departmental labs for enhancing computer and subject proficiency. The NEP curriculum allows for the integration of skill-enhancing subjects, with courses such as Sericulture, Poultry Farming, Apiculture, and Green Chemistry offering students opportunities to explore entrepreneurial possibilities.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Three major vernacular languages, Nepali, Bengali and Hindi, and one international language, English are being integrated into college curricula as major honours and programme subjects, towards retaining and conserving richness in linguistic diversity. Seminars and workshops relating to Tribal Society, Ecotourism have been organised to promote the regionality and ethnicity of this region. Online</p>

	<p>platforms are being leveraged to provide resources regarding Indian Knowledge Systems so as to make them accessible to students with wide-ranging material for learning. In order to ensure that students have an understanding of the of languages in their country, the NEP 2020 places a major focus on promoting multilingualism and the power of language. To promote in the student population a sense of civic consciousness, a love of art and culture, a respect for women community, and a sense of national integration are regularly promoted.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Gorubathan Government colleges' curriculum review clearly defines the learning outcomes and competencies that students are expected to achieve. This involves setting specific goals for courses and programs. Assessment strategies and measures will be regularly updated to effectively evaluate whether students meet the desired learning outcomes. This includes designing assessments that are relevant to practical applications and the competencies developed. The college is dedicated to motivating students to excel in all aspects of their lives. The National Education Policy (NEP) 2020 emphasizes "Outcome-Based Education" (OBE), which is implemented across Indian educational settings. The introduction of the CBCS system initiated a shift towards OBE in the curriculum. In line with our action plan and the inclusion of "Generic Electives," "Skill Enhancement Courses," and "Discipline-Specific Electives," significant efforts have been made to offer courses that advance students' knowledge and skills. By the end of each course, students should achieve the specified goals. The primary learning objectives of each course are to develop students' cognitive abilities in areas such as remembering, understanding, applying, analyzing, evaluating, and creating. Learning outcomes at all levels aim to foster social responsibility, ethical behavior, and entrepreneurial skills, alongside domain-specific knowledge. Furthermore, the Program Outcomes (POs) and Program Specific Outcomes (PSOs) align with the Course Objectives (COs). Specifically: (a) Students should demonstrate logical thinking across various social, historical, scientific, economic, ideological, and philosophical contexts. (b) Graduates are prepared to pursue further studies or compete in competitive exams. (c)</p>

	<p>Graduates are expected to engage thoughtfully with issues affecting human existence to improve the state of the world. (d) Students are encouraged to approach subjects with a logical and scientific mindset. (e) Courses emphasize qualities such as precision, rigor, clarity of thought and language, and a methodical approach in scientific disciplines. All course syllabi are designed to address socioeconomic and societal concerns, reflecting the principles of NEP.</p>
6. Distance education/online education:	<p>After the COVID-19 pandemic Gorubathan Government College has promoted digital infrastructure to support online education through several key developments. The college has plans to establish advanced virtual classrooms with interactive technologies for real-time teaching, allowing students to participate from any location. Online links to open e-learning resources like e-books, journals, and research papers to support research and learning has been provided through college website. These initiatives align with the National Education Policy (NEP) goals by improving education quality, enhancing relevance, and promoting accessibility. The college aims to modernize the educational experience, ensuring it meets contemporary standards and broadens opportunities for a diverse audience.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the electoral literacy club has been set up in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>The Student Coordinator (Nodal Officer) and the coordinating faculty members of the Electoral Literacy Club (ELC) are appointed by the college authority. Since its establishment on September 4th, 2018, the ELC at Gorubathan Government College has been a vibrant and dynamic entity. The club's representative structure includes both faculty members as Nodal Officers and student representatives as active participants. This blend ensures a balanced approach to promoting electoral awareness and participation. The ELC is deeply committed to fostering a thorough understanding of electoral and voting rights among students and faculty members. It plays a pivotal role in</p>

	<p>encouraging critical thinking on issues related to elections, rights, and the functioning of democratic and non-democratic electoral systems and processes. By engaging students in both theoretical and practical aspects of these topics, the ELC promotes active participation and a deeper comprehension of the electoral process. The club's activities are designed to stimulate student involvement and mobility concerning electoral issues, providing a platform for lively discussions and practical experiences. This engagement not only enhances their academic knowledge but also prepares them to be informed, responsible citizens who can contribute meaningfully to the democratic process. The ELC at Gorubathan Government College exemplifies the institution's commitment to nurturing informed and active participants in the democratic system.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>From its inception, under the active leadership of Nodal Officer Mr. Pratit Tamang, the Electoral Literacy Club (ELC) at Gorubathan Government College has demonstrated remarkable engagement in various programs organized in collaboration with the District Offices and the Government of West Bengal. On September 18, 2018, students from the college participated in the District level quiz competition, held as part of the Summary Revision Programme of Electoral Rolls (SRER) at Kalimpong College. A team of six students—Sitoshna Biswa, Pranay Rai, Babina Chhetri, Amit Subba, Saurav Tamang, and Manika Rai—represented the college with enthusiasm and knowledge. The following day, on September 19, 2018, the college hosted an open poster painting and slogan writing competition centered on the theme "Democracy and Election." This event witnessed a large number of participants who showcased their talents, bringing the spirit of democracy to the forefront. Several significant events have been organized by the ELC, including:</p> <ul style="list-style-type: none"> <li>• A debate competition on January 18, 2022, focused on the topic "Democracy is the best form of government," which stimulated thoughtful discourse among students.</li> <li>• On January 25, 2022, the Election Commission of India organized a District Level Debate Competition where Ranju Chhetri, a second-semester student from the Department of Political Science, emerged as the winner. In the same event, Reday Rai, another second-semester student from the</li> </ul>

	<p>Department of Political Science, won the essay writing competition. • To prepare for the forthcoming District Level Youth Parliament competition scheduled in Kalimpong on September 21, 2022, a Youth Parliament was organized at the college. The ELC is committed to continuously engaging students through various activities such as essay writing, creative writing competitions, debate competitions, and voter awareness campaigns. These initiatives ensure that students remain informed and updated about electoral practices and voting rights. The ELC's activities are designed to provide hands-on experience and foster a deep understanding of electoral rights, registration, and the voting process. Through its comprehensive efforts, the Electoral Literacy Club at Gorubathan Government College remains a pivotal institution in promoting electoral awareness and participation among students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>On March 27, 2019, Gorubathan Government College conducted an impactful electoral awareness program titled "My Vote is My Future: Power of One Vote," aimed at generating social awareness among voters. This event, part of the SVEEP calendar activities under SRER, was held under the aegis and guidance of the Block Office, Gorubathan, and the Office of the District Magistrate, Kalimpong. Continuing the series, on November 25, 2021, a friendly football match was organized between Gorubathan Government College and Judhabir Higher Secondary School, themed "Rise as One," promoting unity and camaraderie among the youth. The following day, on November 26, 2021, the college hosted a debate titled "The Argument Culture" with the topic "Democracy is the best form of government." This event facilitated a rich exchange of ideas, enhancing the participants' understanding of democratic principles and governance. These activities exemplify the college's commitment to fostering civic engagement and democratic values within the community.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Since its inception, the Electoral Literacy Club (ELC) at Gorubathan Government College has meticulously crafted a series of activities designed to stimulate, motivate, and provoke students into thoughtful consideration and inquiry about their electoral rights. The ELC is dedicated to embedding a robust culture of electoral participation among young, future voters</p>



who have yet to exercise their right to vote. Through its unwavering efforts, the club has empowered students to understand the profound value of their vote and to exercise their right to franchise with confidence, comfort, and integrity. By fostering a belief in the principles of "Every Vote Counts" and "No Voter Left Behind," the ELC has been instrumental in shaping informed, responsible, and proactive future citizens, ensuring that they are well-equipped to contribute meaningfully to the democratic process. The ELC's dynamic approach includes a variety of engaging activities such as debates, quizzes, essay competitions, and voter awareness campaigns, all of which are designed to instill a deeper understanding of democratic values and electoral processes. It has successfully created an environment where students feel encouraged to discuss and question the importance of their participation in elections. By providing hands-on experiences and interactive sessions, the ELC ensures that the learning is both impactful and enduring. Moreover, the club's initiatives extend beyond the college premises, reaching out to the local community to spread electoral awareness and foster a broader culture of informed voting. The collaboration with local government bodies and the consistent guidance from the District Magistrate's office further amplify the club's efforts, creating a ripple effect that strengthens democratic engagement at multiple levels. In essence, the Electoral Literacy Club at Gorubathan Government College stands as a beacon of democratic education, continually working to cultivate a generation that values, understands, and actively participates in the electoral process. Through its comprehensive and inclusive approach, the ELC not only prepares students for their immediate electoral responsibilities but also equips them with the knowledge and skills necessary for lifelong civic engagement.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
590	563	486	407	319

