



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NAMCHI GOVERNMENT COLLEGE

NAMCHI GOVERNMENT COLLEGE, UPPER KAMRANG
737126

www.namchigovernmentcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college was established on 18th August 1995 as a consequence of a visionary approach of the government towards development of higher education in Sikkim. The college is located in the serene and sylvan environment of Kamrang, Namchi, the south district headquarters of Sikkim. Since the inception till 2008, the college was affiliated to the University of North Bengal. However, after 2008 the college got affiliated to Sikkim University. Of the total 33.95 acres (137390.897sq.mts) of land, the College has a built up area of 9092.11 square meters and has tremendous scope for extensive growth. The state government funded state-of-the-art science block and cafeteria is already under construction.

The College is Government aided and is governed by Human Resource Development Department (Higher Education), Government of Sikkim. It is a co-educational institution and provides honors degrees in Bachelor of Arts, Bachelor of Commerce & Bachelor of Science with adequate infrastructural facilities received through grants from the state government and RUSA, Govt. of India. The college was established primarily to cater the higher education aspirations of the students of South and West districts of Sikkim. Most of the students enrolled are first generation learners and belong to rural and backward communities.

Though the college had a humble beginning it aspires to touch the zenith of excellence in higher education through continued dedicated efforts towards transforming itself into a quality centre of learning in terms of education and research through proper administration and governance.

Vision

The motto of the College, '*Sa Vidya Ya Vimuktaye*,' taken from the *Vishnu Puran* forms the guiding vision of the college. This vision ceaselessly inspires the college to dedicate itself towards liberating minds of people from all kinds of bondages - social, religious, political, of gender, of convention and superstition, of caste and communalism through education. We consolidate on building vibrant, capable and morally grounded generations by empowering their minds with requisite capabilities of skills and moral education preparing them to be intellectually competent, kind at heart, and willing to positively contribute towards nation building.

Mission

The college aims at imparting quality and time relevant education to the students. For actualizing this we endeavor to:

- discover and nurture the intellectual and social potentials of students.
- help the students imbibe the essence of high standard knowledge, constructive skills, and encourage healthy competition
- cultivate the spirit of innovation, creativity, and all round development that helps creation of individuals with high standards of integrity, and a sense of responsibility towards nation building
- provide ample and relevant opportunities which help them mould their personalities
- develop a favorable rapport between the students and teachers thereby encouraging ideal teaching-

learning niche that achieves its desired goal of intellectual and emotional growth of students on the foundation of discipline

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The semester system adapted by the affiliating University is student centric in relation to provision for zero semester and no detention policy. These have provided ample opportunities for students to pursue higher education without fear for discontinuation thereby ensuring decrease in dropout rates.
2. The state governments free education policy for local students (COI/SSC holders) has offered opportunities of higher education for economically weaker / rural students.
3. Transparent governance and administration has helped the institution in taking decisions collectively, thereby fostering a sense of participation and ownership in taking up responsibilities.
4. The college is located in a serene and eco-friendly environment with extensive area and ample scope for infrastructural extension.
5. The college has hostel facilities for both boys and girls along with provisions of accommodation for teachers and non-teaching staff in the campus (not yet occupied).
6. The various councils, committees, cells; the Students Representative Council (SRC), NSS, NCC, RRC, GSU, Legal Literacy Club, Career Counseling, Anti Ragging, GRC, Nature Club etc., have immensely contributed in enhancing spirit of participation and encouraging leadership amongst the students.
7. The college has MoU with NIELIT, which provides free computer courses to SC/ST students and charges nominal fees for other students.
8. The college is RUSA beneficiary college since 2016 and has institutionalized most of the aspects under equity and infrastructure.

Institutional Weakness

1. The college suffers in regard to recruitment of regular faculties and lab assistants in science departments.
2. The college library is inadequate in terms of facilities, resources, e-resources and space.
3. Lack of recognition in 12 (b) status of the UGC Act has virtually impaired the institution in undertaking various schemes for institutional and professional development.
4. Lack of introduction of professional and non-conventional courses.
5. The college lacks dedicated and adequate funding from the government for updating library, organizing educational tours for students and carrying out quality enhancement procedures in administration and governance.
6. The college lacks strong internet connectivity which is a major setback for practicing e-content based teaching and learning.

Institutional Opportunity

1. The college has potential to introduce new undergraduate courses in statistics, microbiology, biotechnology, wildlife biology and travel and tourism.
2. The college has potential to introduce vocational and skill oriented courses under the vocationalization of college aspects of RUSA.
3. The college has potential to introduce post graduation courses in few subjects.
4. The college requires to expedite the subscription to Shodhganga, e-Shodh Sindhu.
5. The college requires to organize regular trainings for administrative staff of the college for updating professional skills.
6. The college needs to augment its resources and infrastructure to meet the increasing enrollment of students.

Institutional Challenge

1. The college does not possess autonomy in utilizing funds under RUSA.
2. Lack of entrance examination based admission process thereby compromise on quality of students enrolled.
3. A hierarchical approach in administration and governance needs a re-look by the government for greater autonomy of the college.
4. The college lacks adequate regular faculties in most of the departments.
5. The college continues practicing traditional methods of administration.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the curriculum prescribed by the affiliating Sikkim University. Primarily the college is a teaching unit and engages with curricular aspect mainly in their implementation. However, faculties of the college play role in curriculum development as members of board of studies and syllabus review committee.

The curricula are revised on a regular basis by the affiliating university in accordance with the emerging national and global trends and their relevance to the local needs. In corroboration to the above the curricula of the under graduate programmes were revised and restructured in 2010 and 2014 respectively in order to legitimize the teaching and learning of issues having global implications. Such initiative by the university resulted in the introduction of the courses like environmental studies and eastern himalayan studies concerning the region. Also, apart from two compulsory languages (English and Nepali), three regional languages, Bhutia, Lepcha and Limboo have also been incorporated in the university curricula since 2008, keeping in view their growth and progress in a local context and diversification of subjects.

The college has been offering B.A. course to students since its inception in 1995. However, B.Com. and B.Sc. courses were introduced in the year, 2010 and 2012 respectively. Traditional subjects such as botany, chemistry, mathematics, physics and zoology are taught in science. Considering the popularity and tremendous scope for employability, physical education and journalism and mass communication was introduced in 2006 and 2007 respectively. The college provides opportunities to students for multi skill development by organizing various co- curricular and extra-curricular activities.

Teaching-learning and Evaluation

The number of students seeking admission in the college for pursue of undergraduate courses has increased considerably over the years. The admission process is a systematic step wise procedure starting from advertisement, distribution of prospectus and admission forms to publication of merit lists. Prior to 2015, college had the autonomy to formulate and follow its own admission procedure. However, in 2015 a centralized admission policy was formulated by the Human Resource Development Department, Govt. of Sikkim, for all Government colleges of Sikkim. The central reservation policy is not followed for admission because majority of the students in Sikkim belong to the categories like- scheduled tribes, other backward classes, scheduled castes and in fact, students of general category stand as minority group. 3% of the total intake capacity of each programme of all the colleges is reserved for differently abled students for allotment of seats on the basis of merit list generated.

Faculties are motivated to upgrade their professional knowledge and expertise through participation in refresher and orientation courses. Faculties are also encouraged to pursue research as a part of continuous professional development for enhancement of competence and capabilities.

Faculties are encouraged to use technology for making teaching-learning process more effective. Under the continuous comprehensive evaluation system, ample opportunities are provided for teacher-student interactions through student-centric methods of group discussions, lab based experiments, projects, presentations, book review, paper review, field trips, visits to wildlife sanctuaries, industries etc., and thereby facilitating development of critical thinking and communication skills. Special time and attention is given to slow learners through tutorial classes, remedial coaching classes, unit tests etc. to cater to their extra needs.

The college also encourages participatory learning of students by undertaking activities such as inter-departmental quiz competitions, departmental wall magazine, inter-departmental model competitions, inter-departmental exhibitions, seminars, project works, and assignments.

Research, Innovations and Extension

Human Resource Development Department (Higher Education), Government of Sikkim has always encouraged faculties to engage in research activities and facilitated the participation of faculties in seminars and workshops. The college is not accorded with 12 (b) status of the UGC, thus funding agencies stand reluctant to sanction grants to the college. However, many faculties are pursuing doctoral research and are actively engaged in research and publications.

