



# **SELF STUDY REPORT**

**FOR**

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

## **GOVERNMENT GENERAL DEGREE COLLEGE AT PEDONG**

GOVERNMENT GENERAL DEGREE COLLEGE AT PEDONG, 1ST TURN ,  
PEDONG-RISHI ROAD, PEDONG

734311

[www.pedongcollege.in](http://www.pedongcollege.in)

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The hilly region in the Northern part of West Bengal has always been a centre of attraction for the people of pan India for its discrete and unrivalled beauty of diversified natural landscapes. Government General Degree College at Pedong affiliated to the University of North Bengal has in fact enhanced the charming appeal of the region to a considerable extent. Established in 2015 on 5 acres of space for its smooth functioning, the college is basically situated upon a maiden hill skirted by fresh greenly backdrops, 22 Kilometre away from Kalimpong town. Born out of the tireless efforts of the conscious civil society of Pedong and the good will of the Govt. of West Bengal the institution is really deemed to be a milestone for the educational progress of the region and the surroundings as well. The college blazes the trail of its journey in 2015 successfully when Shri Navin Poudyal takes over his charge as the Officer-in Charge of the college. Initially, the college starts with the unconditional help from St. George H.S. School but now it has developed into a full-fledged college with an ardent team of teachers under W. B. E. S. The college offers undergraduate MAJOR courses in various Arts and Science subjects under Four Year Undergraduate Programme (FYUGP) NEP 2022 which is going to be implemented from the current academic year 2023-24. Under NEP, our college offering BA Major in English, Nepali, History, Sociology and Political Science and B. Sc. Major in Physics, Chemistry, Mathematics and Geology in addition to two multi-disciplinary course in B. A. and B. Sc. (equivalent to general course). Although there are some natural impediments due to its hilly location, the college is devoted to impart knowledge to the student community and illumine the region and thus would continue to be a great seat of learning.

### **Vision**

Our institution aspires to be a catalyst for change in the region, committed to creating an academic space that is holistic and inclusive while fostering a culture of inquiry. We are dedicated to upholding the highest ethical standards in providing quality education with the aim of nurturing responsible citizens driven by a passion for learning and community engagement.

Driven by a vision to create an inclusive and holistic learning environment, we are committed to promoting equal learning opportunities for all individuals, irrespective of caste, class, gender, or ethnic background. Our vision is not only to recognize achievements but also to implement tangible strategies to sustain and amplify progress, ensuring a more inclusive and equitable future for all.

### **Mission**

1. Promoting Academic Excellence : To provide quality education that enables students to adapt ts to changing needs, both inside and outside of the classroom.
2. Expanding Institutional Impact : Imparting education that enables students tTo address environmental, social, and cultural challenges, promoting free exploration, lifelong learning, and an innovative mindset.
3. Empowering Stakeholders : Enhance their learning skills by nurturing their ability to grow as future

stakeholders of the community by providing them with quality education and specific life skills through specific courses and initiatives such as value added courses, skill enhancement courses and career counseling.

4. **Enhancing Support for Academic Excellence:** To enhance support structures to facilitate a strong academic culture by , prioritizing investment in relevant research and teaching tools, to enhance a culture of academic excellence.
5. **Equipping Students for Success :** To provide students with relevant skills nurturing resilience, curiosity for learning, problem solving abilities and self-motivation, equipping them for success outside of institutional premises.
6. **Pioneering Research for Societal Impact :** Our goal is to cultivate an educational environment that promotes a learning space that promotes a culture of critical thinking while championing learning and research with societal impact.
7. **Equal Opportunity For All:** We are committed to upholding principles of equality, inclusivity and diversity. Our effort is to provide a safe and inclusive learning space for all individuals; as such we are driven by principles of gender equality, and equal opportunity for all minorities.
8. **Promoting Women's Independence and Safety.**

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

### Institutional Strength

**Accessibility and Affordability:** Since 2015, the college has supported economically disadvantaged and first-generation literate students. Its affordable fees and rural location make education accessible to this group.

**Inclusive Environment:** The college offers a multicultural, multilingual, and multireligious environment that supports secular education ideals, transcending community, class, and gender borders.

**Campus and Facilities:** The 5-acre campus in the quiet, green northeastern margin of Kalimpong hills provides a distraction-free environment ideal for teaching and learning, with ample space for future expansion.

**Faculty and Academic Standards:** The college has highly qualified faculty, many with doctorates and published research. A good teacher-student ratio ensures personalized attention, fostering student development.

**Curriculum and Student Support:** Since 2018, the student-centric Choice Based Credit System (CBCS) has been implemented in Honours courses. Remedial classes are available for slow learners, and stakeholder feedback helps improve the institution. ICT enabled rooms are used for classes.

**Student Enrollment and Achievements:** High girl student enrollment reflects the college's commitment to equal opportunities. Despite its rural setting, the college maintains good academic performance, with graduates enrolling in institutions beyond Northern West Bengal.

**Extracurricular and Community Engagement:** The NSS unit organizes community outreach, promoting social responsibility and holistic development among students.

**Quality Control and Institutional Development:** The Internal Quality Assurance Cell (IQAC) ensures quality control, academic expansion, and sustainable initiatives, maintaining a pollution-free, eco-friendly campus.

**Safety and Student Welfare:** The Grievance Redressal Cell, Anti-Ragging Cell, Internal Complaints Committee, Disciplinary Action Committee, and Career Counseling Cell ensure student safety, dignity, and future prospects.

## **Institutional Weakness**

### **1. Infrastructure Deficiencies:**

- As a relatively new institution established in 2015, the college lacks necessary infrastructure compared to older, established colleges, mainly due to insufficient and irregular government funding.
- The shortage of classrooms put constraints on the allocation of requisite classes per the CBCS curriculum. Lack of laboratory space and equipment deters faculty research.
- Dependence on P.W.D for construction and renovation makes efficiency, quality assurance, maintenance, and monitoring difficult.

### **2. Connectivity Issues:**

- Cellular network challenges in the hills result in weak internet support, affecting communication and education. Low internet speeds hinder teaching, research and common office work.

### **3. Staffing Challenges:**

- Delays in appointing teaching and non-teaching staff stretch the available human resources, especially in the Chemistry and Mathematics departments. All departments require additional teachers to enhance the teaching-learning process.
- Low administrative staff-to-student/faculty ratio challenges the administration. Non-recruitment of Group-D staff affects Science Departments and the office.

### **4. Rural Location Disadvantages:**

- Basic facilities like healthcare, stationery, and transportation are challenging due to the college's distance from urban areas, impacting institutional collaboration.

### **5. Library and Academic Resources:**

- The library requires more number of books and staff, with automation facility.

- Lack of funds restricts the college from starting vocational courses and conducting capacity-building classes like UGC Career Oriented Add-on Courses.
- The college has no language laboratories and faces minimal provision for organizing seminars.
- Affiliation with the University of North Bengal limits the college's role in curriculum design, with only the Geology and Chemistry Departments having representation in the Undergraduate Board of Studies.

#### **6. Facilities and Equipment:**

- The college lacks an auditorium, sufficient playground, and central Wi-Fi system, affecting cultural activities and overall student development.
- Insufficient computers for academic purposes and a need for more ICT-equipped classrooms.
- Collaboration with industries has not developed yet.

#### **7. Environmental and Maintenance Issues:**

- Adverse weather condition cause damage to buildings, books, electronic equipments, while water scarcity in April-May presents additional challenges.
- Insufficient closed-circuit cameras for comprehensive surveillance.

#### **8. Student Accommodation:**

- The institution lacks hostels for both male and female students.

#### **Institutional Opportunity**

**Interdisciplinary Research:** The college fosters interdisciplinary research, encouraging faculty and students to explore opportunities tied to the region's unique landscape and heritage. Subjects like sociology, geology, linguistics, and history have significant interdisciplinary research potential.

**Student Development:** Serving predominantly rural areas with many first- or second-generation learners, the college effectively prepares students for future academic journeys. The students are highly receptive to the college's educational efforts.

**Promoting Harmony and Inclusivity:** The college promotes communal harmony and national integrity by hosting students from diverse communities. It fosters holistic development for students of all genders and sections of society, encouraging participation in seminars, webinars, quizzes, workshops, and creative-writing competitions to motivate them toward higher studies and research.

**Enhanced Learning Experiences:** Certain departments conduct field trips to historical sites, geological areas, and sociological survey locations alongside subjects with practicals in their curriculum, enhancing students' learning experiences.

**Unique Geology Department:** The college's geology department, the only one offering undergraduate courses in the region, provides a unique opportunity to contribute to sustainable development. It focuses on geotechnical aspects of rural and urban development and stream water management.

**Scholarships and Community Engagement:** The college offers government-sponsored scholarships to meritorious and economically disadvantaged students. The NSS units encourage student participation in community-related and extension activities, instilling a sense of social responsibility.

**Infrastructure and Resource Expansion:** The college seeks increased support from the State Government and other stakeholders for infrastructure upgrades, equipment procurement, and new departments. It aims to expand resources through the N-LIST program, invest in digital resources, and explore opportunities for infrastructure development projects aligned with strategic goals.

**Technological Advancements and Alumni Relations:** The college plans to embrace advancements in communication technologies, strengthen alumni relations, and initiate new departments in response to academic trends and industry demands. It has recently registered its alumni association.

## **Institutional Challenge**

**Financial Constraints:** Limited government funding hampers effective administrative policy implementation, resulting in inadequate infrastructure, classrooms, and laboratory space.

**Student Retention and Engagement:** Many students, often from economically weak backgrounds and first-generation learners, drop out to work, leading to low retention rates. High absenteeism is due to a lack of interest in general degree courses and external pressures like marriage and job prospects.

**Career and Academic Development:** Enhancing students' career prospects through focused professional training is challenging due to limited resources.

**Technological and Energy Use:** The college lags behind urban institutions in pedagogic technology and online support. Funding and infrastructural constraints hinder harnessing renewable energy, particularly solar power.

**Research and Curriculum Innovation:** Fostering a research-oriented approach is difficult as the current focus is primarily on passing exams. Adhering to the University of North Bengal's curriculum limits innovation and adaptation to current academic trends.

**Administrative and Structural Challenges:** Government procedural delays hinder timely actions and improvements. The college lacks authority to fill vacant teaching and non-teaching posts, which require approval from the Department of Higher Education.

**Infrastructure and Resource Allocation:** There is a mismatch between increasing student intake and inadequate infrastructure. High demand for most courses exceeds the college's capacity to accommodate students.

**Research Environment:** Despite faculty engagement in research, the college's distance from central research

hubs and lack of autonomy impede the development of a robust research environment.

**Community and Social Integration:** Serving a rural and socially marginalized student population, the college faces barriers like social backwardness and financial crises. Meeting their educational and personal needs is challenging due to resource and support limitations.

**Strategic and Long-term Planning:** Achieving greater autonomy and higher status requires structural adjustments and alignment with state government policies. Developing comprehensive long-term plans is challenging under state regulations.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Government General Degree College at Pedong was established in the year 2015 under the affiliation of the University of North Bengal and hence follows the syllabus and guidelines as prescribed by the University of North Bengal. Government General Degree College at Pedong has made every effort to embrace the core values as adopted by NAAC, which integrates value systems associated with national development, modern technology and the pursuit of excellence, which are well reflected in the PO's, PSO's and CO's.

The college works according to a well planned academic calendar that is prepared by the IQAC in the beginning of each session. The Routine Sub-committee prepares the Master Routine, and, accordingly the departmental routines are prepared. Every department has their Teaching Plan ready prior to the commencement of session. The institution offers five (5) UG courses in Arts (English, Nepali, History, Political science & Sociology) and four (4) UG courses in Science (Geology, Physics, Chemistry & Mathematics). The college initiates organizing value added courses and certificate courses to enhance the skills, knowledge and employability of students in their regular curriculum. Each department ensures consistent attendance to ensure that the students have access to all classes. Continuous assessment and evaluation are essential components of educational process, encompassing Internal Examination to assess student progress.

The college has its Internal Complaints Committee and Gender Sensitization Committee which coordinates events on gender-related topics and other beneficial programmes. Government General Degree College At Pedong also has NSS Unit and encourages all the students to be a part of it. The NSS organizes various outreach programmes in promoting human values, integration and harmony. Educational Tour and fieldwork are included in the curriculum to enhance and enrich educational experience.

Our college provides a structured feedback procedure for all stakeholders, including students, parents, teachers, and alumni in every semester. The feedback forms for each session are reviewed, and action is done in response to suggestions for improvement in relevant areas.

### Teaching-learning and Evaluation

Government General Degree College at Pedong has exhibited an enthusiastic commitment to enhance the Teaching-Learning and Evaluation Processes within its academic framework.