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

### 2 Teachers

#### 2.1

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

Response: 29

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

#### 2.2

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

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

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.44	6.75	17.61	14.07	33.17

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The institution adheres to the curriculum prescribed by its affiliating university, the University of North Bengal. It offers undergraduate courses across ten different subjects, delivering the curriculum through detailed course plans and a structured timetable aligned with the institution's academic calendar, as designed by the university.

At the beginning of each session, all enrolled students receive comprehensive orientation regarding the university's predetermined curriculum, along with an introduction to the institution's mission, vision, and the importance of knowledge. In addition to regular classes, the institution makes efforts to provide curriculum content online through its official website.

Faculty members are actively encouraged to participate in faculty induction programs, refresher courses, short-term courses, and seminars to continuously broaden their academic perspectives. They regularly engage in activities such as academic council and Board of Studies meetings for tasks like question paper setting, moderation, and evaluation of answer scripts.

Furthermore, effective curriculum planning and delivery are enhanced through a feedback mechanism that involves various stakeholders of the institution.

Gorubathan Government College employs a comprehensive Internal Assessment system to evaluate students' academic performance. Here's a breakdown of the various methods used:

**1. Class Tests:**

- **Purpose:** To assess students' understanding of the material covered in lectures and readings.
- **Format:** These are periodic tests conducted throughout the academic term. They may be quizzes, short answer questions, or longer essay-type questions, depending on the subject.
- **Frequency:** Typically held at regular intervals to monitor progress and provide feedback.

**2. Departmental Seminar:**

- **Purpose:** To evaluate students' research skills, presentation abilities, and understanding of their subject matter.
- **Format:** Students prepare and deliver presentations on specific topics related to their coursework. They might also participate in discussions and Q&A sessions.
- **Evaluation:** Assessment is based on the quality of the presentation, depth of subject knowledge, engagement with the audience, and overall delivery.

**3. Assessment Based on Attendance and Class Performance:**

- **Purpose:** To monitor students' overall engagement and consistency in their academic activities.
- **Format:** Includes tracking attendance and participation in class. Additionally, class performance refers to students' engagement during lectures, contribution to class activities, and overall demeanor.
- **Evaluation:** As per CBCS system students are awarded graded marks based on their attendance. This method considers students' commitment and active involvement in their learning process, impacting their final grade or assessment score.

Overall, these methods collectively offer a well-rounded evaluation of students, focusing on their knowledge acquisition, communication skills, and active participation in their educational experience.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 0

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

### 1.2.2

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

**Response:** 0

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

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

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The college employs innovative methods to deliver instruction aligned with institutional objectives each semester. Various instructional techniques and strategies, including lectures, ICT-enabled audio-visual aids, special lectures by external experts, enhance the learning experience. Departments conduct extensive field studies and excursions to promote practical learning.

Individual student needs are addressed through classroom lectures, facilitation, and targeted guidance. Student progress is regularly monitored through assignments, and feedback sessions identify weaknesses and suggest remedial actions. Ethical conduct is emphasized, promoting respect, well-being, and diverse ethical opinions among students. Gender equity initiatives are prioritized at the institutional level through various activities. Environmental education and sustainable development are integrated into the curriculum, with hands-on activities like campus cleaning, recycling awareness programs, and projects on environment conservation reinforcing learning.

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

#### 1.3.2

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

**Response:** 5.76

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

**Response:** 34

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

## 1.4 Feedback System

### 1.4.1

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

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 46.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
221	261	212	171	169

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

2022-23	2021-22	2020-21	2019-20	2018-19
492	492	410	410	410

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 42.61

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



2022-23	2021-22	2020-21	2019-20	2018-19
120	111	78	56	70

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

2022-23	2021-22	2020-21	2019-20	2018-19
227	227	189	189	189

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 24.58

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The college has deliberately worked to make the teaching and learning process more student-centered. Here are some of the strategies the college has implemented:

- In the field of experiential learning, different departments at the college organize field trips, educational tours, and excursions to extend students learning beyond the classroom and foster shared experiences. For science students, hands-on laboratory experiments further enhance practical learning.
- Participative learning is encouraged through various methods, including seminars, special lectures, student presentations, and wall magazines. The Botany Department, Eco Club and NSS Unit of the college helps maintaining a medicinal plant garden. The Electoral Literacy Club (ELC) at Gorubathan Government College, in collaboration with District Offices and the Government of West Bengal, offers a range of activities to foster electoral awareness and participation. These include debate competitions, open poster painting and slogan writing contests, quiz competitions, essay writing, and Youth Parliament events.
- The college motivates students to participate in outreach programmes and extension activities such as tree planting and cleanliness drives. By promoting health and environmental awareness, as well as social responsibility through the National Service Scheme (NSS), teachers play a key role in fostering these values.
- By leveraging ICT, teachers guide students to access information from open e-resources available through the official college website. The college's Wi-Fi-enabled campus ensures constant internet connectivity, providing students with up-to-date information for effective problem-solving. In addition, teachers use ICT tools, such as PowerPoint presentations, to enhance their teaching in the classroom.
- The college library provides access for students to a wide range of resources for reading and learning.
- Teachers make an extra effort by sharing writing materials, reading materials, notes, and e-books through WhatsApp and Gmail. They also use online platforms like Google Meet to conduct virtual classes, ensuring that students have continued access to their education.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 70.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	25	25	25

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

## 2.4.2

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

**Response:** 100

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

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

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

Gorubathan Government College being affiliated under University of North Bengal regarding Internal Assessment as it gives 20% weightage to overall assessment by continuously evaluating the students which comprises of 15 marks in total.

The breakup of internal assessment as prescribed by the university is as follows:

10 marks i.e. 13.33% through Term Papers, Reports, Seminar Presentations, Class Tests, Field Work, or any combinations thereof, spread over the entire period of study and 5 marks i.e. 6.66% through attendance.

Award of 05 (five) marks on class attendance shall be given in the following manner: Attendance of 75% and above but below 80% -- 02 marks Attendance of 80% and above but below 85% -- 03 marks Attendance of 85% and above but below 90% -- 04 marks Attendance of 90% and above -- 05 marks

Departmental heads and faculty members inform about the internal Evaluation. Accordingly different departments also adopt suitable methods to assess student performance.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

Gorubathan Government College has adopted the University of North Bengal's curricula across its diverse programs, each of which includes well-defined Program Outcomes (POs) and Course Outcomes (Cos). These outcomes are publicly available on the college website for information and assessment. Furthermore, hard copies of the syllabus and learning outcomes are accessible through departmental offices and the library.

In every academic program and throughout the daily operations of the college, we promote values of truth in thought, speech, and action for the benefit of all. We uphold positive professional ethics and foster mutual respect and goodwill among the administration, staff, and students, creating a welcoming

and supportive environment. The college is committed to gender equity and implements policies that advocate a non-discriminatory and inclusive approach towards individuals of all backgrounds, including caste, creed, religion, race, and gender.