Under university curricula, the final paper in the sixth semester of few courses is dissertation / field based. These projects are supervised by the faculties and are evaluated by external examiners appointed by the university. Promulgation of such practices provides ample opportunities to the students and faculties to undertake research activities and thereby enhance the knowledge and enrich the field.

The Limboo department of the College brings out departmental annual bulletin and annual research journal to promote literary writings among the students and thereby enhancing research aptitudes. Similarly, department English maintains a wall magazine which allows the expression of creativity and writing skills of students. The department of Journalism and Mass Communication publishes a news bulletin, 'NGC PAPERVIEW' that promotes various innovative, creative, and literary skills. Such endeavors of the college have directly contributed to the community in terms of enrichment of literature and culture. College is determined to

organize seminars, workshops and conferences to create and promote research environment in the institution.

Infrastructure and Learning Resources

The college building is three storeyed with adequate number of classrooms, washrooms for girls and boys, faculty rooms, common staff room for the teachers, examination cell, administrative section, Principals office, infirmary, IGNOU study centre, science and geography labs, multipurpose auditorium for hosting various co-curricular activities, indoor games, seminars and other academic activities. The outdoor games and athletics are conducted in the football ground. The college has six halls each with an intake capacity of two fifty and seventeen classrooms of which three have ICT facilities and can accommodate sixty students at a time. The college also has a computer lab and a language lab with forty seven and thirty computers for use by the students. (The college has an EDUSAT (Education through Satellite, Govt. of India) room with ICT facility which is used by all the departments on rotational basis for various academic activities.). The college library acts as a knowledge resource centre with textbooks, reference books, magazines, newspapers etc. and computers for use by the students. The total area of library is 155.84 sq mts. with separate reading space facilities for students and teachers. The augmentation of facilities like internet connectivity, procurement of library management system and purchase of books is already underway.

The Govt. of Sikkim sanctioned science block is under construction which will house a central instrumentation facility to facilitate research activities. It will also have a computer laboratory, seminar hall with refreshment rooms and adequate washrooms for students, faculty and guests. Similarly, a Govt. sanctioned college cafeteria is under construction for the use by students and faculties. The expansion of the above mentioned facilities will tremendously boost the college in terms of adequacy and requirements to meet future developments.

The college has 100 bedded hostels for boys and girls, two blocks of residential quarters for teachers, one each residential block/quarter for Class III and Class IV employees, which will be functional in the immediate future. For better connectivity and conveyance of the students, college has two buses, which ply regularly from college to Namchi town.

Student Support and Progression

College provides necessary assistance to students and also enables them to acquire meaningful experiences of learning at the campus. During the time of admission the college prospectus acts as a guiding document that help students get acquainted with the institution. Teacher counselors are deputed to facilitate smooth admission of the students. Induction programme is organized for the newly admitted students during the first week of monsoon semester. The Principal, Vice-Principal, Dean of Students' Affairs, heads of various departments grace the occasion, where students are briefed on examination process, rules and regulations pertaining to discipline in the college and student support systems.

The college has an active career counseling cell which liaises with various external agencies that provide guidance to students on career opportunities and discuss processes for availing welfare schemes. Student progression is an important aspect of the institution for it reflects the institutions competency. The faculties motivate and guide the students in pursuing higher education. The college now has devised a system in order to collect the information on progression of students to higher education. The college guides and encourages slow learners by organizing remedial classes, informal counseling sessions etc. The college administrative process, teaching-learning, cleanliness etc. are timely scrutinized by the students through grievance redressal cell.

As per the notification of the Government of Sikkim No; 210/DIR (HE) HRDD dated, 22/08/2014 local students in possession of Certificate of Identification and Sikkim Subject are given hundred percent scholarship. Students also avail scholarships form Social Welfare and Women Empowerment Department, Govt. of Sikkim, Tibetan Government in exile, Ministry of Minority etc.

The college is vibrant with activities through NSS, NCC and various other student centric bodies of the college that promote active participation of students. The students play key role in planning and executing social, cultural and leisure activities of these bodies thereby encouraging students inculcate social responsibility and human values. The Students' Representative Council plays key role in encouraging the participation and organisation of these activities.

The college has an alumni association and is working towards making it vibrant for seeking support through both financial and non-financial means.

Governance, Leadership and Management

The College is governed by the Human Resource Development Department (Higher Education), Government of Sikkim, therefore major decisions of the College with respect to budget allocation, teaching, non-teaching staff recruitment, infrastructure development, and student support, welfare schemes etc. are managed by HRDD. The Principal is the administrative head of the College. Drawing and Disbursing Officer of the college is from administrative service of the State to assist the Principal in financial administration of the college. The college has Vice-Principal and Dean of students' affairs who look after examination and admission. The college has a College Management Committee and various other committees to coordinate both academic and co-curricular activities of the college. The culture of mutual co-existence and decentralization of governance through formation of various committees has propagated a unified approach in realizing its goals.

The college has a visionary and vibrant leadership that steers the college towards transforming itself into a credible seat of learning. The college has a clear vision in tune with the aspirations of the higher education policies of the nation. The far-sighted management system facilitates continuous promulgation of mission and vision of the college. The Principal also engages the new recruits in an intense orientation in order to disseminate and help them imbibe the ideals and culture of the college.

Regular meetings of the Principal with the Vice-Principal, Dean of students' affairs, College Management Committee, Heads of Departments, Administrative staff and Co-ordinator IQAC present opportunities for discussing future plans and policies of the college which help facilitate their effective planning and implementation. In the General Body Meeting, before the beginning of each semester, academic calendar reflecting the proposed activities of the college is prepared and notified to the students and faculties.

The Principal assists in participatory decision making by taking along the administrative team comprising of Administrative Officer; Vice-Principal; Dean, Students' Affairs and Co-coordinator, IQAC for transparency in mobilization of resources which ensures transparency through the CMC.

In conformity with the guidelines of NAAC for the quality assurance in higher education institutions, the IQAC of the college has been working diligently in ensuring and propagating quality.

Institutional Values and Best Practices

Namchi Govt. college not only caters to the need of deprived and economically backward community of the state but also strives hard to achieve academic, administrative and organizational excellence by enthusiastically engaging to promote and foster sense of ownership and creation of healthy and conducive environment for the propagation of knowledgeable and responsible citizenship. Keeping in pace with the requirement to adapt and being responsive to the emerging challenges and pressing issues the college has proactively institutionalized practices which have impactful bearings on the development of the college.

The activities relating to gender issues, facilities for gender safety and security, participation in community level activities, blood donation camps, plantation drives, awareness on drug addiction, school adaption for beautification, waste management initiatives, cleanliness drives, and programmes related to national integration are common practices adapted in the college.

As a response to the emerging challenges the world faces the college has set up facilities that includes solar power generation unit, rain water harvesting plants, practice of solid waste management etc. Divyangjan friendliness resources such as ramps and rails are available for facilitating easy movement in the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NAMCHI GOVERNMENT COLLEGE
Address	Namchi Government College, Upper Kamrang
City	Namchi
State	Sikkim
Pin	737126
Website	www.namchigovernmentcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Parsuram Paudyal	03595-263544	7872881677	-	Namchigovtcollege@gmail.com
IQAC Coordinator	Tshering Choden Bhutia	03595-	7585904953	-	tshcho986@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	18-08-1995

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Sikkim	Sikkim University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-12-2015	View Document
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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Namchi Government College, Upper Kamrang	Rural	31.454	13937.37

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	12	XII Passed	English	60	60
UG	BA,Nepali	12	XII Passed	English	60	55
UG	BA,Limboo	12	XII Passed	English	45	15
UG	BA,Lepcha	12	XII Passed	English	45	21
UG	BA,Bhutia	12	XII Passed	English	30	5
UG	BA,History	12	XII Passed	English	60	60
UG	BA,Physical Education	12	XII Passed	English	60	58
UG	BA,Journalism And Mass Communication	12	XII Passed	English	50	22
UG	BA,Geography	12	XII Passed	English	50	50
UG	BA,Economics	12	XII Passed	English	60	60
UG	BA,Political Science	12	XII Passed	English	60	60
UG	BA,Education	12	XII Passed	English	60	39
UG	BA,Sociology	12	XII Passed	English	60	55
UG	BCom,Com	12	XII Passed	English	120	120

	merce					
UG	BSc,Physics	12	XII Passed	English	40	31
UG	BSc,Chemistry	12	XII Passed	English	40	25
UG	BSc,Mathematics	12	XII Passed	English	40	38
UG	BSc,Zoology	12	XII Passed	English	40	40
UG	BSc,Botany	12	XII Passed	English	40	40