### Admission

The College follows a fair, transparent online admission process as per the admission circulars and reservation policies of the state government and University of North Bengal.

First year overall enrollment percentage and that from the reserved categories are 36% and 16% respectively in the last 5 years.

### **Students-Teacher ratio**

The College has an extremely healthy Students-Teacher ratio of 6.9:1 (last completed Academic year), ensuring a dedicated and devoted teaching-learning environment.

### **ICT infrastructure**

The College has sufficient ICT infrastructure including Language lab, Infilbnet subscription, Projectors (for presentations), High-speed internet, updated-configuration computers and others for providing quality education to students.

### **Experiential, participative and problem-solving teaching-learning methodologies**

The College stresses upon promoting experiential, participative and problem-solving teaching-learning methodologies by conducting practical classes, projects, field trips, seminars, workshops, add-on and certificate courses. Community engagement, extension activities, students' seminars and other co-curricular activities assist in knowledge-gaining of students.

### **Faculty profile and strength**

The College has energetic human-resource pool of faculty members representing both youth and experience. Almost 60% of Full-time sanctioned posts of Faculty members are filled as per UGC guidelines. 100% of Full-time Faculty members are qualified with NET/SLET/Ph.D. degrees.

### **Internal and external examinations**

The College conducts Internal and External examinations as per University regulations. It maintains a robust Internal Assessment mechanism monitored by the Examination committees. Departments conduct Academic progress meetings to ascertain the students' progress, syllabus completion.

### **POs and COs enlistment, circulation and evaluation of their attainment**

The POs and COs of all the programs and courses have been designed meticulously by the IQAC and the Departments. They have been shared with the students through college website and classroom interactive sessions. The evaluation of attainment of enlisted outcomes (POs and COs) is conducted through mechanisms like Results analysis, Department meetings, quantification of Higher education progress, Placement records and others.

### **Results**

The College has an extremely healthy examination pass percentage of 92.7% over the last 5 years.



## **Students' satisfaction surveys**

Student satisfaction surveys are conducted semester-wise amongst the enrolled students.

## **Research, Innovations and Extension**

Established in 2015, GGDC Pedong serves as a vital educational hub in Kalimpong hills, fostering innovation and raising awareness of Indian Knowledge Systems (IKS) and Intellectual Property Rights (IPR). The college operates from a three-storied building that ingeniously accommodates laboratories, a playroom, a library, and nine departments, maximizing space utilization with ongoing expansion supported by the local administration. Despite its compact size, the campus effectively supports various academic and extracurricular activities. The central library, boasting over 3,921 volumes and 2,146 unique titles, provides a robust resource base for students and faculty.

GGDC Pedong prides itself on its highly qualified faculty, including 14 PhD holders, who are dedicated to education and research. The college supports faculty development through no-objection certificates for doctoral work, duty leave for workshops and seminars, and has achieved notable accolades such as a faculty member receiving the Fulbright-Nehru Postdoctoral Research Grant.

Student engagement is a key focus, with participation in seminars, workshops, and co-curricular activities strongly encouraged. Regular academic activities, such as fieldwork and heritage site visits, enhance the learning experience. The college's National Service Scheme (NSS) unit leads community service initiatives, addressing social issues like substance abuse and HIV/AIDS awareness.

IKS is integrated into the curriculum through courses like History of North Bengal and Art Appreciation. The Four-Year Undergraduate Program includes multidisciplinary subjects to broaden students' knowledge and skills. The college promotes entrepreneurship and IPR awareness through events, seminars, and guest lectures, with plans to establish an IPR cell for patent filings.

The innovation ecosystem is developing, with Memorandums of Understanding (MOUs) with local organizations facilitating student engagement in community-building and entrepreneurial activities. The Internal Quality Assurance Cell (IQAC) collaborates with departments and external agencies to organize workshops and seminars.

The college's commitment to community service is evident through various NSS-led activities, including gender seminars, environmental initiatives like tea plantation, and campus cleaning programs. These activities contribute to students' holistic development and make a tangible impact on the community.

## **Infrastructure and Learning Resources**

Government General Degree College at Pedong is consistently pursuing the upgradation of physical, academic and technological infrastructure to adapt to the changing and evolving needs of the students. The institution has a well-developed campus of 2318.523 sq. meters with blocks dedicated to facilities like classrooms, library, halls and laboratories for teaching – learning to achieve academic excellence. The college has nine undergraduate departments and a total of 25 faculty members. It has sixteen classrooms, six laboratories, three smart classrooms setup, two being General hall cum Seminar hall with overhead projectors. Science

laboratories are well equipped with necessary instruments, chemicals and elaborate specimen collections. The campus has separate toilets for both male and female students as well as for faculty members and office staff. It also has a toilet facility for differently abled students with different setups. The institution also contains a girl's common room with a washroom and a sports room mainly for indoor games. The college has a broadband internet connection of 65 MBPS. Although the college is yet to have a Central computing facility, there is a computer lab with internet access. The science departments of the college are well equipped with desktop computers and printers. The Central library of the college has a total 3921 books. Departments also run Seminar libraries simultaneously. Along with the celebration of different functions like Fresher's welcome, farewell of outgoing students, college foundation day, etc., the college also conducts yoga sessions to encourage students to be mentally and physically fit.

**Therefore, campus buildings consist of : 16 classrooms, OIC chamber, General Staff room, office, 6 laboratories, 3 ICT- enabled classrooms, Central library , 2 General Hall cum Seminar halls, IQAC room, NSS office room, sports room, computer lab , girls' common room, boys' common room, 6 students' toilets, 3 staff toilets and canteen.** To accommodate the needs of students, more classrooms (for both Arts & Science streams) are needed.

### **Student Support and Progression**

#### **Student Support and Progression:**

At Government General Degree College in Pedong, we offer various services and strategies to help our students succeed academically, emotionally, and socially. Our goal is to support them throughout their educational journey and ensure they smoothly progress from one stage to the next.

#### **Scholarships and Freeships:**

- Our College ensures students can take advantage of various scholarships and freeship programs from various Government Agencies. We make this possible by providing timely notifications, clear communication, and thorough verification to ensure smooth processing. In the past five years, 60.57% of our students have received these scholarships and freeships.

#### **Capacity Building and Skill Enhancement Program:**

- Government General Degree College at Pedong designed many Capacity Building and Skill Enhancement Program to improve student's capability, knowledge and competencies for competitive examinations. The College has strived to provide the students with a number of opportunities through organizing various capacity building and enhancement activities and events over the Course of last 5 years. The College since academic session 2022-23 has started offering five Certificate Courses so that the students gain skills which would provide them with the requisite capabilities for them in their future.

#### **Students Progression and Placement:**

- Results of our students are quite good and appreciable. A number of our students have regularly got admission into Higher Education and have qualified for a few of competitive examinations like WB SET, UGC NET, GATE, JAM, etc.

#### **Awards and Achievements:**

- The College motivates active participations of students in different co-curricular and extra-curricular activities by providing supporting aids. A number of awards/medals/certificates have been achieved by our students in State and National events. A total of 6 National awards/medals/certificates have achieved in sports and cultural activities. Similarly, our students have achieved 5 distinctions in various State level competitions. Apart from this our students have secured distinction in a multiple number of district level competitions in the last five years.

#### **Organised Grievance Redressal Mechanism:**

- College has functional well organised regulatory committees for earnest, prevention and addressing of grievance related to ragging, sexual harassment of students

#### **Alumni:**

The College has a nascent Alumni Association established which has been registered recently. It has attempted to help the College in its various academic development

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

Our institution's governance and leadership are firmly rooted in our vision and mission, demonstrated through practices like NEP implementation, sustained growth, and a participatory management approach.

Our governance adheres to directives from the Higher Education Department of West Bengal and the University of North Bengal. Despite challenges such as staff transfers and funding uncertainties, we strive for academic excellence, inclusivity, critical thinking, creativity, research, and extension activities. The ongoing implementation of the National Education Policy (NEP) 2020 with interdisciplinary courses is reflective of the mission and vision of our institution.

Our strategic plans emphasize continuous growth and infrastructure enhancement, even amidst financial constraints. Since our foundation in 2015, we have expanded our digital resources, and our graduates' successes validate our efforts. A decentralized and participatory management system is in place, with the Internal Quality Assurance Cell (IQAC), Teachers' Council, and various sub-committees playing key roles in decision-making, implementation and execution.

We have implemented a comprehensive performance appraisal system through the Self-Appraisal Report (SAR) on the IFMS portal, ensuring thorough documentation and review of faculty activities. Welfare measures include General Provident Fund (GPF), Group Insurance Scheme (GIS), and West Bengal Health Scheme (WBHS) for cashless medical treatments. Career development is supported through participation in courses, orientation programs, and training sessions, with encouragement for research and academic pursuits.

Financial strategies are developed in consultation with the Central Purchase Committee, with funding primarily

from the Government of West Bengal. Budgets are prepared for both non-plan and plan expenses, including salaries, health schemes, development grants for books, equipment, and infrastructure. Efficient utilization of resources is ensured through departmental requisitions and a structured budget approval process. Regular internal and external audits maintain financial integrity and accountability.

The IQAC plays a pivotal role in maintaining and enhancing quality of the institution. It regularly reviews the teaching-learning process, structures, and methodologies, and ensures incremental improvements. Activities include setting academic calendars, facilitating certificate and add-on courses, gathering feedback, promoting research projects, and monitoring and documenting applications under Career Advancement Scheme. During the COVID-19 pandemic, the IQAC facilitated the transition to online teaching and assessments, ensuring academic continuity.

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

Government General Degree College at Pedong upholds a set of institutional values and best practices that foster a supportive and sustainable educational environment. Central to these values is a commitment to **gender equality**, ensuring that all individuals are treated with fairness and respect regardless of gender. This principle is embedded in the college's policies and helps create an inclusive atmosphere for students and staff.

The college is also dedicated to maintaining a **ragging-free campus**. It actively works to prevent any form of harassment or intimidation, which contributes to a safe and respectful learning environment crucial for the well-being and academic success of its students.

In addition, the college enforces a **smoke-free zone policy**, aimed at protecting the health of students, staff, and visitors. This initiative helps maintain a cleaner and healthier campus, aligning with the institution's overall wellness goals.

A notable feature of the college is its **Department of Geology**, which underscores its academic distinctiveness. The department provides specialized programs and research opportunities in geological sciences, setting the college apart and offering students valuable expertise in this important field.

The college's commitment to **environmental sustainability** is evident through its Green Campus initiatives. These efforts aim to reduce the institution's ecological footprint and raise environmental awareness among the college community.

Two standout best practices highlight the college's dedication to community service and eco-friendly practices:

1. The **Whispering Hills Literary Society** further enhances the college's unique character. This society is dedicated to preserving and promoting local cultural and literary heritage. Through literary events, discussions, and activities, the society enriches the community's cultural landscape and connects students with regional traditions
2. **(a) Water Resource Management:** The college provides excess water to the local community, addressing regional water needs and supporting sustainability efforts. **(b) Eco-Friendly Manure Pits:** The college offers decomposed manure pits to local residents free of charge. These pits promote sustainable agricultural practices and eco-friendly waste management, benefiting both the environment and local farmers.