Top of Form

Bottom of Form

The Program Outcomes (POs) and Course Outcomes (Cos) across various disciplines in B.A. Honours, B.Sc. Honours, and General courses are pivotal in influencing students' holistic development and readiness for diverse life facets. The importance of these outcomes can be summarized as follows:

### 1. Programme Outcomes (POs):

- **Discipline-Specific Knowledge:** POs aim to equip students with a solid understanding of their chosen field. Whether its literature, science, or any other subject, students gain domain-specific knowledge.
- **Effective Communication:** Students learn to express themselves clearly and persuasively, both in writing and verbally.
- **Social Awareness:** POs sensitize students to social issues, fostering empathy and a sense of responsibility.
- **Environmental Consciousness:** Students develop an awareness of environmental challenges and sustainable practices.
- **Good Citizenship:** POs encourage informed civic participation and awareness of societal issues.

### 1. Course Outcomes (Cos):

- **Subject Choice and Understanding:** Courses allow students to explore a diverse range of subjects. They can choose from various available disciplines.
- **Conceptual Grasp:** Students gain a deeper understanding of subject matter across different courses.
- **Methodology Sensitization:** Disciplines introduce students to specific methodologies relevant to their field.
- **Research Aptitude:** Students develop research skills, enabling them to innovate and contribute to multi-disciplinary domains.
- **Broadened Outlook:** Courses enhance students' understanding, leadership abilities, communication skills, and self-esteem.
- **Value-Added Courses:** These courses instil ethical and moral values, fostering tolerance and philosophical insights.

### 2. Benefits and Opportunities:

- **Competitive Exams Preparation:** The course prepares students for competitive examinations.
- **Job Prospects:** Graduates can explore attractive job opportunities aligned with their specialization.

### 3. Continuous Evaluation Mechanisms:

- **Departmental Committee Meetings:** Regular discussions within departments to assess progress.

- **Academic Committees:** Oversight and evaluation by academic bodies.
- **Principal-Student Interaction:** Principal's engagement with students to understand their experiences.
- **IQAC Meetings:** Quality assurance through Internal Quality Assurance Cell meetings.
- **Student-Teacher Interactions:** Ongoing feedback and communication.
- **Parent-Teacher Inputs:** Valuable insights from parents' perspectives.

These outcomes contribute significantly to holistic education and personal growth.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

The various methods are used for the evaluation for the attainment of the program outcomes, program specific outcomes and course outcomes.

1. Evaluation process: The program outcomes and program specific outcomes are evaluated through assessing the course outcomes of the relevant program through regular and direct evaluation process such as University examination, Institutional internal examinations, assignments, project work, class test etc.
2. Average attainment in Evaluation process: Out of total marks in all semester examinations, 80% mark shall be evaluated through University examination and 20% by the Institution for internal assessment.
3. Process of assessing attainment is based on the University annual and end semester examinations, through which program attainment shall be measured based on the course attainment level determined within the program.
4. Institution performs various methods for regular assessment of the students in order to bring them into the level to attain program outcomes and program specific outcomes. The regular methods of assessing and evaluation are internal examinations, class test, viva-voce, project work, assignments etc.
5. Institution collects the feedback from the students in order to measure and indentify the attainment level of the students in terms of program, courses, syllabus in order to understand and improve teaching learning process.
6. Students progression to the placements and to the higher education is important parameter in

measuring the attainment of POs, PSOs and COs.

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

### 2.6.3

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

**Response:** 67.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	103	111	67	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	134	130	87	53

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

## 2.7 Student Satisfaction Survey

2.7.1

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

**Response:** 3.29

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



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

Modern institutions have a very pivotal role in the rapidly changing world, one that stimulates innovation and promotes knowledge and technology transfer. Such institutions are dynamic ecosystems for these processes and, hence, drive huge progress and meet complex challenges in their various sectors. Our College has tried to build an ecosystem in which knowledge can be transferred to our students through the various seminars and debates organized by its different departments, NSS, and ELC. Seminars and debates in a college are highly beneficial to our students for enhancing experiences regarding learning, developing key skills, and creating a dynamic environment that is intellectually stimulating. The rating for these activities regarding personal and professional growth is very high, as they prepare the students for challenges and opportunities lying ahead in the future. In addition, our colleges also offer ICT facilities along with open e-resources that not only help the students but also provide faculties and other staff with the means. A number of benefits support learning experiences through the infusion of ICT in education, personal and academic development, and getting ready for the future. It helps the student to access diversified resources, develop critical skills, and learn innovative methodologies in learning that all work together toward integral success and readiness for a technology-driven world. Our college

engages students in various activities like cultural and awareness programs that help students understand community engagement, promote understanding, and enrich societal values. In our college, we also have an Eco-Club that has manifold advantages, not only within the college premises but beyond. They spread environmental awareness, develop leadership skills, and work as a team to learn as well transfer knowledge in localities. Collaborations through MoUs with different Colleges have become an integral part of transferring knowledge through visits from Resource persons and their lectures. In the future, the college will extend comprehensive support to establish a credible and innovative ecosystem that nurtures the creative ideas of emerging young minds.

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

### 3.2.2

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

**Response: 6**

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

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

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

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response: 0.59**

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

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

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

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.45**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	6	1	0

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The extension activities of our Institution through National Service Scheme (NSS), Eco-Club, and Electoral Literacy Club (ELC) greatly contribute towards community engagement and sensitizing the students about various social issues. These activities have their own contributions towards neighborhood community development and an impact on the holistic development of students.

National Service Scheme is one such effort at our Institution with regard to community service and social awareness among students. As part of the NSS, students are involved in group service projects relating to cleanliness drives, awareness programs regarding various issues like hygiene, sports, conservation of and cleanliness in the environment. These activities directly touch upon issues involving an improvement in the quality of life in the neighborhood. During close interaction with the community, students obtain first-hand information about various challenges, such as poverty, discrimination, and a lack of amenities. Such exposure builds empathy and responsibility toward the well-being of society. Students begin to appreciate their privileges and are inspired to become constructive contributors to society. Hence, the extension activity is one of the core programs that our Institution emphasizes to the student.

The Eco-Club within the college highlights environmental conservation and sustenance of green practices. This includes tree plantation drives and waste management campaigns, which raise sensitivities and awareness regarding the environment. Such initiatives, in addition to the greenery and cleanliness of the neighborhood, instill a sense of environment stewardship in the students. They get to know the importance of biodiversity, mitigation of climate change, and what an individual's role is in the preservation of the ecosystem.

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

### 3.4.2

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

##### **Response:**

##### **KANYASHREE PRAKALPA**

In 2013, the Department of Women Development and Social Welfare, Government of West Bengal (DWD & SW), launched the innovative Kanyashree Prakalpa Scheme with the aim of enhancing the status and quality of life for female students. The scheme's objective is to provide them with financial support so they can continue further education, become ready for the future, and avoid child marriage until they are of legal marriageable age. Since child marriage has a negative impact on the life of a girl, this scheme is a help to get rid of the problem and improve their health as well as educational status. Moreover, this scheme contributes to the empowerment of the girls in West Bengal.

Girls between the ages of 18 and 19, who remain single and enrolled in school/college, are eligible for a one-time grant of Rs. 25,000/-, and girls between the ages of 13 and 18 are eligible for annual scholarships.

The aforementioned scheme has also helped the female students of Gorubathan Government College. It has been extremely beneficial to the economically disadvantaged female students.