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				76			
Recruited	0	0	0	0	0	0	0	0	41	35	0	76
Yet to Recruit	0				0				0			
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			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	12	7	0	19
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	2	0	0	2
Yet to Recruit				9
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

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	4	5	0	10
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	10	12	0	22

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	1	0	6
M.Phil.	0	0	0	0	0	0	2	5	0	7
PG	0	0	0	0	0	0	16	9	0	25

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	2	1	0	3

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	357	42	0	1	400
	Female	472	72	0	0	544
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	21	15	8	21
	Female	16	26	21	19
	Others	0	0	0	0
ST	Male	159	169	171	153
	Female	165	179	167	218
	Others	0	0	0	0
OBC	Male	148	165	147	154
	Female	186	187	192	169
	Others	0	0	0	0
General	Male	109	128	113	100
	Female	136	126	133	136
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		940	995	952	970

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 19

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	3

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2589	2581	2236	1974	1804

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
100	100	100	100	100

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
798	748	503	454	305

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
66	66	73	67	64

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
66	66	73	67	64

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 31

Number of computers

Response: 73

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	3.47344	4.01966

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution follows the curriculum prescribed by the affiliating Sikkim University. For which, University appoints few senior faculties as the members of Board of Studies and Syllabus Review for a tenure of 3 years who plays an important role in framing a curriculum for B.A, B.Sc. &B.Com programmes.

The curricula are revised on a regular basis by the affiliating university in accordance with the emerging national and global trends and their relevance to the local needs. In corroboration to the above the curricula of the under graduate programmes were revised and restructured in 2010 and 2014 respectively in order to legitimize the teaching and learning issues having global implications. Such initiative by the university resulted in the introduction of the courses like environmental studies and eastern himalayan studies concerning the region. Also, apart from two compulsory languages (English and Nepali), three regional languages, Bhutia, Lepcha and Limboo have also been incorporated in the university curricula since 2008, keeping in view their growth and progress in a local context and diversification of subjects.

The college has been offering B.A. course to students since its inception in 1995. However, B.Com. and B.Sc. courses were introduced in the year, 2010 and 2012 respectively. Traditional subjects such as botany, chemistry, mathematics, physics and zoology are taught in science. Considering the popularity and tremendous scope for employability, physical education and journalism and mass communication was introduced in 2006 and 2007 respectively. The college provides opportunities to students for multi skill development by organizing various co- curricular and extra-curricular activities.

Primarily the college is a teaching unit and engages with curricular aspect mainly in their implementation. In the initial day of the College HODs conduct their departmental meetings with faculty members and develop academic plans for the academic session. Principal interact with course teacher at regular interval and Departmental routine is submitted to principal at the beginning of each semester. It is also displayed and syllabus is distributed amongst faculty in the departmental meetings. Namchi Government College strictly adheres to the academic calendar provided by the university and even develops its own calendar with the consultation of the faculty of various departments.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 3

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 99.7

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	16	15	10

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years

Response: 00

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 03

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 1.16

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
125	25	00	00	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

The Institution inspires students to have a better perception of Human Values irrespective of Gender and Caste. These issues are incorporated in the curriculum of various subjects like English, Nepali, Limboo, Lepcha, Bhutia, Sociology, Political Science etc. which facilitates the teachers to sensitize the students on such issues through classroom teachings. Environmental Science and Eastern Himalayan Studies are the

compulsory subjects for B.A. / B.Com. / B.Sc. programmes. Hence, issues on Climate Change, Environment and Human Rights are discussed elaborately and further the students are encouraged to take up these issues for their term paper projects, field surveys etc. The institution has a dedicated ICT enabled classroom which is used by all the departments for audio visual classes on rotational basis. Further, some of the faculty members use ICT facilities in regular classes also. The institution through its various units like Legal Literacy Club, Gender Sensitization Unit, NSS, Nature Club etc. organizes seminars, skits and sensitization programmes on the cross cutting issues like Gender, Climate Change, Environmental Education, Human Rights, ICT etc. College has formed different committees like Discipline Committee, Career Counselling cell, Literary society, Students' Representative body which play pivotal role to bring Gender equality, professional competitiveness and ethics amongst students and society at large.

The college provides opportunities to students to give seminars on various topics specially Gender, Environment and Sustainability, Human values and Professional Ethics and also encourages participating in group discussion on various cross cutting issues. With the help of lawyer legal awareness programmes are organized for the students on various issues like (POCSO) Act.

The institution organizes various programmes of psychological and social importance with the help of its units like Career Counselling cell, NSS, GSU, Anti-Ragging Committee, Red Ribbon Club, Nature Club, Legal Literacy Club to strengthen the educational as well as value based ethics of the students. NSS organised Community based programmes like blood donation camp, awareness programmes on various issues and plantation drives throughout the year. This venture helps students inculcate the sense of social belongingness, responsibility and social service. The institution has its Career Counselling Cell which organizes programmes on career prospects, opportunities and various multi-disciplinary aspects.

Following are the value added programs imparted by the institution:

- Moral and Ethical Values: Many value-added programmes are conducted for the benefit of students. It has been organizing special lectures and programmes on life skills and moral education. Birth anniversaries of leaders like M. K. Gandhi, Ambedkar, and Dr. Kalam besides many others provide a platform for deliberations on value-cantered life.
- Better Career Options: Students are given orientation in the classrooms and also in special lecture programmes about better career opportunities
- Employable and Life Skills: Career Counselling Cell of Namchi Government in collaboration with Sikkim consultancy centre (SICON) EDP programmes on Ecotourism in the year 2017 and 2018, has conducted Enrichment programmes like Technology Based Entrepreneurship programme on Ecotourism, NIELIT (National Institute of Electronic & Information Technology) and many other skill-oriented programmes indeed of great help to students to sharpen their skills.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 3

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 03

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 12.98

1.3.3.1 Number of students undertaking field projects or internships

Response: 336

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 5.35

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
132	169	142	83	82

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 78.74

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
944	940	995	952	970

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1020	1582	1224	1195	1201

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 0

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

Every teacher tries to engage classes according to the requirements and needs of the pupil. The sole purpose of these classes is to improve the academic performance of all types of learners. The institute in order to bridge the knowledge gap has taken the following measures:

1. Enrichment courses such as Eastern Himalayan Studies and Environmental Studies, Journalism and Mass communication, Physical Education has been incorporated in the curriculum.
2. Career counseling programme, sensitization programmes on various issues, motivational talks by guest speakers and other programmes are organised for the benefit of students at regular intervals.
3. Communicative skills, Life Skills other such programmes are organised for the benefit of the students regularly. Examples: rehabilitation and rescue operations, cleanliness drive, debate competitions, extempore speech etc

Advance Learners:

- The advance learners are identified on the basis of the results of the various examinations, performance during term paper presentation, class tests, their involvement in departmental activities and co-curricular activities.
- Advanced learners are active in their involvement in class and college activities.
- Their educational needs are different and are encouraged by motivating them to participate in various activities held inside and outside the college campus. For example: State and National level inter-college debate, quiz, essay competitions, sports meet etc.
- Advance learners are encouraged to apply for different scholarship programmes provided by the

state and central governments respectively.

- The advance students from pure science background are encouraged to give competitive exams like JAM, NBHM entrance exams etc. for the sound development of their subject knowledge and for their bright career in future.

Slow Learners:

The academic performance of the students who are physically differently-abled, slow learners and who do not seem to cope up with the pace of learning are identified by the faculties during the classroom interactions, personal counselling in the classroom and evaluation through written unit tests, class tests etc.

- The institute has allotted classes in the time-table of each department for remedial classes and tutorial classes to cater to the needs of the slow learners.
- The strategies adopted for improving academic performance of these students are as follows:
 - Remedial classes, tutorial classes, personal guidance
 - Revision of a topic.
 - Participation in classroom interactions.
 - Delivering simplified lectures.
 - Use of teaching aids.
 - Practical demonstration, field trips and field studies

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 39.23

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.12

2.2.3.1 Number of differently abled students on rolls

Response: 03

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

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**Response:**

Teaching and learning is a process that includes many variables. These variables interact as learners work towards their goals and incorporate new knowledge, behaviors and skills that add to their range of learning experiences. Namchi Government College is being practicing many learning skills since its inception for the benefit of its students like experiential learning, participative learning and problem solving methodologies.