Overall, Government General Degree College at Pedong exemplifies a strong commitment to institutional values and effective best practices, creating an inclusive, safe, and environmentally responsible educational environment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | GOVERNMENT GENERAL DEGREE COLLEGE AT PEDONG                                       |
| Address                         | Government General Degree College at Pedong, 1st Turn , Pedong-Rishi Road, Pedong |
| City                            | KALIMPONG   |
| State                           | West Bengal   |
| Pin                             | 734311  |
| Website                         | <a href="http://www.pedongcollege.in">www.pedongcollege.in</a>                    |

| Contacts for Communication |                |                         |            |     |                               |
|----------------------------|----------------|-------------------------|------------|-----|-------------------------------|
| Designation                | Name           | Telephone with STD Code | Mobile     | Fax | Email                         |
| Principal(in-charge)       | Navin Poudyal  | 03552-281244            | 9832473615 | -   | pedong.govt.college@gmail.com |
| IQAC / CIQA coordinator    | Samiran Mandal | -                       | 9832865455 | -   | samiranmandal1@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                  | 24-04-2019 | <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            | Government General Degree College at Pedong, 1st Turn , Pedong-Rishi Road, Pedong | Hill      | 5                    | 2318.523                 |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Nepali,Honours               | 36                        | HS pass                    | Nepali                       | 32                         | 19                             |
| UG  | BA,English,Honours              | 36                        | HS pass                    | English                      | 40                         | 27                             |
| UG  | BA,History,Honours              | 36                        | HS pass                    | English                      | 32                         | 24                             |
| UG  | BA,Political Science,Honours    | 36                        | HS pass                    | English                      | 32                         | 25                             |
| UG  | BA,Sociology,Honours            | 36                        | HS pass                    | English                      | 40                         | 28                             |
| UG  | BSc,Mathematics,Honours         | 36                        | HS pass                    | English                      | 25                         | 3                              |
| UG  | BSc,Physics,Honours             | 36                        | HS pass                    | English                      | 25                         | 0                              |
| UG  | BSc,Geology,Honours             | 36                        | HS pass                    | English                      | 25                         | 3                              |
| UG  | BSc,Chemistry,Honours           | 36                        | HS pass                    | English                      | 25                         | 2                              |
| UG  | BA,B A General,Program          | 36                        | HS pass                    | English                      | 150                        | 41                             |
| UG  | BSc,B Sc General,Program        | 36                        | HS pass                    | English                      | 40                         | 1                              |

### **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                |        |        |       | 0                          |        |        |       | 40                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 17                         | 8      | 0      | 25    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 15                         |        |        |       |
| 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           |  | 1             |  | 0             | 3            |
| Yet to Recruit  |             |  |               |  |               | 4            |
| 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              |             |               |               | 4            |
| Recruited   | 3           | 1             | 0             | 4            |
| 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             | 0                          | 0             | 0             | 9                          | 3             | 0             | 12           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 2                          | 2             | 0             | 4            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 17                         | 8             | 0             | 25           |
| 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   | 100                                     | 0                          | 0            | 1                | 101   |
|           | Female | 71                                      | 1                          | 0            | 0                | 72    |
|           | 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   | 4      | 3      | 0      | 4      |
|   | Female | 1      | 1      | 1      | 4      |
|   | Others | 0      | 0      | 0      | 0      |
| ST  | Male   | 6      | 7      | 11     | 10     |
|   | Female | 6      | 8      | 8      | 9      |
|   | Others | 0      | 0      | 0      | 0      |
| OBC   | Male   | 8      | 10     | 0      | 3      |
|   | Female | 3      | 8      | 7      | 7      |
|   | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 65     | 72     | 47     | 62     |
|   | Female | 63     | 71     | 38     | 56     |
|   | Others | 0      | 0      | 0      | 0      |
| Others  | Male   | 0      | 0      | 0      | 0      |
|   | Female | 0      | 0      | 0      | 0      |
|   | Others | 0      | 0      | 0      | 0      |
| Total   |        | 156    | 180    | 112    | 155    |

### Institutional preparedness for NEP

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | The National Education Policy 2020 places an immense value on interdisciplinary and multidisciplinary curriculum, which will allow students to select from a variety of programs |
|---|--|

|   |   |
|---|---|
|   | <p>according to their preferences. But since our college is an affiliated institution, it has no independent authority over curriculum development. However, our institution will always follow the affiliated university's academic standards, just like it has done in the past. There are certain cross-cutting themes in the syllabus even with the current CBCS curriculum, and professors from other departments teach these subjects. Students can select from a variety of elective courses provided by different departments. Additionally, the institution has implemented Add-on-Courses, Value Added and Certificate Courses at the departmental and college levels respectively. These courses aim to extend knowledge beyond the confines of the standard curriculum, providing students with a comprehensive understanding of diverse disciplines. This initiative underscores the institution's commitment to offering a well-rounded education that goes beyond traditional academic boundaries. However, there are infrastructural limitations that may come in the way of giving students the most possible flexibility. It might be suggested that the college will consistently try to put the NEP's recommendations into practice when the affiliated university restructures the curriculum.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Designed to provide flexibility and encourage a learner-centric approach in our academic programs, the Academic Bank of Credits is a new system. Regardless of the particular semester in which they are taken, each student will receive credits through this initiative for successfully completing courses. This affords students increased autonomy over their academic path, letting them tailor their learning process and speed. Important components of execution of the Academic Bank of Credits consist of course selection flexibility that allows students to select courses according to their interests and professional aspirations, promoting a more individualized and comprehensive education. Credit Accumulation: A clear record of a student's academic progress throughout the length of their program is provided by the Academic Bank, which contains the credits earned for each finished course. Interdisciplinary Learning: By enabling students to gain credits from a variety of areas, the ABC system encourages interdisciplinary learning and helps students receive a well-rounded education. Credit</p>  |

|                              |   |
|------------------------------|---|
|                              | <p>Transferability: Students' earned credits can be transferred between departments or campuses easily because of this feature of the university system.</p> <p>Personalized Learning pathways: Students can create their own learning pathways using the ABC system, which gives them the freedom to study a variety of topics and expand their skill set. We encourage everyone in the community to adopt this forward-thinking approach to education, and we look forward to seeing the good effects of this effort on our students' educational experiences. The policies of the affiliating university and higher education department of the West Bengal government are necessary for the Academic Bank of Credits to be implemented successfully. It necessitates the creation of a centralized database in addition to the college's database, which will digitally record the academic credits that students have earned from a variety of courses and forward them when they re-enter the program. Technical help will be necessary for this to be monitored.</p>   |
| <p>3. Skill development:</p> | <p>I. This college is dedicated to creating a dynamic learning environment. It offers undergraduate (UG) courses. The main goal is to inspire students with a spirit of passion and curiosity, pushing them to learn new things and use what they learn in projects and businesses down the road. Since the COVID-19 epidemic, as things have returned to normal, the Internal Quality Assurance Cell (IQAC) and the Head of the Institution have been working closely together to improve the teaching-learning environment. II. The college has notably continued the basic skill development certificate courses such as "Foundations of Computer Applications" and "English pronunciation and grammatical correction courses". Department of mathematics has following the SEC course for C programming and Linux operating system. Department of physics has introduced the SEC courses such as Basic instrumental skill, Electrical circuits and Networks, Renewable energy and energy harvesting for the development of skill of the students. III. Department of Political science has introduced a soft skill development course, "Understanding the Indian constitution and Legal System: Rights, Freedom and Democracy" to aware the students about the rights and freedom under the purview of Indian constitution.</p> |

|   |  |
|---|--|
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>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. By incorporating two languages in its undergraduate programs- Nepali and English, the college hopes to enhance these fields. 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, political science, history, and sociology are also taught as major subjects.</p>  |
| <p>5. Focus on Outcome based education (OBE):</p>   | <p>The college works to inspire students to aim for achievement in all areas of their lives. NEP 2020 places a strong emphasis on “Outcome-Based Education” (OBE), which is utilized in all Indian educational settings. The introduction of the CBCS system marked the beginning of the push for changing the curriculum toward OBE. With regard to our action plan and the “Generic Electives”, “Skill Enhanced Courses” and “Discipline Specific Electives”, we have made a significant effort to provide students with courses that are specifically designed to help them advance their knowledge or abilities. By the time the course ends, students ought to have accomplished the goal. The main learning objectives of every course are to help students develop their cognitive abilities in remembering, understanding, applying, analyzing, evaluating, and creating. To ensure that students actively contribute to the economic, environmental, and social well-being of the nation, learning outcomes at all levels ensure social responsibility, morality, and entrepreneurial ability in addition to domain-specific knowledge. Additionally, the PO-PSO concept aligns with the course objectives (COs). (a) After completing their chosen curriculum, students are required to have logical thought processes in a variety of social, historical, scientific, economic, ideological, and philosophical traditions. (b) The programs also give graduates the opportunity to pursue their preferred course of further study or to compete in a variety of competitive exams. (c) All of the educated minds, capable of deliberating and acting upon a range of matters impacting human existence in an endeavor to enhance the state of the world. (d) Teachers advise students to approach the subject with a logical, scientific mentality. (e) The ability to make</p> |

|   |  |
|---|--|
|   | both qualitative and quantitative conclusions, precision, rigor, clarity of thought and language, and a methodical approach are all desirable qualities in science. Every course syllabus has been developed with consideration for socioeconomic and societal concerns in order to represent the spirit of NEP.   |
| 6. Distance education/online education: | During the COVID-19 pandemic, Govt. General Degree College at Pedong transitioned to online classes to ensure the safety of students and faculty members while continuing education and made it a point that online classes were accessible to all students. Classes were scheduled based on the regular timetable and Lectures were conducted by the Teachers of different Departments utilizing various online platforms (Such as Google Meet, Zoom). Teachers presented study materials using slides, digital whiteboards, and other visual aids. Students could participate through audio and video, asking questions and engaging in discussions. Students provided feedback on their online learning experiences through surveys as well as direct communication with the faculty members. Being a representative college for imparting formal education in regular mode, Govt. General Degree College at Pedong does not follow the distance mode of learning at present. However, the college will prepare itself effectively to implement distance education and provide a quality learning experience for students in future if the University of North Bengal (To which the college is affiliated) requires so. |

### 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? | The Student co-coordinator and the co-coordinating faculty members of Electoral Literacy Club are appointed by the college Authority. The Electoral Literacy Club is very much functional in Government General Degree College at Pedong ever since its inception in 2018. The ELC in this college is representative in character as it has both the faculty member as the Nodal Officer and the student's representatives as the active members. It is actively |



|   |   |
|---|---|
|   | <p>engaged in promoting awareness of ‘Right to Vote’ among students and faculty members. The club has facilitated the students in critical thinking on issues related to elections, rights, democratic and non-democratic electoral system and its processes. The ELC has been encouraging the student participation and mobility to aforesaid issues – both theory and in practice.</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 the day of its formation, under the active guidance of it’s Nodal Officers Dr. Barun Adhikary and Asst. Prof Puja Gurung, the ELC of Government General Degree College at Pedong has participated in various programmes organized by the District Offices in association with the government of West Bengal. On 18th September 2018, the students from the Department of Political Science participated in the district level quiz competition held at Kalimpong College and stood first. On 18th of January, 2019 students of the ELC participated in the State Level Quiz Competition organized by the Chief Electoral Officer, West Bengal. The students also participated in the SVEEP awareness program organized by District officers on 20th of February 2019 in presence of Nodal Officers Dr. Barun Adhikary and Asst. Prof Puja Gurung. The Electoral Literacy Club conducts poster making/ creative writing competition regularly to keep the students informed and updated about the electoral practices and voting rights. The Electoral Literacy Club continues to regularly engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and make them acquainted with the electoral process of registration and voting.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>The ELC of the College has two designated spaces as “Democracy Walls” where students of the ELC are encourage to create posters on voting rights, voting awareness, enrollment of first-time voters, democracy and the Indian Constitution. Here two large boards are placed and the students of ELC with guidance from their Nodal Officers regularly post content on themes such as “My Vote, My Right”; “My Vote, My Future” ; “Freedom to Vote” “Democracy in India” and “Indian Constitution and its Leaders”, etc. With the efforts of the Nodal Officer Dr Barun Adhikary, students of the ELC participated in the Photo/Videography Contest and made a small video to create Awareness about Voting in Kalimpong</p>   |

|  |  |
|--|--|
|  | <p>District. On 23rd Nov 2021, with the effort of ELC and District SVEEP officers the College conducted a student debate on “Democracy the best form of Government”.</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>Ever since its formation the Electoral Literacy Club of the College has designed various activities to stimulate and motivate students provoking them to think and ask questions on their electoral rights. The Electoral Literacy Club aims at strengthening the culture of electoral participation among young future voters who are yet to cast their vote and to do this the ELC with the help of College authorities has set up an institutionalized process to help students who are first time voters to fill and submit FORM 6 for enrolling their names in Voter Lists. The Electoral Literacy Club has helped the students to understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner and this way the club has always encouraged the new ‘first time voters’ to believe in the motto “NO VOTER LEFT BEHIND” and “Every Vote Counts”.</p> |

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 173     | 156     | 180     | 112     | 155     |

| 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: 25

| 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 |
|---------|---------|---------|---------|---------|
| 25      | 25      | 24      | 24      | 21      |

### 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 |
|---------|---------|---------|---------|---------|
| 14.68   | 12.68   | 13.28   | 21.81   | 55.73   |

| 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:**

**Response:**

- **Government General Degree College at Pedong** is an affiliated institution under the **University of North Bengal**. Consequently, the college does not directly formulate the curriculum but relies on the curricular framework and guidelines provided by the parent university. The college offers nine (09) undergraduate courses, including B.A. and B.Sc. programs in Honours and General, following the Choice Based Credit System (CBCS).