##### **ELECTORAL LITERACY CLUB (ELC)**

An Electoral Literacy Club (ELC) is a platform to engage college students through interesting activities and hands-on experience to sensitize them to their electoral rights and familiarize them with the electoral process of voting. On September 7, 2018, the Electoral Literacy Club (ELC) was inaugurated at Gorubathan Government College, aligning with the visionary directives of the Election Commission of India (ECI). The club was founded to ignite a fervor for electoral literacy among all age groups of Indian citizens, with a special focus on the college's students. Through dynamic activities and immersive experiences, the ELC operated with an unwavering commitment to apolitical, neutral, and non-partisan principles. The ELC was meticulously crafted to target new voters, particularly those aged 18–21 pursuing their graduation.

Under the able leadership of Nodal officers (NOs), the college has served extraordinarily in benefiting students financially through Kanyashree Prakalpa and making the students aware of electoral participation through Electoral Literacy Club (ELC), and has got distinct recognitions at district levels. A few of the prized possessions are delineated below:

- **Kanyashree Prakalpa:** Gorubathan Government College was felicitated as one of the best-

performing institutions for two consecutive academic years, 2019–20 and 2020–21, and as the first-ranked college for the academic year, 2021–22, in implementing Kanyashree Prakalpa for empowering girls in Kalimpong District.

- **District Level Competition organized by Election Commission of India:** The 2nd semester students, Ranju Chhetri and Reday Rai, from the Department of Political Science, emerged as the winner in debate competition and essay writing competition, respectively. These two winners were felicitated on “National Voters’ Day”, dated January 25, 2022.
- **District Youth Parliament Quiz and Extempore Competition:** The team from Gorubathan Government College secured the prestigious position of 1st Runners Up in the District Youth Parliament Competition at the inter-college event held at the Kalimpong Town Hall, organized by the Kalimpong District Administration on September 21, 2022.

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

### 3.4.3

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

**Response:** 5

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

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

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 3

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The college features 16 classrooms, including one equipped with ICT facilities. It also includes 3 science laboratories, 1 Principal's Office, 1 College Office, 1 Staff Room, 1 Examination Office, 1 Seminar Hall, 1 Gallery Room, 3 washrooms for male students, 3 washrooms for female students, 3 washrooms for male staff, 3 washrooms for female staff, and 1 washroom within the Principal's Office in the Main Building. Most departments are equipped with a desktop computer and reliable internet access. All our computers are also backed by UPS during power-cuts.

Additional facilities include 1 Girls' Common Room, 1 Boys' Common Room, a washroom in each of these common rooms, and 1 Security Guard Room.

The Seminar Hall is used for various academic events such as seminars, special lectures, conferences, workshops, cultural activities, orientation for new students, and career counseling. The Gallery Hall is also used for cultural events.

For recreational purposes, students have access to a large playground, a badminton court, a basketball court, a carrom board, and a table tennis corner, all equipped with updated gear.

The entire campus is monitored by 11 CCTV cameras, including one in the Principal's Office.

The Department of Botany, Eco Club, and NSS Unit maintains a medicinal plants garden.

The college has a canteen that provides refreshments to stakeholders during long working hours.

Waste management is facilitated by waste bins placed at various locations throughout the college.

A ramp at the Main Building entrance is available to accommodate students with disabilities.

Additionally, there is a designated parking area for two-wheelers.

The central library facilitates its users as information and knowledge hub of the institution. It houses approximately 2700 books and two computers for students use. Library is fully wifi-enabled and students use these facilities for their academic information needs. The total area of the library is 1724 sq.



ft. out of which reading room has the area of 900 sq. ft. and seating capacity for 30 students and 6 teachers.

Our institution also has the facility for emergency power back-up. Two inverters (Brand-Microtek) with output capacity of 1100VA/850 W and tall tubular battery (Brand-Exide) of 12 volts/150 Ah are installed in College office and Principal's office respectively, to avoid disturbance in administrative works due to powercuts. The seminar hall of the college is also backed by petrol fuel power generator (brand -Honda) which gives output of 2.8kVA. The projectors in smart classroom and seminar hall are also equipped with two inverters with capacity of 1000VA/800W and battery (brand-Amaron) of 12 volts/ 26Ah.

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

#### 4.1.2

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

**Response:** 48.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.55	0	7.67	7.34	23.09

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The central library of our college stands as an indispensable learning resource for students and teachers. Beyond its physical space filled with books, it serves as a hub of knowledge and academic support. Here are some key aspects of how our college central library functions as a valuable learning resource:

#### **Book Collection:**

- Diverse range of academic and reference books approximately total of 2650 books across various disciplines.

#### **Digital Resources:**

- Two computers with internet access for study and research purposes for the students and teachers.
- Wifi enabled reading room for the users.
- Access to open and free learning resources by providing links through official college website.

#### **Study Spaces:**

- Quiet and well illuminated reading room with seating capacity for 30 students.
- One reserved table for teachers with total of 6 persons seating capacity in the reading room.
- The total carpet area of the Library is 1724 sqft, out of which the reading room has an area of 900 sqft.

#### **Librarian Assistance:**

- Professional librarian available for research help and guidance.
- Instruction on how to use library resources effectively through library orientation program.

#### **Other initiatives by the Library:**

- Green corner in the library: the initiative by NSS Unit 1 along in collaboration with library.
- Multilingual Wall magazine 'Abhiwiyakti' by Library Club.

#### **Security and Policies:**

- Rules and regulations for borrowing, returning books, and library conduct.
- Security measure like installation of CCTVs to protect library resources and equipment.

The college has following plans for the upgradation of the Central Library:

- Implementation of Integrated Library Management Software in the library.
- Subscription of N-LIST and various e-journals.
- RFID based library management system.

The library is frequently visited by the students and teachers for reading and issuing the books.

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

IT infrastructure at our college plays a very important role in enhancing the teaching-learning process and dissemination of information. It offers varied tools and resources aimed at making the educational experience more effective and engaging. The IT infrastructure of our college facilitates in the areas such as communication, collaboration, assessment, feedback among many others. The most important roles for our institution has been:

a) Access to Educational Resources: The two computers in the library are exclusively for the students to serve their information access purposes. The students use the computers for their departmental assignments and access open e-resources provided through the official college website. The application software such as MS Word, MS Powerpoint, MS Excel are frequently used by the students.

b) Online learning and services: In the pandemic period the teachers and students engaged through G-Meet like online platform for Teaching-Learning process. The college website serves as the mirror of the college and provides all necessary information. The student activities, college notices etc. are regularly updated in the website. The admission process and collection of fees from the students are done through separate admission portal of the college.

c) Interactive Learning: Our IT infrastructure suitably adapts the students learning needs. The ICT tools are used by the teachers in the smart classroom by giving effective Powerpoint Presentations to the students.

Our colleges' IT infrastructure generally comprises several essential components.

**Network Connectivity:** The whole college building has good access to internet connectivity through Wifi and most of the desktops are provided with wired internet connection. The college has subscription plans of 100 Mbps bandwidth for main building and later added connection plan of 40 Mbps bandwidth for coverage to Students Common Rooms and College Canteen

**Computing Facilities:** Our college has seventeen functional desktops out of which two are for students use. Almost all departments have atleast one desktop in the departmental office and college office staffs uses three desktop. All desktops have Windows 10 or 11 version Operating System and other basic application software like Chrome Browser, MS Office, Adobe Acrobat Reader (basic version) etc.

**Smart Classroom:** We have dedicated smart classroom for interactive teaching learning environment. Our smart classroom has best-in-class projector and can accomodate approximately 80 students. The seminar hall is also well equipped with audio-visual facility and has one good quality projector with microphone and speakers. The Zoology department and Chemistry department also have projectors to facilitate the students for interactive learning.

**Security Measures:** The IT infrastructure of our college significantly aids in managing the security concern of our campus. Whole campus is monitored through 11 CCTV cameras which is placed in important locations and corners of our college. The online security threat is also handled by installing Quicheal or Windows Security in all desktops of our college.