Experiential learning:

Experiential learning like seminars, field survey, painting competition, workshops, field trips, debates, extempore, quiz .Apart from above activities our science students have been actively participating in other extra curriculum activities like preparing and pasting names of different plants in and around Namchi bazaar and same students are preparing book on flora of Namchi South Sikkim.

Participatory learning:

Participatory learning activities such as participation in inter-departmental quiz competition, departmental wall magazine, inter-departmental model competitions, inter -departmental exhibitions, seminars using audio visual aids, project works, and assignments are also encouraged. Students are also encouraged to participate in national, regional and state level competitions. Audio-visual aids are used for classroom instruction though not on a regular basis. Syllabus of students demand project based Learning. The teachers are the guides to the students in the process of preparation of projects. Students of some department of our college have project work in their final semester. Group learning method also practices in our college. Group learning of the students allows the slow learners to develop problem solving, interpersonal, presentational and communication skills to confirm quality in learning with Peer Group. Under group learning, heterogeneous group of students comprising Fast, Average and Slow learners are divided into groups of 5 to 10 members. Group Discussion, Group Projects or Assignments are conducted by the most of the department under group learning method.

Problem solving methodologies;

- The college adopts student centric learning method. Along with the classroom teaching and laboratory experiment based learning, students are also involved in projects. The projects help towards enhancing the real life problem solving abilities of the students.
- The college further follows problem solving methodologies by challenging the students with assignments on regular basis to check their level of understanding on the subject. Moreover, quizzes are held from time to time to keep the students in a competitive environment and to check the overall progress of the class.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 66

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 39.23

2.3.3.1 Number of mentors

Response: 66

2.3.4 Innovation and creativity in teaching-learning

Response:

Creativity and innovation is the essence of teaching and learning. Creativity and innovation bring about interest and motivation to learners. Examples of how innovation and creativity have been incorporated by Namchi Government College in its teaching and learning process are:

- Students are given input through two-way communication where information is gapped and students are required to discuss and share their findings before the actual information is given.
- Students are given the opportunity to practice the skills just learned based on real-life situations created for them before the real assessment of their ability to put into practice the skills is conducted.
- Use of slides and images to enhance understanding of a topic
- Videos of real-life occurrence of interpersonal behaviours are used to enhance understanding of the topic.
- Students are asked to present summary of topics taught in the previous classes to enhance their confidence and communication skill.
- College also invites external and internal speakers give knowledge of diversified field to the students.
- To make teaching creative as well as to stimulate students teachers take help of creative tools.
- Students are stimulated by making conducive environment of the classes, many class rooms are well-decorated in our college for betterment of students
- Our teachers always try to accept new ideas from the students even if it looks like strange at the beginning.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years											
Response: 14.85											
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>12</td> <td>11</td> <td>7</td> <td>5</td> </tr> </tbody> </table>		2017-18	2016-17	2015-16	2014-15	2013-14	15	12	11	7	5
2017-18	2016-17	2015-16	2014-15	2013-14							
15	12	11	7	5							
File Description	Document										
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document										

2.4.3 Teaching experience per full time teacher in number of years	
Response: 3.56	
2.4.3.1 Total experience of full-time teachers	
Response: 235	
2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years	
Response: 11.9	
2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years	

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	2	2	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 6.52

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	5	6	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The institution adopts Continuous and Comprehensive Evaluation (CCE) techniques in order to ensure overall growth of the students. The students are assessed not only on the basis of their academic performance, but also on the basis of their participation in various co-curricular activities organized by the different departments in the institution.

The various departments adopt different forms of evaluation techniques, such as weekly tests, giving term papers and holding presentation for the same etc. The students are also marked on the basis of their involvement in the group projects assigned to them. Academically weaker students are taken care of, by giving them remedial and tutorial classes which is reflected in the college routine.

The measures adopted by the college to evaluate students has resulted in better performance at the

university level examination as some of the students have managed to procure gold and silver medals at this examinations. The methods adopted by the college can also be felt by the increment in the pass percentage of the students

As such the college does not reserve the right to administer any kind of evaluation reforms because it is affiliated to Sikkim University and strictly adheres to the norms and regulations laid down by the same. In this context this is to be noted that the college reciprocates to the provisions formulated by the University in connection with the conduct of the examination. Hence, the College conducts two internal assessment examinations and a University End semester examination in accordance with the schedules provided by the University.

Till 2013, the answer scripts of the End semester examination were evaluated internally by the college teachers and were forwarded to the University which were further evaluated by randomly choosing 30% of those evaluated answer scripts. In case of any variation amounting to 20% of marks awarded by the first and second evaluators, the university would appoint a third examiner and the marks awarded by the third examiner would consider the final one. 2013 onwards, the evaluation was centrally organized by the University wherein teachers from different affiliated colleges are appointed to evaluate the answer scripts. Internal assessment marks are displayed on the notice boards and answer scripts are also shown in the class rooms to the students so that students would know their marks and deliberate about their problems. Further, measures like project works, field work, practical works, presentations (oral citation and PPT presentation), unit tests, assignments etc. are regularly adopted for the quality assurance of teaching-learning.

Field works are organized:

- In order to enrich educational experience,
- To facilitate the students to grab first-hand information.
- To develop analytical and research skills.
- To engage students in interesting and knowledgeable task.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The institution is aware of the fact that, every student differs in their capacity to learn. Keeping this in mind, the institution assesses students on various grounds. The institution cannot alter the assessing process of the End -Term examination conducted by Sikkim University which is based solely on the written performance of the students. However, the college is at liberty to assess students on the basis of different skills in the internal assessment. The students are given ample opportunities to showcase their brilliance in different fields like:

- Subject knowledge
- Leadership Quality
- Communication skill

- Analytical and synthetical capacity
- Team work

The students are informed well in advance about the internal assessment so that they get ample amount of time to prepare for it. After the assessment is over, the results are read out in the class and also displayed in the notice board of the department. The faculty and students get to know the area in which improvement is required and the team of experts chosen among the faculty works on the students who need special attention on the various aspects mentioned above

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

Response:

At the college level, the evaluated test papers are distributed to the students by the concerned subject teacher. The students can approach the concerned teacher to discuss their grievances related to the evaluation.

Till 2013, the papers of the final end term examination were evaluated by the individual colleges itself and only 20% of these evaluated papers were sent to the university. In case of discrepancy in the marks awarded by the first and second evaluators, the university would appoint a third examiner who had the final say.

2013 onwards, University followed the central evaluation system and organized it in the University campus. Teachers from different affiliating colleges are appointed to evaluate these papers. After the completion of the evaluation, the marks statements are displayed through the internet in the university's official website. In case of any grievances, application for re-assessment has to go through the college which is duly signed by Convener of the Exam Committee, within twelve days after the declaration of results. The re-assessment is conducted by the University.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The university sends an academic calendar in the beginning of every new session for the smooth functioning of the examinations which includes the Mid –Term Examinations, Second Sessional Examinations and finally the End- Term Examination. All above mentioned examinations adhere to the schedule fixed by the university. As notify in the academic calendar, Examination Cell of the college conducts the End- Term Examination in the schedule fixed for all the colleges, affiliated under the Sikkim University. Mid –Term Examinations and the second sessional examinations do not have a fixed schedule to conduct the examinations, these examinations are conducted under the prerogative of the Examination Cell of the college, however, the Exam Cell follows, at least the scheduled month, if not the fixed dates and time fixed by the university.

The Exam Cell adheres to the format for the conductance of the End-Term Examination designed by the university. The Mid- Term Examinations is conducted with a format of written examination and it carries a total marks of 25% of the full marks of 100, and the second sessional examination/ Term Papers is conducted in the format designed by the respective departments of the college.