#### **Academic Planning and Implementation**

- The sustainability of the institution lies in academic planning and implementing the curriculum by adhering to a flexible academic calendar. This calendar is prepared by the IQAC in consultation with the institutional authority and documents the process of continuous internal assessment of students. The well-planned curriculum is effectively delivered to the students accordingly. The academic calendar displays tentative dates for the commencement of the academic session, internal exams, important college events, holidays, etc. The college adheres to the academic calendar except during the years affected by the COVID-19 pandemic.
- **Curriculum Delivery**
- The College Council, comprising the O.I.C. and various sub-committees, meets regularly to discuss academic-related activities and issues. The O.I.C. issues a circular to the IQAC to prepare the prospective plan for the upcoming academic year.
- The institution follows a centralized routine and all departments have well-structured timetables integrated with Master Routine. The Routine Subcommittee designs the central routine for all departments. The Heads of Departments (HODs) are asked to submit the following items for approval and adoption:
  - Departmental Routine
  - Remedial classes or certificate courses with syllabus
  - Teaching plan
- Each department meets, prepares items and submits to the IQAC for approval within a set deadline.
- The timetable is flexible, allowing for tutorial and remedial classes. At the onset of new academic sessions, departments conduct meetings to discuss departmental routines and the distribution of the syllabus.
- Project works, excursions, and field surveys are organized by some departments for extensive learning.

- Teachers also use ICT-based teaching methods with audio-visual aids for better understanding.
- The library, with its collection of books, journals, magazines, and newspapers, facilitates students' learning.
- Each department has a bulletin board to encourage students to display their talents and share accomplishments, fostering a sense of value and appreciation.

### Evaluation and Feedback

- Evaluation is a continuous process involving internal assessment and term-end examinations.
- Internal assessment marks (15) are allocated as follows: 10 for class performance and 5 for attendance.
- The college's Internal Assessment Committee arranges the Internal Assessment examinations centrally.
- The University Examination Committee maintains and uploads evaluation records digitally.
- The institution also organizes value-added and certificate courses with emerging trends and local needs.
- Feedback on various curricular aspects is collected from students, alumni, and faculty using structured formats.

### Curriculum Implementation Strategies

The planned curriculum is deployed through various strategies:

- Chalk and talk
- Lecture Method
- PowerPoint presentations
- Illustrative models
- ICT tools
- Project work, fieldwork, excursions, and educational tours
- Peer teaching and learning
- Lab-based Class
- Student seminars, short films, and videos
- Group discussions

The effectiveness of curriculum implementation is reviewed regularly by the HODs in meetings and through student feedback collected by the IQAC.

| 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: 5**

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

#### **Other Upload Files**

1

[View Document](#)

#### **1.2.2**

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

**Response: 11.86**

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 |
|---------|---------|---------|---------|---------|
| 92      | 00      | 00      | 00      | 00      |

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

## 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:**

**Response:**

Affiliated with the *University of North Bengal*, the *Government General Degree College at Pedong* is committed to providing comprehensive learning to students with passion and enthusiasm through a healthy academic environment, thereby expanding their knowledge. The college follows the syllabus prescribed by the parent University as well as the CBCS (Choice Based Credit System) since 2018. The curriculum of the Undergraduate Programmes is reviewed and revised periodically by the University based on the needs of the stakeholders. The college offers various courses that aim to enhance professional competencies and inculcate social and human values, environmental sustainability, etc., leading to the holistic development of the students.

**Professional Ethics** has been incorporated into the curriculum of all arts and science courses. Legal and Judicial ethics, Environmental Ethics, Media Ethics, Education and Academic Ethics, Social Work and Counselling Ethics are included in the courses as prescribed by the university. These courses also include SEC (Skill Enhancement Courses) that help enrich the students. Additionally, different departments of the college have taken special initiatives in offering more inclusive Value-Added Courses (VAC). The Career Counselling Committee caters to counsel the students professionally, academically and ethically to ensure a comprehensive development of the students.

**Human Values** are at the core of the curriculum for subjects like Sociology and Political Science. The College mandates all students to enrol as NSS (National Service Scheme) volunteers, aiming to inculcate values, ethics, and socially responsible qualities through various outreach programs such as Health check-up camps, Eye Camps in adopted villages, Women Health Awareness, Drug Abuse, Early Marriages & Human Trafficking Seminars, Environment Awareness Camps, Gender-related activities, etc. The NSS Unit of the college actively participates in social outreach programs promoting human values of integration and harmony. The college organises Yoga Day for physical, mental and spiritual wellness.

**Gender**-inclusive core courses form part of the curriculum in Sociology, English, History, Nepali, and Political Science. These courses address the social construction of gender with special emphasis on gender and violence, gender and polity, gender and work, gender and society, etc. They explain the role of gender ideology in defining gendered relations in the workplace, politics, society, and family. The college has an Internal Complaints Committee (ICC) and a Gender Sensitization Committee that frequently organizes various sensitizing programs on gender issues, women's political and legal rights through seminars and related events, especially on Women's Day to discuss issues affecting women in our society.

**Environmental sustainability** is addressed in the curriculum of Environmental Science, Geology, etc. These courses help individuals develop an understanding of living and physical environments and the global environmental issues affecting nature, which indirectly helps students become responsible and environmentally conscious human beings. The Green Campus of the college, along with other sub-



committees, actively participates in environmental and sustainability issues by observing World Environment Day/Earth Day, campus cleaning, and planting saplings.

All these activities, along with supporting documents, confirm that the college integrates values of professional ethics, gender, human values, and environmental sustainability for holistic education.

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

### 1.3.2

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

**Response:** 40.46

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

Response: 70

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 36.16

##### 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 |
|---------|---------|---------|---------|---------|
| 173     | 156     | 180     | 112     | 155     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 466     | 466     | 466     | 374     | 374     |

#### 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:** 16.3

##### 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 |
| 40      | 28      | 38      | 27      | 37      |

### 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 |
| 229     | 229     | 229     | 178     | 178     |

| 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:** 6.92

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The institution organizes seminars, quiz, group discussions and assignments to encourage experiential, participative and problem solving methodologies of learning. The rigorous laboratory-based activities also encourage the students in this direction. The slow learners are given special attention in the tutorial classes. A proper mentor-mentee ratio is maintained for providing a meticulous assessment of the problems faced by the students. The mentors are efficient and are duly assigned to monitor and guide the students throughout their academic venture in the institution.

**AIMS AND OBJECTIVES**

Apart from rendering equitable guidance to all the students the mentorship program aims to help the students in the following manners:

- To enhance teacher- student interaction and to provide individualistic attention to all the students, making the learning experience more student-centric.
- To help students to improve their academic performance minimizing student drop-out rates.
- To provide career guidance and identify the various problems faced by the students in their college lives.

**IMPLEMENTATION AND DESIGN:** Students are categorized based on their academic streams and divided into groups as per student strength of the department. Each group is thereby assigned a teacher-mentor who further initiates the process of mentoring. A uniform design of the mentorship program is planned, prepared and then executed which includes the following conventions:

- The meeting between the mentor and students is carried out at regular intervals.
- The mentors are assigned with the job of collecting all necessary information adhering to the benefit of the students. During these meetings, the attempt is to provide the students a safe space wherein they can express their problems and insecurities without any fear of being judged or censured.

**ACHIEVEMENTS:** Despite various constraints, the mentorship program has been successfully implemented by the institution and it has been able to make a remarkable difference in the overall performance of the students. An overall satisfactory result has been achieved in enhancing the attendance record of all students.

In the area of experiential learning, various departments within the institution organize field trips and excursions, aligning with the curriculum. Regarding ICT, teachers encourage students to gather information from e-journals and public domain e-resources. The use of GPS monitoring and geo-tagging for photography, along with the preparation and uploading of reports on the college website, showcase a dependence on technology. Furthermore, science students engaged in laboratory experiments, contribute to learning by doing.

The teachers of English and Nepali departments utilize digital devices for drama classes, and Political Science Department organizes Youth Parliament Competitions using Power Point tools. Mathematics teachers accentuate critical thinking and power of reasoning through brainstorming puzzles.

The institution through its teachers encourages students getting engaged in outreach programs like treeplantation and cleanliness drives, instilling environmental awareness and social responsibility through the National Service Scheme. Enrolling in certificate courses on ICT and participating in seminars, workshops, and webinars during the pandemic and post-pandemic, designing online and offline posters for various celebrations and commemorations all bears evidence of promptness through participation.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 59.2

**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 |
|---------|---------|---------|---------|---------|
| 45      | 45      | 45      | 33      | 33      |

| 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 |
| 25      | 25      | 24      | 24      | 21      |

| 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:**

The examination system, a crucial element in evaluating students' academic progress, is comprised of two key components: Continuous Evaluation (CE) and University End Semester Examination under the Choice Based Credit System (CBCS). These components work in cycle to comprehensively assess students' performance throughout the academic year.

**Mechanism of Continuous Internal Assessment:**

The area of Continuous Evaluation (CE) operates with a commitment to flexibility and autonomy. Departments are empowered to conduct internal class tests, determining the timing and mode of evaluation. This allows for a continuous evaluation of students' performance throughout the year. Even in the challenging times such as the COVID-19 pandemic, efforts were made to adapt and ensure the timely submission of marks to the University through conduct of continuous evaluative assessments via online modes.

To enhance the internal examination mechanism, the Internal Quality Assurance Cell (IQAC), in collaboration with stakeholders implements improvement measures. These measures include a project-based evaluation system, group discussions, seminar presentations, and survey reports from departmental excursions. A central internal examination on all subjects is conducted under the supervision of the

internal examination subcommittee. This process involves the teachers to prepare question papers, conducting examinations, evaluation of answer scripts, providing feedback on evaluated scripts, and displaying marks on departmental notice boards for internal transparency.

Attendance concessions are granted on medical grounds, and arrangements are made for students who cannot appear for an examination due to valid reasons. Monthly attendance calculations by departments are periodically communicated to students and when necessary, conveyed to parents.

Internal marking, based on Continuous Evaluation (CE) performance and class regularity, significantly influences the consolidated terminal result. Teachers handle this issue rigorously, adhering to university-prescribed guidelines.

Any grievances related to internal examination and evaluation are reported to the respective departments, and the internal sub-committee addresses grave issues. Meticulous evaluation of internal examination answer sheets, careful assessment of student performance and cautious uploading of marks by teachers have resulted in minimal grievances from students.

#### **Mechanism for External/University Exams:**

For External/University Exams, compliance with University norms is paramount. The college ensures timely enrollment for Semester Examinations, intimates about issuance of Admit cards, and follows the University's timetable through a University Examination subcommittee, thereby making arrangement for smooth conduct of such exams. Evaluation of answer scripts is carried out by university-appointed teachers, and any grievances related to evaluation are reported to the University for review. The college acts as a link between the University and students for Post Publication Review (PPR) and Post Publication Scrutiny (PPS). Efforts are made to resolve grievances related to external exams promptly to alleviate tension among the student community.

| <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> |

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1**

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

#### **Response:**

The college adheres to the rules and regulations of the affiliating University that is University of North



Bengal, to process the evaluation of the students in different subjects. The implementation of the syllabi with changes and the process of evaluation of the learners are monitored by the college faculty members through a combination of formative and summative evaluation method that benefits the students. At the beginning of every semester, the departmental teachers convey the Course objectives, marking scheme and evaluation process to the students through an orientation program. Students' attainment of Course Outcomes, Program Outcomes and Program Specific Outcomes are assessed by customized evaluation pattern to suit the Course and its Course outcomes. The process of Evaluation includes: Seminar presentation / Short quizzes or objective questions / Home assignments / tutorials, Extension Work / Open Book Test / Research Project by an individual student or a group of students, Workshops etc. The institution measures the attainment of the outcomes through a continuous internal assessment prescribed by the affiliating University. Besides these innovative CIE methods, the college also follows semester examination pattern for the students, apart from the 10 marks for internal assessment and 5 marks attendance. The faculty members impart their own acumen in designing and implementing the evaluation reforms regarding the attainment of course outcomes and programme outcomes. There is an internal college examination committee that deals with the successful implementation of the evaluation process. The college adopts participative, experimental and student centric methods in order to attain the course outcomes. The institution adopts Outcome based education rather than input oriented bell shaped curve of learning and adopts different methods of the successful implementation of the same. Learning Outcomes of the Programs and Courses are observed and measured periodically. Soft Copy of Curriculum and Learning Outcomes of Programs and Courses are uploaded on the Institution website for reference. The importance of the learning outcomes is communicated to the teachers in every IQAC Meeting and Staff Meeting. The students are also communicated about the Program outcomes, Program Specific Outcomes and Course outcomes through Tutorial Classes.

| 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 evaluation of the Attainment of Program Outcomes (POs) and Course Outcomes (COs) is a common practice to measure the efficacy of a Program or Course in accomplishing its intended learning objectives. This evaluation is crucial for ongoing enhancement and improvisation.