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

#### 4.3.2

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

**Response:** 295

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

**Response:** 2

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 22.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.72	4.50	3.41	3.87	2.66

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 18.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
189	167	54	31	2

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** D. 1 of the above

File Description	Document
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 0

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

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

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 30.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	7	1	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	10	6	5



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

### 5.2.2

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

**Response:** 13.89

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

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

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response: 5**

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

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

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response: 3**

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

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

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

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The Gorubathan Government College Alumni Association has been started in the year 2024 with the aim of fostering lifelong relationships between its alumni and supporting the college's mission. Although not yet officially registered, the association aims to create a dynamic network of alumni who contribute to the college's growth and success.

The association's key objectives are:

- To build and maintain a strong yet supportive alumni network.
- To organize events and reunions that facilitate professional and personal connections.
- To provide mentorship and career support for recent graduates.
- To collaborate with the college on fundraising and development initiatives.
- To enhance the college's visibility and reputation through alumni achievements.

This association represents a vital step in strengthening the bond between past and present members of our academic community.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Our vision is to create a learning environment that not only imparts academic knowledge but also instils ethical values, resilience, and a sense of purpose in students. By encouraging exploration and innovation, we empower our graduates to become proactive contributors to society, capable of addressing global challenges and driving positive change. Through these efforts, we aim to build a community of lifelong learners who are prepared to lead with integrity and make meaningful contributions to the betterment of our nation and beyond.

#### VISION

- Transformation of the rural population through education and empowerment
- Creation of quality human resources who contribute meaningfully to society
- Promotion of higher education, fostering analytical thinking and a scientific mindset
- Development of a skilled, responsible, and hardworking workforce for nation-building
- Fostering a culture of creativity and professional growth for staff and faculty.
- Fostering a culture of innovation and creativity that addresses local and global challenges
- Encouraging community engagement and social responsibility, building a sense of unity and collaboration
- Preserving and promoting local culture and heritage, enriching students' understanding of their roots and identity
- Advancing environmental sustainability, teaching students to care for and protect their natural surroundings

#### MISSION

The mission of the college is to cultivate knowledge, nurture critical thinking, and prepare individuals for their future endeavours, ensuring that the education received here leaves a lasting impact and fosters intellectual growth and legacy. Our college aims to:

- Provide easily accessible and affordable undergraduate education, breaking barriers to learning and ensuring inclusivity across all strata of society.
- Extend the reach of undergraduate education, making it accessible to every member of our community, thereby democratizing knowledge.
- Promote creativity and critical thinking among students, equipping them with skills essential for a

dynamic and skill-based learning environment.

- Foster leadership qualities and a commitment to social service through active participation in National Service Scheme (NSS) activities.
- Cultivate values such as empathy, integrity, dignity of labour, self-reliance, gender equality, and environmental stewardship, nurturing responsible citizenship and community engagement.
- Create a supportive and inclusive campus environment that celebrates diversity and promotes mutual respect among students, faculty, and staff.
- Encourage interdisciplinary learning and research, fostering innovation and holistic development among students.
- Foster a culture of lifelong learning, encouraging continuous personal and professional development among students and alumni.
- Uphold academic excellence through rigorous standards, continuous improvement, and accreditation, ensuring our programs meet high benchmarks

Our institution is divided into Administrative and Academic categories, overseen by the Officer-in-Charge and the Internal Quality Assessment Cell (IQAC). Academic activities are managed by Teachers' Council sub-committees, while administrative tasks are handled by the Officer-in-Charge's office, supported by staff sub-committees. The Administrative Committee deals with procurement, infrastructure, and faculty/student matters, while the Academic Committee focuses on student support and welfare. Statutory bodies, departments, the library, and the college office operate under the Officer-in-Charge's supervision. External members in the ICC and IQAC highlight our commitment to collaborative management and strong leadership. The college has started implementing the National Education Policy (NEP), including the four-year undergraduate programs (FYUGP) in line with NEP 2020 objectives.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

- **Perspective Plan Deployment:** The institution's perspective plan is effectively implemented, as shown by the efficient operation of institutional bodies, policies, administrative setup, and procedures.

- **Guidance and Compliance:** The plan aligns with the affiliating university's guidelines and the Department of Higher Education, Government of West Bengal.
- **Academic Activities:** The university sets the curriculum and schedule, which the college follows for classes, internal assessments, workshops, and extension activities. Faculty are involved in university-level tasks like question formulation, script evaluation, and Board of Studies activities.
- **Regulatory Adherence:** The college complies with university orders, reflecting effectiveness in university results and graduate success.
- **Administrative Protocols:** The college adheres to administrative protocols, appointment procedures, and service regulations set by the Department of Higher Education, Government of West Bengal.
- **Faculty Recruitment:** Faculty members are part of the West Bengal Education Service (WBES), with recruitment managed by the Public Service Commission, West Bengal, following UGC guidelines.
- **Appointments and Transfers:** Managed by the Department of Higher Education, with service rules for faculty and non-teaching staff following the West Bengal Service Rule (WBSR).
- **Policy Implementation:** The college follows these protocols through various committees and has developed an Institutional Development Plan, e-Governance Policy, and Green Campus Policy.

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

## 6.2.2

### *Institution implements e-governance in its operations*

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

**Response:** C. 2 of the above

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The college's dedication to effective welfare programs and a Performance Appraisal System (PAS) for all staff shows its commitment to create a supportive and productive workplace. Our college believes in this idea and everyone works together to improve the college. From health care to recreation facilities and chances to grow, every part aims to boost quality of life and job satisfaction. All teachers get duty leave to attend seminars, Faculty Induction programs, Refresher courses, and other academic activities. West Bengal Health Scheme provides medical insurance to teaching and non-teaching staff. The institution also supports its employees outside of work through programs like flexible hours to help balance work and life. The Performance Appraisal System plays a key role in managing human resources for all staff. This system doesn't just evaluate; it also helps people grow creating an environment where everyone keeps learning and getting better. Our institution builds a team of workers who are committed to making the organization succeed.

**Performance Appraisal System**

- Teachers must undergo a performance appraisal review through the Career Advancement Scheme (CAS), following the guidelines set by the UGC and the West Bengal Higher Education Department's Performance Appraisal System (PAS), to qualify for promotion in their teaching careers. This review evaluates the quality of teachers, their continuous development, progress in research, versatility, and their impact on student learning. For non-teaching staff, there are regular annual increments every July and promotions based on the rules of the West Bengal Higher Education Department.

**Faculty Development Programs:**

- Permission is granted to participate in Refresher Courses/ Faculty Induction Programs.
- Institution grants permission for Short-term Courses to the teaching staff for their professional development.
- We have the facility of on duty leave to participate in seminars and other academic activities.

**Leave grant:**

- Casual leave
- Maternity/paternity leave
- Medical leave
- On duty leave
- Earned leave etc.

**Support Facilities:**

- We have a Canteen for teaching, non-teaching and students.
- Car and bike parking facilities for both teaching and non-teaching staff.
- We have a water purifier and cooler for clean drinking water facilities.
- We have sanitary vending machine for female students and staffs.
- Elevated Ramp for differently-able staff and student.
- Common staff room facility.
- Fully functional seminar hall is there for academic and other relevant activity.
- Play ground, badminton court and carrom facilities are available for recreation to our staffs.

**ICT Facilities:**

- The College is fully Wi-Fi enabled.
- Desktop facilities are provided to every department and library.

Institution have ICT enabled class room and seminar hall.