For example: individual departments can opt to conduct written examination or term papers, hold students seminar, group discussions, field survey, weekly tests etc Besides this, the institution initiates several evaluative measures. Like unit tests, remedial classes etc.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The college provides Bachelor Degree Programmes in Arts, Science and Commerce. The programmes aim to inculcate the student concepts and intellectual skills, courage and integrity, awareness and sensitivity to the needs and aspirations of the society. The institute offers the following Under Graduate programmes:

1. BACHELOR OF ARTS: The Bachelor of Arts degree programme has been structured to accord the students a wide range of opportunities in the job market. After completing the programme the graduates can join diverse job local, national and international. The various programmes offered prepare them to serve as administrators, bankers, teachers, human right activists, writers, editors and others.
1. BACHELOR OF SCIENCE: In this programme the students are equipped in explaining the basic scientific principles and methods, inculcating scientific thinking and awareness. The students are expected to be able to handle the situation by critically analyzing the problems.
1. BACHELOR OF COMMERCE: The B.com programme opens innumerable carrier options and opportunities for students. It prepares them for positions for leadership in business organizations at local, national and international levels. After successfully completion of this programme one can also start a business of his/her own.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The process or methods used for measuring programme outcomes, programme specific outcomes and course outcomes are described below:

- 1. Examination:** There are two sessional test conducted internally by the college which carries 25 marks in each sessional making total 50 marks and one final examination conducted at the end of every semester which carries 50 marks. Total 100 marks examination is being held every semester.

At the end of every sessional examination the faculty members record the performance of each student. The poor performing students are tracked and provided them with remedial classes by the respective departments.

- 1. Term Paper/Dissertation/Field survey:** The students are assigned with the relevant topic or issue area where practical knowledge is necessary. In this task, the students are individually engaged with the topic by referring good books and try to understand topic critically and scientifically. The aim is to engage student in getting in-depth knowledge of a particular subject area. In each stage of developing term paper, the faculty members are actively engaged as a supervisor or guide.

2.6.3 Average pass percentage of Students

Response: 77.05

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 611

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 793

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.47

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 7

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	7.0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.2.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 105

File Description	Document
Any additional information	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The college has 19 Department that includes all the subjects of Arts, Science and Commerce. The Science and the Geography Departments are fully equipped with all the lab materials (except few) and topographical sheets, maps, survey itineraries, GPS for mapping etc. respectively.

Rain Water Harvesting: 2018 With reference to the discussion held on 04.05.2018, the proposed site for Pilot rain water harvesting project has been finalized and work is in progress in NGC, Kamrang. Total cum for the RWH = 1515 cum. The actual work for the same started on June 2018. The initiative was taken mainly to provide water during the dry season i.e. from Feb-May. The entire project was done by the Municipal Council as a part of a Smart City Proposal. This place was selected because of the dry environment and lack of water in the entire area. Three tanks has been sanctioned. One near the Girls hostel. Second, near the staff quarter and third, behind the main campus to facilitate water during the dry season.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international

recognition/awards**Response:** No**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.65**3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
27	35	46	64	47

File Description

List of research papers by title, author, department, name and year of publication

Document[View Document](#)**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 0.43**3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
03	07	2	12	5

File Description

List books and chapters in edited volumes / books published

Document[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

There are number of mediums in the college to promote institution-neighborhood community network and student engagements such as: National Service Scheme (NSS) unit of the College which organizes an annual special community developmental camp at a nearby village to carry out developmental work of significance. They conduct activities like cleanliness drive, spreading awareness among the villagers regarding sanitation, health, and hygiene. Red Ribbon Club unit and NSS actively participate in cleanliness drive, plantation drive, blood donation camps. RRC organises HIV awareness programmes, and blood donation camps.

File Description	Document
Any additional information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 17

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	05	04	03	03

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 54

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
05	01	15	18	15

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 14.5

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
510	0	1060	4	94

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 38

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
08	07	08	08	07

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 7

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	01	01	01

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The college has a well-defined policy of augmenting infrastructural facilities for ensuring academic excellence. The policy of the institution for the creation and enhancement of infrastructural facilities to facilitate the teaching- learning process has always been prioritized in the agenda of both the general staff meeting and the College Management Committee (CMC) meetings. To smoothen the curricular and co-curricular activities in the institution, the facilities available are Classrooms, technology enabled classroom (EDUSAT), laboratories, library, common staff room, auditorium, examination cell, studio room for Journalism and Mass Communication and Centre for Distance Education.

Classrooms: The College has 18 classrooms out of which 1 is exclusively for the Department of Journalism and Mass Communication and 1 for Zoology which is equipped as a smart class. Along with these classrooms there are 6 Halls, which are all used by various departments according to their class schedule and time table.

Technology enabled classrooms: East wing - 5 and East wing – 7 are smart classes which is equipped with LCD projector, computer and Audio Visual. Other than this each departments are provided with personal departmental computer sets, LCD Projector and Screens.

College Auditorium (Seminar Hall): The College Auditorium is also used as a venue for seminar and workshops in the college. As such any workshop/seminars that the college organizes are all conducted in the auditorium because of its space and capacity.

Laboratories: Each of the Science departments have their respective laboratories

File Description	Document
Link for Additional Information	View Document

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

Response:

Sports and extracurricular activities are the heart of the institution because the institution believes in balancing the academic as well as the curriculum aspects for the students. In order to encourage active participation of the students in these activates the college has the following facilities which are easily

accessible to the students under guidance of the concerned faculties. Under the banner of sports and games, the college has both indoor and outdoor venues for various sports, like Badminton, Table Tennis, Volley Ball, and Football. The college auditorium constructed in 2003, has a seating capacity for 1000, measuring 34.96mx17.37m=607.25sq.mts it also acts as the Yoga center where yoga sessions are held with the required logistics. Badminton and Table Tennis are played inside the Auditorium as the markings for the court are indoors and the tables are placed in the auditorium during all hours.

The college auditorium is also the main venue for all the cultural activities that take place in the institution

File Description	Document
Link for Additional Information	View Document

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

Response: 16.13

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The college has a fully functional library with dedicated staff who handles the issuance and returns of borrowed book by the staff and the students since the Integrated Library Management System (ILMS) isn't functional in the college system. The library being unable to use the software, has sent a proposal for the software, SOUL 2.0 Version (Software for University Library) the same through the RUSA fund proposal which has been submitted to RUSA, HRDD Govt. of Sikkim. Since the library has no computer based data system for keeping a track of the books issued by the students and faculties therefor the assistance in searching Databases is available manually by the library staffs who handle various duties like, maintaining registers for issuance and returns of books, visitors in the library.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The college library has reference books under the reprography which is available for the faculties to be used as reference material for teaching and research related works. The knowledge resources for library enrichment in the college so far included reference books from IPR Dept., Govt. of Sikkim and Annual Human Development Report and various gazettes. The reference books act as valuable repositories for enriching the knowledge of students and teachers thereby aiding them to broaden their horizon with respect to the subject matter. Knowing their beneficial implications as knowledge resources the college has plans to collect them proactively.

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 2

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.99948	1.00000	0.50000	3.47344	4.01966

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 1.92

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 51

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Until 2016 the college had Wi-fi enabled internet connectivity facilities which were facilitated by the District Administration, Namchi South Sikkim. It was available for the faculties and students and the administrative staff members. However due to network congestion the lines discontinued and since then the college faculties and staff use their personal internet data for any internet related work within the campus. A proposal for proper internet facility for the college has been sent to the HRDD, through the RUSA fund project.

Apart from the internet facility, each of the 19 departments of the college have been provided with personal computer system along with LCD projector and Screens. Even the administrative department is equipped with computers and required systems for proper management in the college. The college library has 5 systems for the students, where the students despite the unavailability of internet facility manage their works and assignments offline or by using their personal data.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 31.57

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 170.88

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

2017-18	2016-17	2015-16	2014-15	2013-14
4.01	3.47	0.53	1.00	0.99

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The College has designated administrative officer (Under Secretary) for overseeing the maintenance of building, laboratory, library, sports complex, computers, classrooms etc. There is a periodic maintenance plan for each activity such as painting, whitewashing etc. The college does not have dedicated technical support team therefore, plumber, carpenters, electricians, technicians are hired for rectification and the maintenance of the facilities. The major maintenance work is generally carried out during summer and winter vacations, however minor repairs and maintenance are carried out whenever it is deemed important. A monitoring team under the guidance of the Under Secretary monitors the misuse or underutilization of the facilities for promoting their proper and optimal usage.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 0.01

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and meditation**8. Personal Counselling****A. 7 or more of the above****B. Any 6 of the above****C. Any 5 of the above****D. Any 4 of the above****Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 8.28

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	200	752	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0.58

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	50	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 3.98

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	100	0	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)	
Response: 16.42	
5.2.2.1 Number of outgoing students progressing to higher education	
Response: 131	
File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)											
Response: 0											
5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14							
0	0	0	0	0							
5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14							
0	0	0	0	0							
File Description	Document										
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document										

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 31

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	04	04	06	01

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The issuance of notification for the election is called the constitution of the SRC in all the Colleges of Sikkim and it governs the formation and working of the SRC. These regulations have been framed following the Lyngdoh Commission 2006 and is applicable to all the colleges in Sikkim. The SRC body is recognized by the HRDD, Government of Sikkim which represents the students' of the Government colleges and are elected every academic year by the students. The aims and objectives of the SRC is to promote the spirit of unity and brotherhood amongst the students and foster academic interest and also promote the scope for extracurricular activities for their self-growth.