The Program and Course Objectives were the starting point of the Teaching-Learning process, and evaluating their achievement is the last step. The Outcomes refer to the specific objectives that a student must achieve or acquire upon successfully completing the Final Semester Examination. The evaluation of Attainment of these POs, COs can be categorized into two main groups based on the methodology used.

## **1.Strategies for evaluating direct attainment**

### **1.Strategies for evaluating indirect attainment**

The techniques utilized for assessing Attainment are as follows:

#### **1.Results of the final examinations at the end of the semester:**

An in-depth analysis of the end-semester examination results offers a clear representation of the achievement of the prescribed Program Outcomes (POs) and Course Outcomes (COs). The enclosed document contains a comprehensive analysis of the results.

#### **1.Internal Assessment results:**

Analyzing the outcomes of the internal assessments allows for evaluating the level of achievement and making plans for the remaining part of the semester.

#### **1.Meetings of departmental faculty members linked to academic progression:**

The teaching staff organizes departmental meetings to assess the academic progression of the students. Typically, these sessions take place following the completion of the Internal Examinations in each Semester. Therefore, there are two Departmental Academic Progression linked Faculties' Meetings in an Academic Year, one for the Odd Semesters and one for the Even Semesters. The minutes of these meetings are enclosed.

#### **1.Portal for Software Mapping of Students' Performance and Attainment**

The college utilizes a web portal to align courses with Program Specific Outcomes (PSOs) and to assess the final semester students' performance based on the established PSOs. The portal employs a well defined algorithm to calculate the attainment score of each student in the college, taking into account both their CGPA and the grades given by faculty members.

This score provides a comprehensive assessment of the achievement levels and is examined for every student graduating from the College.

#### **1.Progression to Higher education**

The advancement of students to Higher Education is a crucial measure for evaluating their level of achievement. Progression to higher education serves as an indicator for measuring successful achievement of the established program and course objectives and outcomes. The roster of students advancing to Higher Education is enclosed.

#### **1.Placements achieved by the students**

The placements attained by students also function as a significant criterion for evaluating attainment. An attached document contains the list of students who have been successfully placed.

#### **1.Reports on students' feedback**

The Students' Feedback Reports from the past 5 academic years serve as a foundation for self-assessment of the previously stated Objectives and Outcomes. The students' attainment levels are assessed through their own comments in the yearly Students' Satisfaction Survey.

The enclosed documents include a comprehensive report that outlines the techniques used to evaluate achievement, as well as the supporting documents.

| 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:** 92.7

##### 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 |
|---------|---------|---------|---------|---------|
| 90      | 102     | 70      | 49      | 19      |

##### 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 |
|---------|---------|---------|---------|---------|
| 91      | 106     | 70      | 66      | 23      |

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

#### Response:

| <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:**

**Established in 2015, GGDC Pedong serves as a vital educational hub in Kalimpong hills. The college has evolved significantly with the support of the administration, faculty, students, and the local community, creating an ecosystem for innovation and Indian Knowledge System (IKS), including awareness about Intellectual Property Rights (IPR).**

- **Campus and Facilities:** Our three-storied building, though compact, ingeniously accommodates laboratories, a playroom, a library, and nine departments by strategically partitioning classrooms and creating departmental libraries. Despite space constraints, we have maximized utilization and continue to expand with support from the local administration.
- **Faculty :** Our college is proud to have a highly qualified faculty, including 14 PhD holders, dedicated to delivering quality education and advancing research. Faculty members actively participate in workshops, seminars, and career-oriented programs in line with UGC guidelines. The college supports research endeavors by issuing no-objection certificates for doctoral work.

Faculty are encouraged to engage in professional development programs, with duty leave granted for such activities. Many faculty members collaborate with notable research organizations nationwide, utilizing advanced teaching tools, including projectors, to enhance the learning experience.

- **Student Engagement and Achievements:** We encourage student participation in seminars, workshops, and co-curricular activities. Regular academic activities like fieldwork and heritage site visits enhance learning. Departments publish wall magazines showcasing students' creative thinking. NSS activities focus on community service, environmental protection, and social awareness.
  - **Indian Knowledge System (IKS):** We integrate IKS into our curriculum with courses like History of North Bengal, Understanding Heritage, and Art Appreciation under the CBCS system. The Four-Year Undergraduate Program offers History of North Bengal as a multidisciplinary subject.
  - **Entrepreneurship and IPR:** We organize entrepreneurship events, seminars, and guest lectures, fostering interaction with professionals. IPR awareness is promoted through workshops and seminars, with plans to establish an IPR cell for patent filings.
- **Library and Resources:** Our central library, with over 3,921 volumes and 2,146 unique titles, provides a spacious reading room and subscribes to leading journals in science, social science, and literature.
- **Innovation Ecosystem and Incubation:** While our incubation center is developing, MOUs with local organizations encourage student participation in community-building and entrepreneurial activities. The IQAC collaborates with departments and external agencies to organize workshops and seminars.

**Outcomes and Impact:**

**Our initiatives have led to successful student placements, active community development, and academic research contributions. Integration of value-added courses under the NEP enhances students' skills and career prospects. GGDC Pedong strives to provide an enriching environment for academic growth and innovation, benefiting the local community and the broader academic landscape.**

| 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: 8****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 |
|---------|---------|---------|---------|---------|
| 6       | 0       | 0       | 2       | 0       |

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 2.44****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 |
|---------|---------|---------|---------|---------|
| 14      | 16      | 14      | 11      | 6       |

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

### 3.3.2

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

**Response:** 0.96

**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       | 5       | 11      | 2       | 2       |

| <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 importance of community services and extension activities helps in bridging the gap between theory and practice, allowing the students to give back something to the community to which they belong. Community engagement and outreach activities is crucial for the students to develop a holistic learning practice which in the long term is pivotal to developing skills that would help in mobilizing community participation while preparing them for their career in the outside world. In the past few years, the college has actively worked in contributing to the development of the community through community related services through various extension activities.

Most of the activities related to community service and development along with extension activities and yearly programs of the college are carried out by the National Service Scheme (NSS) Unit along with the IQAC, ICC. The NSS's main strength comes from the students enrolled as volunteers from across the departments, they participate and carry out various off-campus and on-campus activities throughout the year under the guidance of the Programme Officer of the NSS Unit along with the teachers of the college.

With deep rooted concerns for the growing substance and alcohol abuse in the community, the college has conducted awareness programmes on drugs and alcohol abuse with the students in the local area. Along side awareness programmes on HIV/AIDS etc have also been helpful in spreading awareness and educating the local people and younger students in the local area. Our college is duly committed to the upliftment of women and promoting the safety and security of women. In relation to these concerns our college has conducted seminars on gender. The event was graced by the Superintendent of Police, Madame Aparajita Rai who actively engaged with the student community delivering powerful lecture on the issues of women's safety and concerns.

Located in the hills our campus is committed to fostering a sustainable and eco friendly environment. As such, the college has been actively engaged in promoting a green campus. Our students have actively engaged in tea plantation programmes promoting environment friendly practices locally. As part of promoting a sustainable environment our college is engaged in actively promoting campus cleaning programs both inside and outside the college. Part of this effort, the college organized a panel discussion titled 'Swachata hi Seva' as part of NSS Day celebrations. The engagement of students in these activities allow them to develop learning practices that contributes in significant ways to the community itself. One of the most important event/activities conducted by the NSS is a weeklong special camp organized by the NSS. This camp is carried out at the adopted village of the NSS Unit of the college whereby a local problem is addressed through various awareness initiatives and state-level collaborative projects and lectures. Students and teachers participate and interact with the local community focusing on understanding their problems, addressing, and finding practical solutions as well as developing competence in group living and sharing activities among themselves.

These activities significantly contribute to the holistic development of the students while making a tangible impact on the community. The college is committed to furthering these activities to promote community welfare and student growth.

| 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:**

At Government General Degree College in Pedong, we are duly committed to the well holistic well being of our teaching/non-teaching staff and students. We have worked to foster an environment that promotes the overall well-being of students at all levels. Our teaching staff work rigorously and with utmost commitment to actively support our students encouraging active participation in co-curricular activities along with helping them develop critical thinking inside the classroom.

Our students are both hard working and talented and have achieved success in their own endeavors. The college students having participated in different educational, sports and cultural activities outside of the college have won accolades and continue to do well in their respective careers after graduation. To instill political awareness and knowledge on the functioning of Democracy our students have participated in Youth Parliament held in Kalimpong in 2019. The students surpassed all expectations by being awarded with winning positions in the event. Likewise, our students have won awards by participating in different events such as quiz, essay writing and archery competitions.

As part of the local community engagement programmes, our college has also received token of appreciation from local bodies with which we have worked.

##### List of Awards/ Achievements/Recognition of our college/college students

1. Alisha Ghising won the panel discussion at the NSS college level cultural competition in the academic year 2018-19.
2. Alisha Ghising secured **third place in the district-level essay competition** in the cultural category in the academic year 2018-19.
3. GGDC, Pedong **received an appreciation for extension activity** in the academic year 2018-19, classified under other competitions.
4. Alisha Ghising achieved **first place in the district-level quiz competition** in the cultural category in the academic year 2019-20.
5. Amit Gupta secured **first place in the district-level quiz** competition in the cultural category in the academic year 2020-21.

6. Ajmal Hussain secured **third place in the 43rd State Archery Championship** in the academic year 2021-22 at the state level.
7. Shikha Rai won **second place in the National Janjati Sports Meet** in the archery category in the academic year 2021-22.
8. Shikha Rai achieved **first place in the Eklavya Krida Pratiyogita** in the archery category at the state level in the academic year 2021-22.
9. GGDC, Pedong **received appreciation for extension activity** in the academic year 2021-22, classified under other competitions.
10. Aryan Gurung achieved **first place in the GTA Level Martial Arts Game** in the sports category (boxing) in the academic year 2022-23.
11. **Aryan Gurung represented the college at the National Integration Camp**, a National Level NSS Camp, receiving recognition for participation and representation in 2023.

| 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:** 19

**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 |
|---------|---------|---------|---------|---------|
| 4       | 8       | 0       | 1       | 6       |

| 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: 7**

| 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:**

Government General Degree College at Pedong, since its establishment in the year 2015, has grown up significantly. The college has nine undergraduate departments (English, Nepali, History, Sociology, Political Science, Physics, Chemistry, Geology, Mathematics) and a total strength of 25 competent faculty members. Along with the traditional chalk and talk method of teaching, faculty members sometimes use audio-visual aids to explain the subject matter clearly and proficiently. The college has five projectors that enhance the overall teaching- learning experience. Most departments have desktop computers, printers, laptop with the internet access. The institution has three smart classrooms setup. During the pandemic, the entire teaching- learning process was conducted online. Additional study materials were shared via whatsapp groups and students' Gmail accounts. For a better learning experience teachers also use power point presentations.

The college has a Central library which makes easier for the students to gain and retrieve various information. The library has a collection of text and reference books, local historical collections and some multimedia resources. Along with the Central library the departments have Seminar libraries where students can access study materials. The Science departments of the college contain six laboratories for conducting practicum.

- The Physics department has three laboratories.
- The Chemistry department has one laboratory.
- The Geology department has two laboratories.

These departments have laboratories with their own equipment, chemicals, software as per need of the students and elaborate specimen collections.

- The college currently has sixteen classrooms and two General Hall to cater to the needs of students across nine UG Courses.
- To make official and academic work smooth and hassle free, a computer lab with internet access has been installed.
- To promote physical activities among students, the college organizes annual sports events for students and staff. It has also allotted one sports room for students primarily for indoor games.
- From time to time, faculty members and students of the college conduct yoga classes for

mental and physical fitness.

- The College also provides a common room for girls.
- Prioritizing health and hygiene, the college has separate washrooms for male and female students and faculty.
- Though the college has a few differently abled students, there is a provision of disabled –friendly washroom with a different set-up.
- Since its inception in the year 2017 NSS has been an important medium for students to dedicate themselves to community service, one room has been allocated to the N.S.S as well.
- For the convenience of students, the college also runs a canteen, benefiting both students and teachers.
- First aid facilities are also available for medically sick individuals.
- For the safety and security of the college total 16 CCTV Cameras have been installed.