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

**6.3.2**

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

**Response: 0**

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



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

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 30.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	14	5	10

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

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

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The Office of the Principal/Officer-in-Charge develops its financial strategies in coordination with the Central Purchase Sub-committee. Since our college is government institution, it is fully funded by the Government of West Bengal. The annual funding provided by the government can be divided into two heads:

1. Non-Plan
2. Plan

#### Non-Plan Head

1. Salary
2. Wages
3. Electricity Bill
4. Telephone Bill and Internet Charges
5. Allotment to West Bengal Health Scheme (WBHS)
6. Bonus
7. Office Expenses
8. Maintenance charges including allotment to PWD (Electrical & Civil) for infrastructure maintenance
9. Charges for Security Guards

**Plan Head**

1. Development grant: Books, Equipment, Chemicals and glass wares, Furniture, Computer and peripherals
2. Infrastructure augmentation: Allotment to Public Works Department, Govt. of West Bengal

To ensure optimal use of resources the Convenor of the Central Purchase Sub-committee after collecting the requisitions from College Infrastructure and Development Sub-committee and Departments convenes meeting with the Officer-in-Charge to effectively allocate financial resources based on needs. The Central Purchase Sub-committee then drafts a budget, incorporating input from the IQAC and with the Officer-in-Charge's agreement, submits it to the Higher Education Department of the Government of West Bengal.

The non-plan budget, created by the college office in collaboration with the Principal, complements this. The Government of West Bengal provides an annual allocation for non-plan needs on time and also grants a Development Grant to the college to address its various requirements

Additionally, the college office, in co-ordination with the Officer-in-Charge, prepares a non-plan budget. The Government of West Bengal provides an annual allotment for non-plan necessities on time and also allocates a Development Grant to address the college's various needs. The process then involves inviting tender quotations, issuing work orders, and ultimately receiving supplies from vendors to ensure the effective and efficient use of financial resources. For accountability, transparency in financial operations, and compliance to the guidelines of government's financial regulations the internal audit is conducted annually through Registered Chartered Accountant Firm. The government colleges external audit is executed by the Office of the Principal Accountant General (A&E), West Bengal under Comptroller and Auditor General (CAG) in consultation with Department of Higher Education, Govt. of West Bengal so the college has applied for the external audit to the Director of Public Instruction, Education Directorate, Department of Higher Education, Govt. of West Bengal.

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

**6.5 Internal Quality Assurance System****6.5.1**

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

**incremental improvement in various activities****Response:**

The IQAC of the college plays a crucial role in upholding the quality of the teaching and learning process and enhancing the overall academic environment. To achieve these goals, the IQAC has implemented the following key measures:

- Regularly monitors and evaluates the teaching-learning process, infrastructure, and student performance.
- Maintains regular communication with the Head of Departments to ensure a smooth teaching and learning process, continually striving to enhance its quality.
- Encourages Departments to evaluate student achievements in relation to Course Outcomes (CO) and Programme Outcomes (PO) and requests reports for future course of action.
- Encourages taking the necessary steps to increase the number of ICT-enabled classrooms.
- Motivates Departments to organize student seminars.
- Motivates promoting e-learning and hence, encourages use of digital platform facilities like open access e-journals, open access e-books, institutional repositories and e-learning platform.
- Encourages the College library to initiate the library automation and add more academic books and reference materials to its collections.
- Regularly gathers and analyzes feedback from students, parents, and faculty members, and addresses any grievances in consultation with the competent authorities.
- Sensitizes the Departments to organize special lectures and seminars.
- Made efforts to establish MoUs with various academic institutions.
- Motivates faculty members to participate in conferences, seminars, workshops and faculty development programs, engage in active research, and pursue PhD studies to advance their academic careers. Faculty members are also encouraged to supervise or co-supervise doctoral theses, dissertations, and projects.
- Provides updated information on journals included in Scopus, Web of Science, and the UGC Care list, and motivates faculty members to publish their work in these reputable journals.
- Encourages teachers to involve students in extracurricular activities to support their holistic development.
- Plays a crucial role in processing the CAS file required for the promotion of faculty members.
- Encourages the institution to conduct Green Audits, Academic and Administrative Audits, Environmental Audits, and Gender Audits as part of its quality assurance initiatives. Additionally, assists in developing a quality policy focused on creating a green and plastic-free campus.

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

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

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

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

At Gorubathan Government College, gender equity and sensitization are integral to its mission, particularly given its rural location and its impact on students from economically weaker backgrounds. The college has become a vital resource for female students who might otherwise face significant barriers to higher education due to financial constraints. The college's remote location addresses these issues by providing a safe and accessible educational environment for female students.

To actively promote gender equity, the college ensures that female students are given equal opportunities in both curricular and extracurricular activities. Female students are encouraged to take on leadership roles, such as class representatives and members of student bodies, and are actively involved in sports, debates, cultural events, and competitions. The curriculum includes gender-oriented topics that stimulate discussions on gender issues, further enhancing awareness and understanding.

The college also promotes gender equality among its faculty. Female faculties equally participate in heading departments, be appointed as conveners and coordinators of important sub-committees, which ensures their active participation in decision-making processes.

The ICC ensures the safety and well-being of all students and staff. Additionally, during student orientation programs, the college informs students about government scholarship schemes and credit card facilities available under the W.B.S.C.C. Scheme.

The safety of female students is a priority, with measures such as CCTV installations and the deployment of security guards throughout the campus. The Girls' Common Room provides a dedicated space where female students can recreate and socialize in a supportive environment.

Gorubathan Government College celebrates significant National and International days with enthusiasm, including Independence Day, Teachers' Day, Bhanu Jayanti, Bhasa Diwas, Women's Day, Yoga Day, and World Environment Day. These observances serve as platforms for raising awareness and fostering a sense of responsibility among students, reinforcing the college's commitment to gender equity and community engagement.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

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

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

**7.1.3**

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

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

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

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

#### 7.1.4

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

#### **Response:**

Despite its short nine-year history, our college stands as a beacon of religious and cultural harmony. The college is committed to diversity, fostering mutual respect and tolerance among students from all major religious backgrounds, including Buddhists, Hindus, Christians, and Muslims. Its diverse socio-economic and ethno-religious community creates a culture of inclusivity and mutual respect, free from sectarian strife. The college maintains a secular atmosphere, supporting students from socially disadvantaged groups—SC, ST, OBC, and minority communities, through admissions, scholarships, and other academic processes.

The college organizes various cultural programs throughout the year, such as Fresher's Welcome, International Women's Day, Teachers' Day, and Farewell events. Celebrations of literary figure like Bhanu-Jayanti feature cultural dances, songs, poetry recitations, and literary talks, reflecting its commitment to cultural diversity. This inclusivity is evident as students and staff from different backgrounds participate actively in these events, demonstrating unity without discernible differences. Linguistic diversity is promoted on campus, with Nepali, English, Hindi, and Bengali as common languages. Communication and examinations are conducted in these languages, fostering an inclusive academic environment. The books in the central library are available in Nepali, English, Hindi and Bengali languages. The Library Club has initiated a multilingual wall magazine named 'Abhiwyakti' in the premise of central library. The college aims to expand access to higher education, especially for financially challenged individuals, women, SC, ST, and minorities. It focuses on educating economically disadvantaged students from tea gardens and rural areas, striving to make quality education accessible to as many people as possible and ensuring equal opportunities for holistic development.

The college sensitizes students and staff to constitutional values, rights, and responsibilities through various activities. As directed by the Higher Education Department, Government of West Bengal, our College organised the "Student Credit Card Scheme Awareness Programme", which was designed to support the students to pursue education without having any financial constraints. Independence Day and Republic Day are celebrated every year. Additionally, the college participates in Youth Parliaments,



essay competitions, and quizzes on the Constitution and democracy, and organizes Electoral Literacy programs to educate new voters. The students and teachers from the Botany Department, Eco Club, and NSS Unit maintain a medicinal plants garden, promoting awareness of traditional medicine and the cultural significance of medicinal plants. The NSS Unit organizes awareness programs encouraging students to strive for betterment in health, hygiene, and conservation of natural resources, and to invoke a feeling of patriotism in their hearts.