The SRC is a non-political body and solely functions as a welfare body of the students and strictly has no role in interfering in the admission process and the evaluation of the students' academic performances. The SRC body along with working for the student's welfare also works in cleaning the campus for a clean academic environment. It is also responsible for organizing various co-curricular and extracurricular activities within the campus without hampering the academic schedule of the students. With relation to all the matters, the SRC of each colleges serves as link between the principal and the students of the colleges and exercise its powers and functions within the jurisdiction of the college.

The composition of the SRC are: **President (V Semester), General Secretary (III Semester), Vice-President (V Semester), Treasurer (III Semester), Cultural Secretary(V Semester), Literary Secretary(I Semester) Sports Secretary(I Semester), Class Representatives from each Semester**

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 2.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
08	00	03	01	01

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

ALUMINI MEETING – 2016

So far only one meeting has been held, which was presided by the College Principal, Dr. Bina Pradhan and Mr. Deepak Tiwari, the then Vice-Principal and a few alumnus of the institution. During the meeting the Principal highlighted the need for such an association in order to be able to work towards the development of the college and to have a direct relation with its ex-students.

The Alumnus of the college have been very supportive towards their Alma-Mater in many occasions, where they have attended many functions and helped within their caliber. A few have also attended the college functions and have addressed the students about their experiences and how their role as an alumnus

can be of great help for the coming generation.

In the meeting the following members were appointed for a transparency in the relation between the Association and the College:

1. **Shri Hari Rai – President**
2. **Ms. Gargi Maya Manger – Vice President**
3. **Mr. Jit Bahadur Bardewa – General Secretary**
4. **Mr. Tashi Bhutia – Joint Secretary**
5. **Mr. Dweep Subba – Asst. Joint secretary**
6. **Ms. Kimla D Bhutia & Mr. Dinesh Pradhan – Publicity Secretary**
7. **Mr. Chandra Prakash Chettri – Treasurer**
8. **Mrs. Dhan Kmri Rai – Asst. Treasurer**

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

The College is governed by the Human Resource Development Department (Higher Education), Government of Sikkim, therefore major decisions of the College with respect to budget allocation, teaching, non-teaching staff recruitment, infrastructure development, and student support, welfare schemes etc. are managed by HRDD. The Principal is the administrative head of the College. Drawing and Disbursing Officer of the college is from administrative service of the State to assist the Principal in financial administration of the college. The college has Vice-Principal and Dean of students' affairs who look after examination and admission. The college has a College Management Committee and various other committees to coordinate both academic and co-curricular activities of the college. The culture of mutual co-existence and decentralization of governance through formation of various committees has propagated a unified approach in realizing its goals.

The college has a visionary and vibrant leadership that steers the college towards transforming itself into a credible seat of learning. The college has a clear vision in tune with the aspirations of the higher education policies of the nation. The far-sighted management system facilitates continuous promulgation of mission and vision of the college. The Principal also engages the new recruits in an intense orientation in order to disseminate and help them imbibe the ideals and culture of the college.

Regular meetings of the Principal with the Vice-Principal, Dean of students' affairs, College Management Committee, Heads of Departments, Administrative staff and Co-ordinator IQAC present opportunities for discussing future plans and policies of the college which help facilitate their effective planning and implementation. In the General Body Meeting, before the beginning of each semester, academic calendar reflecting the proposed activities of the college is prepared and notified to the students and faculties.

The Principal assists in participatory decision making by taking along the administrative team comprising of Administrative Officer; Vice-Principal; Dean, Students' Affairs and Co-coordinator, IQAC for transparency in mobilization of resources which ensures transparency through the CMC.

In conformity with the guidelines of NAAC for the quality assurance in higher education institutions, the IQAC of the college has been working diligently in ensuring and propagating quality.

6.1.2 The institution practices decentralization and participative management

Response:

The academic departments of the college are given autonomy in exercising activities at departmental level. Each department has its one head and other faculty members to run the academic as well as other

departmental activities. The departments set the questions for the sessional tests or finalize the themes for the term paper projects and then reserve the authority for the evaluation. The departments keep the record of attendance of students and are also accountable to the students and administration. There is no unnecessary interference from the college authority for departmental plan and its execution so that department can enjoy the liberty for making their students excel. Faculty and Students are made aware of culture of excellence in the institution. The institution to those who involve in this noble endeavor extends all support and encouragement. With the joint effort of all concerned, the institution endeavours to reinforce the culture of excellence.

The college promotes a culture of Participative management. Under the leadership of the Principal, various committees have been formed to work in different arena with given jurisdiction. Each committee has a coordinator and few members. The committee works for polishing academic as well as administrative quality through accomplishment of assigned task. The following are some of the committees constituted for the smooth functioning of different areas of the institution.

- College Management Committee
- IQAC
- Career Counselling Cell
- Examination Committee
- Admission Committee
- Anti-Ragging Committee
- Gender Sensitisation Unit
- Grievance Redressal Cell
- Literary Society
- Sports Committee
- Nature Club
- Library Advisory Board
- NCC
- NSS
- RRC
- Legal Literacy Club

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Institution has a perspective plan for development, which is prepared after a series of brainstorming sessions. The Principal, the HoDs, various committees besides CMC, Faculty Members, and Non-teaching staff were involved in preparing the plan. In the next five years, the institution wishes to cater to the need of more students who wish to pursue their degree by introducing more courses. For the implementation of the strategic plans for educational development, the college has set goals to improve the learning outcomes,

proficiency and employability of students by providing them opportunities to expand their knowledge and skills, which has been facilitated by latest technology. The following are the features of the perspective plan of the institution:

- To update syllabus and course structure under the guidance of Sikkim University to make them more time relevant.
- Introduce new courses and technology-based programmes to curriculum.

There will be a gradual improvement in the infrastructure parallel to demand of increasing number of students and introduction of new under graduate courses. So, the college plans for:

- Up gradation of central and departmental libraries with internet facilities and more number of books.
- Construction of gymnasium with all the latest modern technologies of indoor games, cafeteria, common rooms for both boys and girls.
- Creation of sophisticated instrumentation facility for laboratory based subjects.
- Construction of new administrative building.
- To facilitate a motivating teaching-learning and working environment.
- To facilitate faculty with the provisions of Faculty Development Programs through orientation and refresher course.
- By organizing seminars/workshops in frequent intervals in each department.
- To encourage faculties to pursue Ph.D.
- Provision of training facilities to the clerical staff.
- To set up more smart classrooms with ICT facilities.
- To employ more innovative teaching methods (pedagogy).

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Principal is the head of the institution having nineteen Departments, each department is headed by a senior teacher. Every department has one or more regularized teachers along with temporary teachers. In the non-academic section, there is an Administrative officer. Both the teachers and the office staff are directly accountable to the Principal.

For the smooth functioning of the institution, various committees have been formed and each has a coordinator. The Principal remains the chairperson for all the committees. All the committees work under the guidance of the Principal and the coordinators. For any sort of matters, the Principal convenes a meeting with the Faculty, HoDs, Various Committees and decisions are taken unanimously. For issues of greater importance, suggestions and execution are sought from the Department of Human Resource

Development (HE), Government of Sikkim.

Students are encouraged to participate in seminars, discussions, both at the class level and college level so as to improve themselves. Assignments and Term Paper Presentations Apart from curricular activities, students are encouraged to involve themselves in co-curricular activities like Sports, NCC, National Service Scheme (NSS), Legal Literary Club, Gender Sensitization Unit and Red Ribbon Club. These activities of the institution have indeed helped to a great extent in actualizing the process of teaching and learning in the right spirit.