The college encourages students to excel in their co-curricular activities along with their academic interests. With various cultural programs such as Fresher's Welcome, Farewell for outgoing students, Foundation Day, Women's Day Celebration, Teachers' Day Celebration, World Environment Day, Bhasa Manyata Diwas, Bhanu Jayanti etc, students get a better chance to develop their skills, learn teamwork and boost their confidence, which gradually helps in their overall development.

| 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:** 61.03

**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  |
|---------|---------|---------|----------|----------|
| 3.16949 | 2.48596 | 5.32504 | 14.68680 | 46.46350 |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The college library boasts a good number of collection of text and reference books, local historical collections, and multimedia resources such as CDs and DVDs. The library currently holds 2,146 unique book titles, meticulously organized according to the Dewey Decimal Classification scheme (19th edition), ensuring ease of access for all users. Currently, we are in the process of procuring Integrated Library Management Software (Koha). A notice inviting quotations was published in the Himalaya Darpan newspaper on 27th July 2024, and was also posted on the college notice board and website ([http://www.pedongcollege.in/userfiles/file/Tender%2024/Quotation\\_Tender\\_Inviting\\_Notice.pdf](http://www.pedongcollege.in/userfiles/file/Tender%2024/Quotation_Tender_Inviting_Notice.pdf)).

The library is a proud member of the National Digital Library of India (NDLI) club (<https://ndl.iitkgp.ac.in/>), an initiative developed by the Indian Institute of Technology, Kharagpur. NDLI serves as a comprehensive virtual repository of learning resources, offering a range of services beyond just search and browse functionalities, tailored to support the learner community. Additionally, the library holds an institutional membership with the American Centre Library, providing access to a vast array of e-resources (<https://elibraryusa.state.gov/>). We provide some Open Access e-resource services to library patrons, such as the National Repository, Open Access Journals, Open Access E-Books, and e-Print Archive.

Since its inception in 2016, the library has seen a steady increase in student footfall. Initially, the usage was low, but over time, the number of visitors has grown significantly. The Covid-19 pandemic caused a temporary decline in student visits due to institutional closures during lockdowns, although teachers continued to use the library occasionally during this period. In the academic year 2021-22, the average daily usage of the library was calculated as follows:

Average daily usage by faculty and students: 16.10.

Over the past five years, the college has invested Rs. 6,57,050 in the acquisition of 1,316 new books, underscoring the commitment to continually expanding and updating the library’s collection to meet the evolving needs of its users.

The college library serves as a pivotal learning resource, supporting the academic and research needs of both students and faculty. With its extensive physical and digital collections, strategic organizational system, and commitment to growth and accessibility, the library remains an integral part of the institution’s educational framework.

| 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:**

Technology and IT equipment are regularly updated by the college. All the computers and laptops in the college run on the Windows operating system.

The Officer-in-Charge (O.I.C) Chamber is another well-resourced area, featuring 1 computer, 1 printer, 1 laptop, 1 scanner, and 1 fax machine. This setup ensures that administrative tasks are efficiently managed.

The Computer Lab in the Central Library is a well-equipped facility that houses 5 computers with internet connectivity, providing students and staff with ample resources for research and academic work. In addition, the Central Library itself boasts 2 computers, 1 printer, 1 scanner, and 1 Xerox machine, all of which support reprography and printing services. The library is further equipped with inverters and batteries to ensure uninterrupted service.

The Geology Department is particularly well-furnished with technological equipment, possessing 4 computers, 2 laptops, and 1 printer designated for laboratory or practical classes. This department also benefits from a projector, facilitating smart classes and interactive learning sessions.

The Mathematics Department has 1 computer and 2 unused laptops, alongside 1 projector for smart classes. Both the Physics and Chemistry Departments each have 1 computer and 1 printer, ensuring they



can manage their academic requirements. Additionally, the Chemistry Department has 1 projector for smart classes, enhancing the learning experience.

In contrast, other departments such as English, Physics Lab, Political Science, Nepali, and History lack computer equipment entirely, highlighting significant disparities in resource distribution across the institution.

The NSS Room is equipped with inverters and batteries, ensuring reliable power supply for its activities. Galleries 1 and 2 are equipped with projectors and additional batteries, facilitating presentations and events.

The College Office stands out with the most equipment, including 5 computers, 5 printers (with 4 being unused), and 1 scanner. It also has additional inverters and batteries to maintain continuous operation.

Overall, the institution boasts 21 functional computers and 4 laptops. Despite this, there are notable gaps in equipment distribution across some departments.

The college benefits from a robust 65 MBPS broadband internet connection. The Central Library's computer lab provides internet connectivity on 5 computers for users, enhancing their research capabilities. The college has a registered domain for its website, which is regularly updated at <http://pedongcollege.in/>.

Previously, the college conducted its admission process entirely online. However, starting from the 2024 academic session, the Government of West Bengal has introduced a Centralized Admission Portal at <https://stage.wbcap.in/> for students under the NEP-FYUGP (National Education Policy - Four Year Undergraduate Program).

Wi-Fi service was made available to students on campus since 2018. The college website is periodically updated.

| 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:** 6.92

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

**Response:** 25

| 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:** 2.39

**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 |
|---------|---------|---------|---------|---------|
| 0.46876 | 0.35400 | 0.39530 | 0.72806 | 0.88146 |

| 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> |

## 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:** 60.57

**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 |
|---------|---------|---------|---------|---------|
| 88      | 142     | 62      | 131     | 47      |

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 0.26

**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       | 2       | 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:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 8.79

**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 |
|---------|---------|---------|---------|---------|
| 16      | 4       | 2       | 3       | 4       |

**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 |
|---------|---------|---------|---------|---------|
| 90      | 102     | 70      | 49      | 19      |

| 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:** 1.66

**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 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 0       | 0       | 1       |

| 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:** 11

**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 |
|---------|---------|---------|---------|---------|
| 4       | 5       | 1       | 0       | 1       |

**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:** 10.4

**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 |
|---------|---------|---------|---------|---------|
| 22      | 14      | 1       | 7       | 8       |

| 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:**

There is a registered Alumni Association of the College that seeks to contribute significantly to the development of the institution through financial and/or other support services.

**NAME: PEDONG GOVERNMENT COLLEGE ALUMNI ASSOCIATION**

Established: 2022

Registered: 2024

Reg No: No. S0050379 Of 2024-2025

Chief Patron: Officer-In-Charge, Government General Degree College at Pedong

President: Pritam Rai

Vice President: Dawden Tshering Lepcha

Secretary: Alisha Ghising

Treasurer: Pushpanjali Sunam

Executive Members: Amit Gupta , Pradeep Tamang

Number of Alumni Members at present: 110 members

#### **Our Vision:**

We strive for an Alumni Association that fosters unity, empowers its members, and creates a positive influence, continuously growing, making a collective impact, and building a timeless legacy.

#### **Our Mission:**

At the heart of our Alumni Association is a commitment to fostering lifelong connections, promoting



academic and professional excellence, and supporting the continued success of our alma mater

Works so far:

**Pedong Government College Alumni Association** is a newly established association whose formal registration has been more recent. Notwithstanding this, the association has tried to contribute to the development of the College in a meaningful way through various ways. The Association every year helps disseminate information about the College and assists the College in spreading news about annual College Admissions among the local community. It has helped the College in making various photographic and videographic material required for the admission process for free. The Association has for past one year helped mentor few students in helping them decide their future careers. Further, the association though nascent and meagre in resources has provided some financial help to help organise the Annual College Farewell 2022-2023. Now with the Association getting registered, it aims to work more profoundly in conjunction with the College on various issues such as – clean and green campus, help the College in career counselling activities, mentoring the present students, increasing the interaction among the past and the present students. Above all it is determined to help build a strong legacy of the College ideals and act as the bridge between the College and the local 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:

#### **Governance and Leadership of Our Institution:**

Our institute operates under the directives of the Higher Education Department (HED) of West Bengal and the University of North Bengal. While appointments, transfers, and fund allocations fall under the jurisdiction of the WB HED, curriculum planning and evaluation are managed by the affiliating university. The college and its various bodies function in accordance with these directives, striving to fulfill our vision despite challenges such as staff transfers and funding uncertainties.

The institutional vision is being realized through our commitment to academic excellence, inclusivity, critical thinking, creativity, research, and extension activities. Our academic setup, which includes conducting classes, organizing seminars and workshops, and extracurricular activities, has had a positive impact on our students. Even with limited research infrastructure and funding, our faculty's dedication is evident in their publications and the overall reputation of the college.

#### **Reflection of Our Vision in our Institutional practices:**

#### **Implementation of NEP :**

We have actively integrated the National Education Policy (NEP) 2020 into our academic framework through manifesting the regulation provided by the affiliating university. Since the 2023-24 academic session, we have included interdisciplinary courses, skill development programs, and initiatives promoting research and innovation. Faculty members have participated in NEP sensitization programs to better align with the policy's objectives.

#### **Sustained Institutional Growth:**

Our strategic plans focus on continuous growth. Despite financial challenges, we have gradually expanded our infrastructure and enhanced digital learning resources to meet the evolving needs of our students and faculty. The college foundation was laid in 2015, and construction work was completed in 2018, the same year our first batch of students graduated. Evaluations of the university results inbetween 2018 and 2023, testify that we are on the path defined by our mission. Additionally, the success stories of our graduates embarking on their career paths encourage us, validating our efforts. Publications and collaborations further assure our growth.

## Decentralization and Participation:

We promote a decentralized and participatory management system. The Internal Quality Assurance Cell (IQAC), Teachers' Council, and various sub-committees play crucial roles in decision-making, ensuring active participation from all faculty members. This participative approach is reflected in our regular TC meetings, IQAC meetings, departmental meetings, feedback mechanisms, and collaborative programs with other institutions.

## Perspective Plan for Institutional Development:

The institute has developed a comprehensive perspective plan for development, despite the academic and administrative challenges it faces. This institutional development plan is displayed on the college webpage and aligns with our mission and vision. Our current focus is on enhancing our digital infrastructure and resources to better serve our students and faculty.

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

Our institution's perspective plan is effectively deployed, as evidenced by the efficient functioning of our institutional bodies, policies, administrative setup, and procedures.

## Policies, Administrative Setup, Appointments and Service Rules:

The perspective plan of our institute is largely guided by the affiliating university's guidelines, while service guidelines are as per the Department of Higher Education, Government of West Bengal. The university formulates the curriculum and schedule, which the college adheres to for its academic activities, including classes, internal assessments, workshops, and extension activities. Faculty members participate in university-level tasks such as question formulation, answer script evaluation, and Board of Studies activities. Orders from respective university bodies are followed, and the effectiveness of these processes is reflected in university results and the success of our graduates.

The college operates under the jurisdiction of the Department of Higher Education, Government of West Bengal, adhering to administrative protocols, appointment procedures, and service regulations outlined by the department. Faculty members belong to the West Bengal Education Service (WBES) cadre, with recruitment overseen by the Public Service Commission, West Bengal, in accordance with UGC guidelines. Appointments and transfers within government colleges are managed by the Department of Higher Education, and service rules for faculty and non-teaching staff follow the West Bengal Service Rule (WBSR), executed by the department. The college follows these protocols through various committees and has also formulated an Institutional Development Plan, e-governance policy, and Green Campus Policy.

## **Committees and Cells:**

The institution has several sub-committees within its administrative setup to ensure the smooth functioning of the college. These committees are essential pillars for the development of the college and help to shape and recognize the values embedded by the institution. such as :

### **Internal Complaints Cell (ICC):**

The ICC was formally set up on July 26, 2019. Seminars and awareness programs, followed by interactive sessions, are held regularly.

<http://pedongcollege.in/internal-complaints-committee.html>

### **Grievance Redressal Cell:**

In line with UGC guidelines, the Student's Grievance Redressal Cell addresses academic and non-academic concerns of students. It provides a platform for students to voice their concerns through a suggestion and complaint box or directly to committee members. The committee takes these concerns seriously, striving to maintain a zero-tolerance policy for any inappropriate actions and fostering a harmonious educational environment.

<http://pedongcollege.in/grievance-redressal-cell.html>

### **Anti-Ragging Cell:**

Established in 2015, the Anti-Ragging Cell aims to provide a harassment-free educational environment. The cell conducts talks on the forms and consequences of ragging, ensuring every student feels secure and valued. The Anti-Ragging Squad, comprising faculty members, closely monitors the prevention of ragging, and students are required to complete an anti-ragging affidavit through the UGC portal. Awareness programs, essay writing competitions, interactive sessions, and movie screenings are organized regularly.

<http://pedongcollege.in/anti-ragging-cell.html>

Similarly, other bodies, mainly **IQAC and TC**, play their part to ensure efficient functioning in accordance with our perspective plans. Details available on webpage of the college.

| 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:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| 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:**

Our institution has a robust performance appraisal system, effective welfare measures for its staff, and

avenues for career development and progression.