The History Department arranges educational tours to historical sites, emphasizing cultural heritage preservation. At the same time, the Science Department arranges educational excursions that cultivate a deeper appreciation and respect for nature, inspiring students to become future stewards of the environment. Together, these initiatives encourage students to value both our history and the natural world. Additionally, faculty actively participate in national and state election duties.

These initiatives reflect the institution's commitment to inclusivity and respect for diversity, ensuring that all students and staff are aware of their constitutional obligations and the values of a harmonious society.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practices 1:**

**Environmental Conservation and Community services by NSS:**

The Social and environmental services provided by the National Service Scheme (NSS) of Gorubathan Government College has been pivotal in fostering community engagement and development, especially in rural and underserved areas of Gorubathan. For a rural college, NSS Unit-1 offers a valuable platform for students to contribute meaningfully to the local community, addressing unique challenges and leveraging local opportunities. NSS Unit of the College has been engaged in various activities that has directly or indirectly contributed to the well being of the local society since its inception.

- 1. Conducted Community Assessments:** NSS unit has been actively involved collecting and preserving data on socioeconomic and environmental conservation efforts of the local populace. A survey was conducted during the 'NSS Special Camp', conducted from 26th April – 2nd May,

2019 on the topic “Comparative study of prevailing waste management systems of Gorubathan: Sombarey, Malbusty, Mayalubusty, and Lower Fagu”. Volunteers collected data on the prevailing waste management system of Gorubathan and also suggested more efficient and environment friendly methods of waste disposal.

1. **Promoting Good Health:** A special lecture was organized by the NSS Unit in collaboration with the Department of Zoology on “Self medication and its Implications” delivered by Dr. Barun Ranjan Sarkar, former Assistant Professor and Preceptor of Clinical Pharmacy, University of Gondar, Ethiopia on 10th May, 2019. Local people were specially invited to be part of this event as the lecture was on the very pertinent and common practice among all.

NSS Unit organized another similar awareness campaign on the topic “Awareness on Sports and Health Hygiene” at Mal – 4 village. The volunteers and faculty members distributed handkerchiefs, toothbrushes, hand sanitizers, and, games and sports equipment to the children of the village. Accompanied teachers also spread awareness about the good health and proper hygiene.

1. **Environment Conservation and awareness activity:** NSS unit has been promoting environment conservation and awareness activity right from its inception. Cleanliness Drive in and around the College has been a regular extension activity of the unit. Apart from regular cleaning activity within the campus the Unit has carried cleanliness activities to BPHC, Lower Fagu Primary School as well.

Regular plantation drive has also been carried by the NSS Unit. The campus has healthy green campus and possess good number of fruiting and flowering trees around the campus.

## **Best Practices 2:**

### **Election related awareness activity conducted by the Electoral Literacy Club (ELC):**

Since September 2018, the dynamic Electoral Literacy Club (ELC) at Gorubathan Government College has dedicated itself to enriching students’ understanding of electoral processes. By actively promoting club enrolment and fostering democratic governance, the ELC equips under privileged students to become well-informed, engaged voters. Strategic coordination with the District Election Officer significantly expands the club’s reach, allowing us to engage with a broader audience. By collaborating closely, we can tap into valuable resources, share best practices, and organize impactful events. As for the creation of innovative resources and educational activities, we imagine interactive workshops on voter education, mock parliament to simulate the process, and perhaps even a lively debate on electoral reforms. These initiatives not only enhance students’ understanding but also foster a sense of civic responsibility. Our efforts ripple beyond the college walls. Each informed voter we empower contributes to a stronger democracy. The ELC's unwavering commitment to facilitating voter registration ensures that no eligible student is left behind. This comprehensive approach not only prepares students for active participation in the democratic process but also nurtures a more engaged and knowledgeable citizenry. By effectively bridging theoretical knowledge with practical experience, the ELC plays a crucial role in strengthening the democratic system, ultimately benefiting both students and society.

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **Institutional Distinctiveness**

Gorubathan Government College, nestled in the serene locale of Fagu in Gorubathan, Kalimpong, is an institution that has been evolving significantly since its inception. In May 2015, the college began its journey in a modest rented wooden room at Sombaray Bazar. Despite its humble beginnings, Gorubathan Government College has grown into a well-established educational institution, distinguished by its unique features and its commitment to serving a diverse student population in a rural setting.

One of the standout features of Gorubathan Government College is its location at the foothills of the Neora Valley National Park. This area is renowned for its rich biodiversity, which greatly enhances the college's educational experience. The proximity to such a diverse natural environment offers students unique opportunities for environmental studies and outdoor learning. The lush surroundings not only provide a picturesque and tranquil setting but also foster a deeper connection with nature. This connection is reflected in the college's curriculum, which often incorporates aspects of environmental science and conservation, giving students practical insights into the region's rich flora and fauna.

Gorubathan Government College is recognized for its exceptionally affordable fee structure. This aspect is particularly significant for students hailing from economically disadvantaged backgrounds, including those from remote villages and tea gardens. By maintaining a low fee structure, the college ensures that financial constraints do not prevent deserving students from pursuing higher education. This commitment to affordability reflects the college's mission to make quality education accessible to all, particularly in a region where economic challenges are prevalent. The cost-effectiveness of the college's programs is instrumental in enabling students to achieve their educational aspirations without undue financial burden.

The multilingual nature of the region necessitates an accommodative approach to education, and Gorubathan Government College excels in this regard. The college embraces the linguistic diversity of its student body by incorporating multilingual practices into its educational and administrative processes. This inclusivity helps bridge communication gaps and ensures that students from various linguistic backgrounds feel welcomed and supported. By accommodating the local linguistic context, the college fosters an environment where students can engage more effectively with their education and with each

other. This approach not only enhances the learning experience but also promotes a sense of belonging among students from diverse linguistic and cultural backgrounds.

An important aspect of Gorubathan Government College's commitment to accessibility is its growing focus on providing scholarship opportunities. Over the years, the college has seen a notable increase in the number of students availing themselves of these financial aids. Scholarships play a crucial role in supporting students who might otherwise struggle to afford their education. By actively seeking and offering scholarships, the college helps reduce the financial barriers to education, enabling more students to benefit from the opportunities provided. This emphasis on scholarships aligns with the college's mission to support underprivileged and first-generation learners, ensuring that financial constraints do not hinder their academic progress.

Gorubathan Government College is distinguished by its commendable gender ratio, with a higher number of female students. This balanced ratio is a reflection of the college's commitment to gender inclusivity and empowerment. By providing equal educational opportunities for all genders, the college fosters an environment where female students can thrive academically and socially. This focus on gender balance not only supports individual students but also contributes to broader social change by promoting gender equality in education. The presence of a significant number of female students highlights the college's role in advancing women's education and empowerment in the region.

The college's dedication to serving under-privileged communities is evident in its high enrollment of students from SC, ST, and OBC backgrounds. Gorubathan Government College has become a vital institution for promoting social equity by providing educational opportunities to marginalized groups. The high representation of these communities is a testament to the college's inclusive policies and its mission to cater to the educational needs of all sections of society. By focusing on under-privileged students, the college contributes to social upliftment and ensures that its educational benefits are extended to those who need them most. This commitment to inclusivity reinforces the college's role as a key player in advancing social justice and equal opportunities in education.

The growth and development of Gorubathan Government College are evident in its transition from a small wooden room to a fully-fledged educational institution. The college now boasts a three-storey building, complete with modern facilities such as dedicated staff rooms, a well-stocked library, state-of-the-art laboratories, and a common room for students. These developments reflect the college's commitment to providing a conducive learning environment and supporting both students and faculty in their academic pursuits. The expansion of infrastructure not only enhances the overall student experience but also underscores the college's dedication to continuous improvement and development. This progress is a clear indicator of the college's success in creating a supportive and well-equipped educational setting.