The institution being a part of the society engages itself in addressing the common issues of the community. In this direction, efforts are made to reach out to the social community whenever given opportunity. Students are also equally concerned with the Safai Abhiyaan (cleanliness drive) where they try to take up sanitary works in and around the college. Once a year, a special camp of a week is organized by the NSS in nearby villages where they take up certain projects, which could be of helpful to the community. For, green initiative and social cause, plantation and health awareness Camps are also organized to fulfill social responsibility.

The volunteers of the Red Ribbon Club involve themselves in the noble cause of Blood Donation. The college has constituted a Nature club to create environmental awareness. The Legal Literacy Club also organizes programmes to sensitize the student community about legal issues pertaining to them and the society. Gender Sensitization Unit of the college also orients the students about matters related to gender and sexual harassment.

In Sikkim, the highest authority to conduct exams for Permanent Post is Sikkim Public Service Commission who is also abided by the UGC rules and regulations No.F.3-1/2009 for the recruitment of Assistant Professor in different Colleges.

The Promotion is done as per the Self Appraisal Report approved by the Department of Human Resource Development. Every year permanent Assistant Professor needs to fill up and submit Annual Performance Index where one has to achieve minimum score to increase the Grade Pay. Marking on the report is done according to the prescribed norms and the matters are reviewed in the meetings of the concerned authority.

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: D. Any 2 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The College has 16 Core committees with numerous sub-committees which functions in generating social awareness, all committees frequently and efficiently work for the betterment of students.

Career Counseling Cell

This Committee invites the eminent persons who are successful and whose contributions are extremely phenomenal in Society. They give counseling as well as motivate students in becoming excellent in life.

Objectives of the Cell

1. To sensitize students regarding career prospect.
2. It also provides skill development training to make them skilled.
3. To enlighten students regarding the allied services available in the country.
4. To socialize them in becoming diligent, adaptable, hardworking, and dedicated, inculcate habits of reading, writing, an analytical and observing.
5. To update the students about various pro-students scheme offered by the State government.

Gender Sensitisation Unit

Namchi Government College believes in gender equality. To have a value free judgement and to overcome stereotype, prejudice and superstitious views on gender perspective. This unit conducts programmes on gender issues and sexual harassment in the Institution.

Objectives of the Gender Sensitisation Unit

1 One of the main objectives of the Gender Sensitization Unit is to empower women on concerns relating to abuses of all kinds whether physical or verbal.

2 The Gender Sensitisation Unit emphasizes on the nucleus of combating such inequities leading to discrimination

3 Lack of awareness and poor guidance have made many a victim of its venomous impact, which the programme seeks to nip at the bud.

Impact of the Gender Sensitisation Unit

1 The outcome of the Gender Sensitisation Unit is its success in arming women with knowledge of defending themselves from any kind of discrimination

2 Workshops conducted under the GSU have been found useful in creating a sound understanding through group activities and question answer sessions.

3 The colleges under the Gender Sensitisation Units has been useful to hear grievances relating to such abuses based on discrimination

4 The Gender Sensitisation Unit has been successful in solving many issues on discrimination through counselling without reporting the case to the police authorities.

6.3 Faculty Empowerment Strategies

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

Response:

The faculties and non-teaching faculties are also trained by providing them with opportunities to conduct seminar and also to attain orientation, refresher course and short term course across the country.

Activities

Mr. Sonam Wangchuk the founding Director of the Students Educational and Cultural Movement of Ladhak (SECMOL), recipient of Rolex Award for enterprise and has also won the TERRA award for his innovation of Ice Stupa an “Artificial Glacier”. He is also an engineer, innovator and a education reformist. On 13 April 2017 he graced Namchi Govt. College by meeting the students in the interactive session. He conducted the session by focusing on the research area that needs to be explored in Sikkim.

The Institution holds a two day national seminar on “Society and Culture in Eastern Himalayas with special reference to Sikkim: Challenges and Prospects on October 12 and 13 (2015). This Seminar addresses various issues and philosophical facet that interacts and intermingles with the society and culture of Eastern Himalayas focusing on Sikkim.

A Multilingual two day National Seminar on “Changing Role of Women in Post Independent Indian Society” was held on 14th and 15th Nov 2016. The objective of the seminar is to highlight on role of

women in education sector, literature, environment protection and conservation. Issues like changing gender roles in India, the legal status of women in contemporary and also to analyze the women empowerment in the field of sports, defense and armed forces, multimedia, science and technology, entrepreneurship and politics.

A seven day long national workshop on “Environmental Ethics and Responsible Development in Eastern Himalaya: Need for Reconciliation” which emphasizes on the need for actualization an individual level the essence and basics of environmental values and ethics in order to accomplish the objectives of environment protection.

Awareness programmes on “Trends of Diverse and Discrimination and inclusiveness in literature: Concept and context with special reference to India sub continent”. Television and Documentary Film Production: Theories of T.V and Documentary Film Productions, Pre-Production work: Productions, Post-Production and Screening. Self defense classes to impart safety skills create street awareness; add to physical fitness and to maintain self-discipline. Goods and Service tax Awareness to explain G.S.T and Panel discussion on Human Trafficking.

6.3.2 Average 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 6.84

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	7	5	4	4

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution adopts various appraisal system to strengthen the better performances and chance of improvement like feedback from the students, and self-appraisal system. Students' feedback on teachers is one of the most effective ways of appraising on the performance of the teachers, which gives an opportunity to know the weaknesses, strengths and areas of improvisation.

The teachers fill in the details in making the Self-Appraisal Report with their details about salary, experience, research experiences, participations in various programmes, publications etc. The HRDD (HE), Government of Sikkim reviews Self-Appraisal Report at the time of promotion from one post to another or from one grade pay to the next grade pay.

Further, the freshly recruited permanent faculty members are appointed with a probationary term of two years wherein the Head of the Institution monitors his /her performance and professionalism.

Similarly, the performance of temporary (ad-hoc) faculty is monitored and evaluated by the Principal on monthly basis.

The cases of Promotion and grade pay are decided as per the Self Appraisal Report approved by the Department of Human Resource Development. Marking on the report is done according to the prescribed norms and the matters are reviewed in the meetings of the concerned authority.

Outcomes and decisions are intimated to the concerned stakeholders through the Principal.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The financial resources for the institution are provided solely by the state government. The College Management Committee (CMC) is the institutional mechanism to monitor effective and efficient use of available financial resources. All the expenditures are subjected to auditing by the government on annual basis.

As the institution is a governmental one, the external audit is done by the Government Agency constituted for the same. There is College Management Committee which looks for internal financial management and appropriation of available resources. General audit was last done in the year 2014 and 2017 which had no financial objection in the report.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

In every financial year, certain fund is allocated for office expense of Namchi Government College which is received in accordance with the Sikkim Govt. Service Rule and Sikkim Financial Rule. The State government is the main funding agency of the institution. Annual budget inclusive of all the expected and estimated expenditure is forwarded to the Directorate of Higher Education and the fund is sanctioned by the State Government accordingly. After the expenditure is made, the unused amount is carried forward which makes up the corpus fund.

However, admission fee collected from non-local students also adds to the total income generated.

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

Response:

The institution does have IQAC which was formed on 28th April, 2015 and its policy is ?“To inculcate the practice of quality standards towards imparting quality education and governance for creating a culture that would facilitate the striving by the institution towards achieving overall excellence through internal processes of self- evaluation and continuous improvement.” The Cell continuously strives for institutionalizing the quality assurance by taking up various measures like- feedback from the students, motivation for the teachers to pursue research projects and orienting the teachers to enhance their professional skills by participating in the programmes like Orientation/ Refresher courses, Seminars/ Workshops etc.

The decisions regarding feedback mechanism from students on quality related institutional processes, documentation of various programmes /activities leading to quality improvement, development of institutional database for the purpose of maintaining/enhancing the institutional quality, organization of seminars and workshops for promotion of quality circles were all approved by the management and considered for implementation. The feedback responses from students are deliberated upon, and the IQAC strives to bring and implement student centric initiatives. The alumni members of the IQAC play a key role in disseminating information and keeping the Alumni Association informed about the initiatives of the IQAC, and seeking their involvements.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations

and learning outcomes at periodic intervals through IQAC set up as per norms**Response:**

The Quality Policy prepared by the IQAC is in alignment with the XII Plan guidelines of the University Grants Commission (UGC) for establishment and monitoring of the internal quality assurance cell (IQACs) in Universities (2012-17) and also aligns with the terms of NAAC. The internal quality assurance mechanisms of the college are also in tune with the aspirations of Sikkim University and the Department of Human Resource Development.