## Performance Appraisal System

- Our institution has implemented a **comprehensive Self-Appraisal Report (SAR) system via the IFMS portal**, ensuring meticulous documentation of faculty activities throughout the fiscal year. Faculty members are required to log in to the IFMS portal to submit their SAR, detailing their attendance, leave records, teaching assignments, and other academic and administrative endeavors both within and outside the college premises. **The SAR is then reviewed by the Reporting Officer, typically the college Principal, before being forwarded to the Reviewing Officer, the Director of Public Instruction (DPI), Government of West Bengal. Finally, the Senior Special Secretary of the Higher Education Department, Government of West Bengal, acts as the Accepting Officer, ensuring compliance and accuracy in the appraisal process.** Any discrepancies identified prompt iterative revisions until satisfactory resolution.

## Welfare Measures

1. As a government institution, we extend a spectrum of welfare measures to all faculty and staff members, aligned with the policies and guidelines established by the Department of Higher Education, Government of West Bengal. These include coverage under the **General Provident Fund (GPF) rules and Group Insurance Scheme (GIS)**, entitlement to pensionary benefits, gratuity, and leave encashment.
2. Employees enjoy access to the **West Bengal Health Scheme (WBHS)** for cashless medical treatments for themselves and their dependents. WBHS provides our employees with an insurance policy for medical treatment against any kind of disease. Our employees can get medical treatment from Government Hospitals, Nursing Homes, and Medical Institutions. They are entitled to low-cost medical diagnostics from a WBHS-empaneled diagnostic center. Concerning indoor treatment, our employees enjoy the benefit of cashless IPD treatment in a private empaneled hospital up to the limit of Rs. 1,50,000. If the treatment value exceeds Rs. 1,50,000, the employee can apply for reimbursement through the online WBHS portal.
3. Various types of leave, including **earned leave, maternity leave, child care leave, and medical leave**, are available as per government regulations.

## Career Development

- Our institution actively supports career development initiatives for both teaching and non-teaching staff, **enabling them to attend various courses, orientation programs, and short-term training sessions in accordance with UGC guidelines.**
- In recognition of the importance of research and academic pursuits, faculty members are encouraged to seek research project funding from various agencies, with the institution providing necessary support and granting **No Objection Certificates (NOCs)** for in-service Ph.D. pursuits.

- **Career advancement for faculty members and non-teaching staff is guided by the regulations set forth in the Government Order published by Education Directorate of the State of West Bengal.**

| <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> |

### 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       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| 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:** 27.61**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 |
|---------|---------|---------|---------|---------|
| 8       | 5       | 11      | 5       | 8       |

**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 |
|---------|---------|---------|---------|---------|
| 4       | 3       | 3       | 3       | 2       |

| 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 institution implements its financial strategies in consultation with the Central Purchase Committee. As a government institution, it is entirely financed by the Government of West Bengal. The yearly



allotment received from the government can be classified under two heads: Non-Plan and Plan.

Under the Non-Plan head:

- Salary of faculties and non-teaching staff
- Wages (Charges for the Payment to Security guards)
- Allotment to West Bengal Health Scheme (WBHS)
- Payment of Electricity Bill
- Payment of Telephone Bill
- Other miscellaneous office expenses

Under the Plan head: Development grant for:

- Books
- Equipment
- Chemicals and glassware
- Furniture
- Computers and peripherals

To ensure optimal resource utilization, department heads, in consultation with faculty members, submit requisitions to the college Principal for the judicious use of financial resources as per departmental requirements. The central purchase and tender sub-committee then prepares a budget, incorporating suggestions from the IQAC and in agreement with the Principal, before submitting it to the Higher Education Department, Government of West Bengal. This budget is complemented by the non-plan budget prepared by the college office in consultation with the Principal.

The Government of West Bengal grants annual allotments for non-plan requirements in a timely manner, along with Development Grants to meet various needs. This process involves inviting e-tender or paper tender quotations, issuing work orders, and ensuring the delivery of goods by vendors to effectively and efficiently utilize financial resources.

The college conducts internal audits of funds received from various governmental and non-governmental sources. Internal audits are conducted by the college office and duly endorsed by DDO cum Officer In Charge of the college. The Heads of lab-based departments and the college library committee oversee laboratory and library stocks, respectively. The college office submits IT returns regularly within the stipulated timeframe.

| 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 college's IQAC is essential to maintaining the standards of the teaching-learning process and enhancing the campus's general academic atmosphere with infrastructure. The IQAC has done this by taking the following important actions:

1. Regularly observes and evaluates student performance, the infrastructure, and the teaching-learning process.
2. Maintains a smooth teaching-learning environment and consistently strives to raise the standard of instruction through frequent communication with departmental heads.
3. Encourages all departments to conduct ongoing student internal evaluations through in-class seminars, assignments, and internal examinations.
4. Arranges each year's academic calendar.
5. Creates annual reports and the perspective plan for strategic planning.
6. Encourages the introduction of Certificate, and Add-on courses.
7. Encourages departments to assess students' performance in relation to course outcomes (CO) and program outcomes (PO) and requests reports in this regard for upcoming actions.
8. Consistently gathers and evaluates feedback from teachers, employers, alumni, and students. If there are any complaints, these are addressed in collaboration with the appropriate authority.
9. Measures made to accelerate the automation of libraries.
10. Made every attempt to sign memorandums of understanding (MOU) with various commercial and academic communities.
11. Encourages the establishment of the "Incubation Center for Innovative Ecosystem" to raise awareness of and foster an entrepreneurial mindset amongst students by organizing workshops/invited lectures on Research methodology, Intellectual property right (IPR).
12. Encourages faculty members to engage in ongoing research projects. Junior teachers are encouraged to pursue their doctoral studies, while senior professors are urged to supervise scholars for the PhD thesis.
13. Offers faculty members the most recent details about journals included in Scopus/Web of Science and the UGC Care list, and motivates them to publish in those reputable journals.
14. Took the necessary steps to ensure that administrative and academic work continued throughout the lockdown following the Covid-19 pandemic. Regular online instruction and efficient test administration were guaranteed.
15. Promotes CAS applications among faculty members and helps them to successfully complete their CAS Screening.
16. Promotes the institution's implementation of quality assurance activities such as gender, energy, academic and administrative, green, and quality audits.

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

| File Description  | Document                      |
|---|-------------------------------|
| 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> |
| Link to Minute of IQAC meetings, hosted on HEI website  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <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:**

The Institution by virtue of its location has facilitated several students hailing from the economically weaker sections of society in realizing their dreams of attaining higher education. Further, this has proved beneficial to the female students, as it is a well-known fact that in an impoverished family set up, a female child is twice deprived. Firstly, because of poverty and secondly as a result of her sex. A patriarchal family, facing financial constraints, will prefer to send their sons to attain higher education as opposed to their daughters whose education is, therefore, compromised. Even if some families have means to educate their daughters, they often hesitate as they find it unsafe to send their daughters outside the valley to live on their own. In both these scenarios a remotely located college acts as a boon for female students.

The college since its inception has incessantly worked towards sensitizing the students through various campaigns for the need for gender equity and the necessity of equal opportunity for all. The college by conducting various campaigns draws attention to the imperative nature of addressing gender prejudices and challenging gender stereotypical roles.

The institution employs direct measures to promote and foster gender equity not only among the students but also within the teaching faculties. In terms of students, it assures that females are given equal opportunity to participate in both curricular and extra-curricular activities. They are made class representatives and members of student bodies to encourage them to actively participate in college matters and place them in leading positions.

They are also encouraged to part-take in sports, debates, cultural, musical events and competitions. Furthermore, the texts that are a part of the syllabus have gender oriented topics that inevitably opens the floodgates for gender related discourse.

Aside from this gender equality is also tried to be maintained in the workplace by making female teachers T.C.S' and HODs. Most departments in the college has female Heads and they are also made Conveners and Coordinators of important sub committees.

The institution conducts various gender sensitization campaigns, awareness programs, counseling of female students and outreach activities through NSS and ICC Gender Sensitization Committee, Sexual Harassment Cell, Anti-Ragging Committee ensures the safety and well being of all its students and employees.

The college during Students' Orientation program informs them regarding various scholarship schemes extended by the government. Along with this, students are also made aware of the W.B.S.C.C. Scheme that allows the students to avail credit card facilities.

Safety of females in the college is ensured through installation of CCTV and deployment of security guards. The Girls Common Room acts as a, 'a room of one's own' where the girls can unwind after classes and mingle together. SBI, Pedong has approved for funding a sanitary pad vending machine and

incinerator for Girls' washroom which will facilitate easy, discreet access and promote hygiene. The institution celebrates several significant National and International commemorative days like Independence Day, Teacher's Day, Bhanu Jayanti, Bhasa Diwas, Women's Day, Yoga Day and World Environment Day NSS Day with great enthusiasm and zeal.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

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

### 7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**

**4. Beyond the campus environmental promotion activities****Response:** A. All of the above

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

**7.1.4**

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

**Response:**

The term 'Inclusion' has become the call of contemporary society, hence, educational institutions cannot remain in isolation, in this regard Govt. General Degree College, at Pedong dedicates itself to foster an inclusive environment in its efforts to break down prejudice and promote harmony in the society. The college recognizes the rich mosaic of backgrounds its students and employees hail from and undertakes various initiatives to ensure a harmonious and tolerant atmosphere. It endeavors to promote inclusivity through a multitude of ways that has been enumerated below:

Embracing the spirit of inclusivity the college has set up a SC/ST/OBC Minority Cell with the sole objective of empowering students from these communities and enabling their seamless integration into the college mainstream. Due support is given to them at the time of admission, and are informed regularly about stipends and scholarship programs.

The Cultural Committee works in tandem with the students to organize a plethora of cultural programs like Fresher's Welcome, Farewell Program, Bhanu Jayanti, Rabindra Jayanti, Bhasa Diwas to encourage the students to showcase their traditional music, attire, dance, and culture. These events aim to promote an understanding and respect towards each other's cultures, fostering a spirit of unity in diversity.

Recognizing the linguistic diversity of its student body, the college encourages multilingual communication. Nepali, Bengali, English and Hindi is spoken in the college. The students are allowed to write their exams in their preferred languages. Efforts are made to ensure that students from different linguistic backgrounds feel included. Thus, during most programs, multilingual emceeing is ensured.

The Department of Sociology and History undertake various socioeconomic surveys and community extension programs to nearby locations of regional and communal significance.

The institution lays emphasis on sensitizing its students and employees to their constitutional obligations with an aim of instilling within them the values of responsible citizens. This is achieved through classroom teachings, regular displays on Democracy Walls and through curricular and extra-curricular activities. The department of Political Science and Electoral Literacy Club plays a catalytic role in this:

1. As a part of CBCS Curriculum students of Political Science are taught papers entitled, Democratic and Legal Awareness and Reading Gandhi.
2. The department has also introduced a Value Added Course which is open for students from all faculties to help them in “Understanding the Indian Constitution and Legal Systems: Rights, Freedom and Democracy.”
3. Students are regularly taken to visit local Police Stations and Courts to give them a hands on experience of the functioning of the legal institutions.

1. The students actively participate in Youth Parliaments, Quiz, Essay, creative writing and poster making competitions.
2. ELC regularly engages students through various activities to make them aware of their electoral rights and familiarize them with the electoral process of registration and voting.
3. Each year the college celebrates Independence day with great pride.
4. History Department takes its students to visit sites of historical and cultural value and places them in context with the past to make them realize the need for preservation of national heritage.
5. The employees and staff facilitates the smooth functioning of the democratic process by fulfilling their duties at the time of elections and counting.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

## Best Practice -1

### 1.1 Title of the Practice: Whispering Hills Literary Society (WHLS)

#### 1.2 Objectives of the Practice:

- To provide a platform to the students making them engaged in creative activities,
- To enhance their creative faculties,
- Providing them with opportunities to showcase their latent talent and capabilities,
- To foster and promote local culture and tradition in both the languages: Nepali and English,
- To engage local people as well so that they can create a healthy environment for education.

#### 1.3 The Context:

Government General Degree College at Pedong is situated at Pedong, which is a hilly region and is 22 km away from the main sadar town Kalimpong. So a literary society is formed in 2019 to encourage our students to showcase their talent. Moreover, the society aims at nurturing the local culture and heritage by organizing various cultural and other creative programmes.

#### 1.4 The Practice

Executed in two ways-

**A. Cultural Awareness:** In this category Govt. General Degree College at Pedong organizes poetry recitation, explanation of poems and plays. Programmes like translating Nepali poems into English, *Nepali Bhasha Manyata Divas*, were organized to emphasize local culture and identity. Local people are also invited to attend such programmes to entertain and enlighten them.