At the heart of Gorubathan Government College's mission is its commitment to providing quality education. The college's motto, "Knowledge gives immortality," encapsulates its dedication to delivering a curriculum that not only imparts knowledge but also equips students with the skills and confidence needed for future success. By continually refining its academic programs and pedagogical approaches, the college ensures that students receive an education that is both relevant and impactful. This focus on quality education is central to the college's efforts to prepare students for the challenges of the modern world and to foster their personal and professional development.

Gorubathan Government College at Fagu, Gorubathan Kalimpong, stands out as a beacon of educational excellence and community service. Its rich natural environment, affordable fee structure, multilingual

approach, increasing scholarship opportunities, balanced gender ratio, and commitment to serving under-privileged communities collectively define its distinctiveness. The college's remarkable growth and development reflect its dedication to providing quality education and supporting a diverse student population. Through its ongoing efforts to enhance educational opportunities and promote social equity, Gorubathan Government College continues to make a significant impact on the lives of its students and the broader community.

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

## 5. CONCLUSION

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### **Additional Information :**

Gorubathan Government College is dedicated to fostering a diverse and inclusive environment while addressing various aspects of campus life. The institution actively promotes cultural, regional, and linguistic harmony among students, encouraging them to develop a broad social perspective and understand their roles within a diverse society. The college's picturesque location, surrounded by the lower Fagu tea estate and the Neora Valley National Park, not only provides a beautiful setting but also motivates stakeholders to engage in maintaining a green and sustainable campus. Situated in rural Kalimpong, the college offers crucial educational opportunities to underprivileged students, particularly those from nearby tea gardens, thereby promoting educational equity. Despite facing challenges with current enrolment figures, Gorubathan Government College is committed to improving these rates through targeted outreach and engagement strategies. The National Service Scheme (NSS) unit at the college plays a significant role in community engagement, organizing activities that focus on environmental awareness, health and hygiene, and various outreach programs that address local needs. The college emphasizes holistic development through co-curricular and extracurricular activities, systematically monitoring these to ensure they contribute effectively to students' personal growth and well-being. It also prioritizes the preservation of local ethnic culture and traditions by regularly organizing events that celebrate regional heritage. Accessibility for differently-abled students is a key focus, with efforts made to provide necessary facilities and support an inclusive environment. The institution maintains a strict zero-tolerance policy towards ragging, sexual harassment, and gender bias, ensuring a safe and respectful campus environment, as evidenced by the absence of reported incidents. Additionally, constant CCTV surveillance is employed to ensure safety and security on campus, providing peace of mind for students and staff and deterring potential misconduct. Through these comprehensive efforts, Gorubathan Government College strives to create a nurturing, inclusive, and secure educational environment.

### **Concluding Remarks :**

Since its establishment in 2015, Gorubathan Government College has been committed to transforming rural education by offering rigorous academic programs and fostering holistic development. The college has made significant strides in impacting students from both local and broader regions, striving to position itself as a leading institution for higher education. With a focus on academic excellence, Gorubathan Government College aims to cultivate a dynamic learning environment that promotes critical thinking, creativity, and innovation.

Situated in a scenic foothill area, the college is dedicated to enhancing environmental sustainability. The lush surroundings, including the lower Fagu tea estate and the Neora Valley National Park, provide a beautiful backdrop and serve as a catalyst for the college's commitment to green practices. The institution actively works on maintaining and improving the campus's green features while educating students about the importance of environmental stewardship.

Looking to the future, the college plans to integrate advanced technologies into its teaching, learning, and administrative processes. This technological advancement is intended to boost efficiency and enrich the overall educational experience, ensuring that students are well-prepared for a rapidly evolving world. Additionally, Gorubathan Government College is set to strengthen its support systems, including career counseling, mentoring, and academic advising. These enhancements aim to better address students' diverse needs and contribute to their academic and professional success.

In alignment with the National Education Policy (NEP), which emphasizes a holistic, flexible, and multidisciplinary approach to education, the college will focus on adopting comprehensive assessment methods. These methods will go beyond traditional evaluations, providing a more rounded assessment of student skills and abilities.

As the college prepares for its first NAAC accreditation cycle, this process will validate its commitment to high educational standards and continuous improvement. Accreditation will not only affirm the institution's dedication to maintaining quality but also enhance its credibility within academic and local communities. Through these efforts, Gorubathan Government College is poised to be a catalyst for growth, opportunity, and positive change in the educational landscape, reflecting its ongoing commitment to excellence and innovation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p><b>1.3.2.1. Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 41            Answer after DVV Verification: 34</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website            Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies            Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.4.1	<p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p><b>2.4.1.1. Number of sanctioned posts year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>40</td> <td>24</td> <td>24</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>41</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>Remark : 2.4.1-Initially the HEI mistakenly uploaded the incomplete data, where the sanctioned post of Principal was not considered in the Teaching post. And the same was uploaded in the SSR. Please update the sanctioned Teaching posts to include the post of Principal as mentioned below:            2018-19 = 25 posts 2019-20 = 25 posts 2020-21 = 25 posts 2021-22 = 41 posts 2022-23 = 41 posts            All posts are detailed in the Government Orders (Annexures I, II, &amp; III) attached to this document. IMS received from HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	40	40	24	24	24	2022-23	2021-22	2020-21	2019-20	2018-19	41	41	25	25	25
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	40	24	24	24																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	41	25	25	25																	
2.6.3	<p><b>Pass percentage of Students during last five years (excluding backlog students)</b></p> <p><b>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</b></p>																				



Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	126	128	85	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	103	111	67	27

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
153	134	130	87	53

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
153	134	130	87	53

Remark : DVV has made changes as per the students who passed the university examination.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	5	1	4

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	7	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	6	1	0

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	0	7

Answer After DVV Verification :

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

Remark : DVV has made changes as per the extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.67	0	28.78	20.89	69.46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.55	0	7.67	7.34	23.09

Remark : DVV has made changes as per the report shared by HEI.

4.4.1	<p><b><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></b></p> <p><b>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19.81</td> <td>16.91</td> <td>12.69</td> <td>16.43</td> <td>11.39</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4.72</td> <td>4.50</td> <td>3.41</td> <td>3.87</td> <td>2.66</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	19.81	16.91	12.69	16.43	11.39	2022-23	2021-22	2020-21	2019-20	2018-19	4.72	4.50	3.41	3.87	2.66
2022-23	2021-22	2020-21	2019-20	2018-19																	
19.81	16.91	12.69	16.43	11.39																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4.72	4.50	3.41	3.87	2.66																	
5.1.1	<p><b><i>Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years</i></b></p> <p><b>5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1254 1046 1388"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>371</td> <td>243</td> <td>89</td> <td>46</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1469 1046 1603"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>189</td> <td>167</td> <td>54</td> <td>31</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the students benefited by scholarships and freeships.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	371	243	89	46	2	2022-23	2021-22	2020-21	2019-20	2018-19	189	167	54	31	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
371	243	89	46	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
189	167	54	31	2																	
5.1.4	<p><b><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li><b>3. Mechanisms for submission of online/offline students' grievances</b></li> <li><b>4. Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above</p>																				

Answer After DVV Verification: B. 3 of the above  
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	3	7	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

**6.2.2 Institution implements e-governance in its operations**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29.36</td> <td>17.86</td> <td>42.82</td> <td>38.45</td> <td>81.92</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12.44</td> <td>6.75</td> <td>17.61</td> <td>14.07</td> <td>33.17</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	29.36	17.86	42.82	38.45	81.92	2022-23	2021-22	2020-21	2019-20	2018-19	12.44	6.75	17.61	14.07	33.17
2022-23	2021-22	2020-21	2019-20	2018-19																	
29.36	17.86	42.82	38.45	81.92																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
12.44	6.75	17.61	14.07	33.17																	