**B. Celebrating Local Talent:** By organizing *Self-Composed poetry, Self-composed Short Story* in both the languages, students are given opportunity to realize their own potentialities. These programmes also help them understand literary texts in their syllabus in a better manner. English Poetry and the poetry by the poets from the hilly regions like Mamang Dai, Bhanu Bhakta, appear easy for the students thanks to such programmes.

**Constraints/Limitations Faced:** The unexpected change of whether at any time results in the power/electricity cut and the lack of enthusiasm on behalf of the students owing to the foggy and gloomy weather. Again, there is a problem in the communication system. Generally, such programmes are conducted in the afternoon session. But due to such weather issues and unavailability of transportation vehicles after 3 pm students are reported to have avoided such programmes.

#### 1.5 Evidence of Success:



In these activities categorized above, the students participated as per the scheduled programmes.

### Summary of evidences of success:

| Sl. No. | Type of Programme Organized               | Number |
|---------|---|--------|
| 1.      | Cultural Awareness Programme              | 1      |
| 2.      | Recitation of Poetry                      | 3      |
| 3.      | Self-composed Poetry                      | 3      |
| 4.      | Nepali Bhasha Manyata Divas               | 1      |
| 5.      | Book Launch Programme                     | 1      |
| 6.      | The Dilemma: Art of Uttering<br>Soliloquy | 2      |

### 1.6 Problems Encountered and Resources Required:

Constrains encountered in running the WHLS:

1. Initially, there were frequent cut of electric supply due to the heavy rain.
2. Lack of adequate participation of students.
3. Poverty which compelled students not to attend such “unnecessary” or Extra-curricular programmes.

### Resource required:

1. Considerable number of students.
2. Uncut electric supply.
3. Proper sound system.
4. Some small specific funding from government.

### 1.7 Notes (Optional):

Whispering Hills Literary Society is a unique platform adopted by the college to nurture the local cultural heritage. However, it not only entertains the students and the local attendee but enriches and encourages them to be a sensitive citizen of the country.

## Best Practice -2

### 2.1 Title of the Practice: Supplying College’s Overflowing Perennial Source of Water and the Eco-friendly Manure pit to Some Local People

#### 2.2 Objectives of the Practice:

Our college has adopted the practice to supply water to the local people who suffer from scarcity of water. Again, the college has a chamber to decompose different tree leaves which are cut during NSS cleaning drive. A little portion of such eco-friendly pit is used for the college trees, and the rest is distributed among the needy people for their vegetation purpose.

The main objectives are:

1. To make best use of the overflowing water,
2. Helping some local needy people with water during water crisis,
3. Providing water for some cultivation/vegetation to some extent,
4. Distributing manure pit among some needy local people for using it as a natural/organic source of fertilizers for their cultivation, and thus to serve the local communities.

### 2.3 The Context:

Our college got excess of water from natural perennial source instead of ground water. Water even overflows from our college tank. But, during March to May every year local people suffer from water crises. So the college has created a mechanism/channel to supply water to the needy local people.. Again, the manure pit is eco-friendly. Thus, the practice of supply of water and the decomposed manure pit to the local people is meant to serve the local communities in this way also.

### 2.4 The Practice

Executed in different ways-

1. Ensuring a leakage proof water tank in our college,
2. Directing the water from one chamber to another chamber to ensure water supply to some needy local people,
3. Creating awareness about the good side of natural manure pit,
4. Distributing manure pit hand-to-hand to the local needy people

### Constrains/Limitations Faced:

1. Initially, some people misunderstood, thinking that the Govt. might charge for the water and the manure pit,
2. To find smooth road/channel/ways to direct the pipes,
3. Some plastic packets are used to distribute the manure pit.

### 2.5 Evidence of Success

By organizing awareness programmes, the local people are made to understand the benefit of such water and manure pit, which they avail free of cost and hesitation.

Summary of evidences of success:

| Sl. No. | Services executed and result   | Beneficiaries         |
|---------|--------------------------------|-----------------------|
| 1.      | People get water over the year | Local people          |
| 2.      | People get organic manure pit  | Local people          |
| 3.      | Cultivation is increased       | All stakeholders here |

|    |  |                       |
|----|--|-----------------------|
| 4. | Unadulterated/organic crops are cultivated with ease | All stakeholders here |
|----|--|-----------------------|

## 2.6 Problems Encountered and Resources Required

### Problems Encountered:

1. Initial non-cooperation from the local people.
2. Local people’s Misunderstanding such free service
3. Uneven land and the difficulty in placing the water line

### Resource required:

1. Certain initial man power.
2. Small funding from the Govt. to execute the task
3. NSS Volunteers.

## 2.7 Notes (Optional):

Such initiative is quite helpful for the local people. The college also got exposure due to the interaction with the local people during such activities.

| 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:**

The institutional distinctiveness of *Government General Degree College at Pedong* encompasses **inclusive practices of empowering First-generation learners**. The very geographical location of the college with its rural setting; proximity to cultural, natural, and regional characteristics and attractions, plays a pivotal role in its distinctiveness. The college's mission statement and core values shape its identity and guide its decisions and actions. The composition and characteristics of the student body, including diversity, academic achievements, extracurricular interests, and community involvement, contribute to the college's unique identity.

Being a newly established Govt. College under the *University of North Bengal* that started its initial journey back in 2015 under the visionary leadership of the Officer-in-charge, the college offers quality education at a reasonable cost to its students who are mostly first-generation learners as well as access to financial aid and scholarships as per the rules and regulations framed by the Govt. of West Bengal. The College relentlessly tries to provide excellence in education with the distinguished faculty members coming from different parts of West Bengal and creates a learning environment having unity and integration that fosters intellectual growth and achievement. Disseminating higher education to this hilly area of Pedong the college primarily fulfils the need of an educational institution which provides the scope and opportunities for further study after higher secondary level for the students of this region. The local *Pedong Educational Society* was instrumental in identifying the educational needs and ensuring the successful establishment and ongoing success of the college making it a representative institution for local development and progress.

Nestled in a vibrant hilly region with opportunities *Government General Degree College at Pedong* strives continuously and engages its students for involvement in both academic and extracurricular activities that enhance the overall college experience. Embracing diversity and promoting a welcoming and inclusive campus environment the college celebrates and fosters cultural understanding. Teachers of the college acknowledge the diverse backgrounds and experiences of first-generation learners and cater the needs so that students feel valued and understood. Teachers remain dedicated for extra classes that address specific challenges and regularly assess students' progress and adjust teaching methods as needed to ensure effective learning. Teachers establish strong and trustful relationships with students ensuring that there are no such barriers in the effective Teaching-Learning process. Faculty members are sincere to academic advising and career counseling to help students succeed academically and personally. They also inculcate and instill ethical and moral values in students promoting integrity, social responsibility, and ethical leadership. Through Parent-Teacher Meetings, Teachers engage with the families of first-generation learners to help them understand the educational process and build self-confidence among them with positive reinforcement. Beyond the purview of academic pursuits in the inclusive environment, students are also encouraged for engagement and active participation in workshops, seminars, events, field visits and cultural programmes organized by the college.

The library of *Government General Degree College at Pedong* plays a crucial role by providing essential resources and services supporting the educational needs of the students. The library offers access to various resources including textbooks, reference books, journals and magazines, making it an integral part for academic success, lifelong learning, and promoting intellectual growth within the college community.

The NSS unit of *Govt. General Degree College at Pedong* performs over the years in the holistic development of students encouraging them to engage with the community contributing to nation building through various activities and promoting a sense of social responsibility giving importance to societal issues. Involvement in NSS activities helps our students to develop a range of skills including leadership, team work, communication, management and build confidence, empathy, and a sense of accomplishment among them. Thus, the NSS Unit enriches the college experience of students by bridging the gap between academic learning and practical community-oriented services.

The Anti Ragging Cell of the college typically undertakes various activities, initiatives and organizes orientation programs, workshops, and seminars to educate students about the anti-ragging policies, and the importance of maintaining a ragging free campus. The Cell also displays posters, banners, notices, and helpline numbers across the campus to spread awareness. By implementing these activities, the Anti Ragging Cell promotes zero tolerance for Ragging in the college campus creating a safer and supportive environment for all.

A holistic approach to college education emphasizes the development of the student community, as most of our students come from the local rural background. As a part of interdisciplinary curriculum, Teachers encourage students to explore various fields and understand the connections between them, fostering critical thinking and creativity. We tailor educational experiences to individual goals, possible due to the conducive ratio of students and teachers. The College also focuses on developing essential life skills of students such as communication, collaboration, problem-solving and leadership through various curricular and extracurricular activities. The College practices the motto of harmonious development giving educational access to all and hence Teachers inspire students in engaging activities to keep themselves motivated and involved. Backing students from the economically challenged society, Teachers provide access to diverse resources and prepare them with the skills to adapt in the Higher education system for the integration and overall learning experiences. The academic thrust of the college is based on the principle of life-long learning rather than enabling students to be graduates. Though it is a relatively new college it has an alumni association which communicates and offers support for college students. Despite the remote location and difficult connectivity, the college has adapted and overcome its challenges to produce well-rounded successful students in different subjects contributing positively to the locality. In future, *Government General Degree College at Pedong* will also go on representing hopes for the students in the most affordable and accessible way possible and empowering them to achieve their full potential through education and making them responsible future citizens.

Thus, these elements of inclusive practices shape the institutional distinctiveness of *Govt. General Degree College at Pedong* providing a supportive and enriching learning environment and contribute to its overall identity, reputation, and appeal to the prospective students, faculty members, and stakeholders.

| 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 :

1. *Govt. General Degree College at Pedong* promotes zero tolerance for Ragging, Sexual harassment, and any kind of discrimination in its inclusive campus. The college boasts of the fact that till date, it has not faced any kind of above mentioned unpleasant instance/s.
2. As the institution is located at a rural area where most of the students belong to the economically weaker sections of the society, the college successfully caters the educational needs making education accessible to the student community.
3. As the college is a pioneering higher educational institution in the hilly region of Pedong, it goes on to reflect the growth of student enrollment (especially girls) over the years.
4. Activities by the NSS unit of the college contribute to the betterment of the local community who supports the college whole heartedly.
5. In collaboration with several professionals (Such as EHF Trailblazer Fellowship, An interactive session for Civil services aspirants with Darjeeling's Distinguished Achievers) the college conducts workshops and career counselling sessions for students to increase their employability and acquaint them with new career opportunities.
6. The combination of curricular and co-curricular activities by the college ensures comprehensive education indicating both intellectual and personal growth.
7. The college takes initiatives to promote and preserve local culture and traditions through various programs and events showing a sense of shared identity between the institution and the community.
8. The College maintains its natural green surrounding and will increase its initiatives (such as waste management, conservation programmes) more towards sustainability in future.
9. The College has participated in NIRF (National Institutional Ranking Framework).
10. There are special provisions and facilities for differently-abled students at the campus of the college.
11. Like the typical campus of an educational institution, *Govt. General Degree College at Pedong* is safe and secure with CCTV Surveillance.
12. *Govt. General Degree College at Pedong* encourages and encompasses an environment where religious, cultural, and linguistic differences are respected and valued.

### Concluding Remarks :

From its inception in the year 2015, Government General Degree College at Pedong always remained committed to provide transformative educational experience to the students adjacent to the locality of the college and beyond through rigorous academics by the faculty members who aimed at the holistic development. The college likes to establish itself as a leading institution of higher education recognized for academic excellence having a dynamic learning environment cultivating critical thinking, creativity and innovation. As the institution is located at a hilly area, the college will take more initiatives for environmental sustainability in campus operations and educating students about the importance of environmental awareness. In future, the college looks forward to adopt and integrate advanced technologies in teaching, learning and administration to improve efficiency and enhance the overall educational experience. Again, the college plans to enhance its support systems such as career counselling, mentoring and academic advising to address the needs of students and improve their overall success in a better manner. As the National Education Policy (NEP) aims to overhaul the education system making it more holistic, flexible, and multidisciplinary aligned to the needs of the 21st century; our college will also not lag behind to manifest the unique capabilities of students

focussing towards continuous and comprehensive methods that assess a range of skills beyond traditional methods and thus contributing towards a more dynamic and effective education system.

Government General Degree College at Pedong is going to participate for the first cycle of its NAAC accreditation. The NAAC evaluation process and accreditation would mean a validation of institutional efforts showing that the college remained committed to its path of continuous improvement maintaining educational standards despite facing many challenges and overcoming them from its establishment. Again, it would ensure that the college is accountable for its educational processes and outcomes, leading to the overall enhancement in quality and performance. Last but not the least, the accreditation of the college would signal towards commitment and credibility appealing both to the academic and local community and establishing the college as a catalyst for growth, opportunity, and improvement.