The coordinator of the IQAC briefs the members of the staff in the Staff meetings regarding various issues pertaining to IQAC. All the heads of the departments are also kept informed about the quality initiatives of the Cell. Members of the teaching and non-teaching staff are requested to attend the meetings of the Cell, if required in any of the programmes.

IQAC engages in assessment of academic involvements of the teaching faculty by collecting academic profile reports and scrutinizing (auditing) them for their validity and authenticity. The affiliating university, and the Department of Human Resource Development(HE), Government of Sikkim visit the college and inspect various components such as infrastructure and other facilities to ensure that the academic prospects are carried out in a proper way. Further, the outcomes are analyzed on various levels (administrative and departmental) wherein the lacunas are identified and are consolidated upon to better the institutional activities.

The members of the IQAC plans and suggests the conduction of workshops and seminars facilitate the redressal of grievances of all concerned, supports social and community outreaching activities by the students etc. Documentation of the information (academic, co-curricular, administrative) for creating the institutional database for providing information for the preparation of NAAC/SSR report are some of the important ventures of IQAC

- There is in place an overall institutional reappraisal mechanism that monitors students, faculty and administration, which is supervised by IQAC.
- Self appraisal by the teaching faculty (academic/co-curricular achievements) and student's feedback systems are in place to continuously review the teaching learning process.
- Submission of appraisal reports to IQAC by various committees functioning for the overall efficiency and quality enhancement of the system helps IQAC review their performance and suggest quality measures for total quality assurance.

Apart from those stated above, the examination committee, all the academic departments are engaged in continuously reviewing the teaching learning process. Conduct of Sessional Tests/ University Examination is also a mechanism involved in reviewing the outcome of teaching learning process. For the functioning of all these, various methods are adopted such as- examination, interaction with the students, feedback of the students and review of the results.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 0.6**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	0	0

File Description**Document**

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)**6.5.4 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above**File Description****Document**

Details of Quality assurance initiatives of the institution

[View Document](#)

Any additional information

[View Document](#)

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

The Institution with the support of Human Resource Development Department, Govt. of Sikkim and RUSA, MHRD, Govt. of India is now equipped with following developments.

Academic Aspects:

- 1) The percentage of Permanent teachers with Ph.D. is now increased.
- 2) Faculties are motivated to undergo Orientation, Refresher Course and Short term course for the academic excellence.
- 3) Procurement of books for the library and providing computers for use by the students

Equity Initiative:

Seminars and Activities on various themes-

1. Changing Role of Women in Post Independent Indian Society
2. Trends of Diverse Discrimination and Inclusiveness in Literature.
3. Television and Documentary Film Production, Pre-Production work, Production, post-Production and Screening.
4. Two day self defense classes.
5. Goods and Services Tax Awareness.
6. Debate and Painting Competition.
7. Panel Discussion on Human Trafficking.
8. One day Motivational Programme.

Infrastructural Development and Initiatives Undertaken

1. College has two wheeler parking facility.
2. Security Guard Room
3. A wheelchair ramp for persons with disabilities (PWD)
4. Medical Room / Infirmary established
5. CCTV cameras are installed in the college premises for the overall safety of the infrastructural facilities and safeguard of students and faculties.
6. Two computer labs established
7. Classrooms are equipped with LCD Projector.
8. Division of rooms for departments
9. A separate block for science is under construction
10. Construction of College cafeteria.

11. Two water harvesting plants already installed
12. Science laboratories are now equipped with most of the required instrumentation facilities
13. The college has initiated itself towards the use of Public Finance Management System (PFMS) for managing its finances
14. Formation of nature club for undertaking green initiatives and waste management.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 6

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	0	0

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Gender sensitivity

The college is a gender sensitive institution and promotes equality and to further facilitate this practice the college has committees like the Gender Sensitive Unit, a Career Counselling Unit, students' active Participation in National Cadet Corps and National Social Service.

Under these banners, the college with a sponsorship from Rashtriya Uchchar Shiksha Abhiyan (RUSA), conducted a two day self-defense training program in 2018, along with an awareness program on human trafficking and POSCO. The trainers for the self-defense classes were Ms. Sushmita Rai (International Karate and Kick boxer) and Ms. Phurba Sherpa (International karate and kick boxer), along with the assistance of two present students of the college, Ms. Sulochana Subba and Mr. Pema Gyatso Sherpa (international Taekowondo player). The aim of the training was to enhance the defense skills amongst the girls and address the importance of safety and relevance of self-defense in today's time. The awareness program on human trafficking and POCOSO was addressed by Ms. Rongu Souriya, a social activist from Silliguri along with the ASP South Mrs Linda Palmo who spoke on the issue of Child labour

The NCC and NSS Unit of the college along with the District Administration Namchi, organized a self-defense program on National Disaster Response Force with the objective of training the students during the time of disaster.

The Girls NCC have two separate affiliation under the 1st Sikkim Girls Battalion Tadong and 4th Sikkim NCC Battalion, Kamrang, where they attend various training camps for the selection to Republic Day Parade, mountaineering classes, celebrating Yoga Day, and actively conducting Swachhta Pakhwada etc. They are also active in carrying out Community Service such as cleanliness drive, awareness rallies and come creative competitions.

For proper safety and security of the students while travelling to college, has been taken care by providing 2 college buses that pick and drop the students at given timing and in many cases when they travel outdoor the college provides the bus for them. Apart from this the college is equipped with CCTV cameras all around the campus to keep a strict watch on the students and the happenings around to avoid any kind of unwanted problems and mishaps.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.08

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 100

7.1.3.2 Total annual power requirement (in KWH)

Response: 118980

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 59.99

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 3981

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 6636

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:**Waste management**

Within and around the campus, the college takes a very strict effort in maintaining the surrounding by managing the waste collection, segregation and disposal of the waste. The management work is actively embarked with the involvement of College Management Committee, NSS Unit, the Teaching and Non-Teaching staffs and students.

- **Solid waste Management**

1. The collected and segregated garbage are also further collected by the Namchi Municipal Corporation so that the problem of disposing the garbage won't be an issue in the future, the NMC charges Rs. 500/month for collection and disposal of the waste.
2. The college uses dustbins in the premises for collection of wastes which are mostly solid waste, some of these wastes like pet bottles are reused and made dustbins and benches which is an initiative by the zero waste management members in collaboration with NSS and the Department of Zoology.
3. Dumping pit has also been constructed and used for segregation of garbage which is later collected
4. Food waste from the college programs and the college canteen are taken by the canteen owner staying in the vicinity for their land and domesticated animals
5. Cleanliness drive in the college is undertaken once in a while to keep the surroundings of the Campus free from solid waste eg: departmental efforts with the students, NSS Unit, Swachchatta Pakhwada, Environment Day, Earth Day etc

- **Liquid waste**

Minimum amount of liquid waste mainly from the science laboratory are produced within the institution which is safely managed by the respective departments.

- **E-waste management**

The college generates e-waste in the form of malfunctioning computers and accessories, batteries, CFL's,

Tube lights etc. our college has practice of selling the waste materials to the scarp dealers. In some case they are reused and repaired.

The college also practices the “No Plastic Challenge” where the students, faculties and non-teaching staff avoid the use of polythene bags and make minimal use in case of emergency.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Two rain water harvesting plants are being installed in the college premises under Namchi Smart City plan. The first one is constructed near the hostel and would meet the water requirements of the hostel. The second plant is being constructed on the back side of the college main building and will meet the water requirements of the college main building. Once the water harvesting plants get commissioned water scarcity problems of the college will to certain extent be met to complement the water supplied by the government.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The green practices that the college staff and students practice include riding bicycles by a handful of students living in the college vicinity for their transportation. Despite the number being less, it has been seen that many students have shown an interest in following the practice.

The larger number of the students and faculties commute through the college bus and their personal vehicles and since the college has recently been repaired the roads are pedestrian friendly.

Although the institution lacks paperless office, the institution with the help of the NSS and NCC unit conduct and organize various awareness program to spread and practice the green initiative and also makes sure that the students themselves actively take part in it.

The college is located between lush forests and landscape therefore it encourages landscaping and plantation on special occasions, which is carried out by the students with the help of faculties and staff.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 10

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	1	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 10

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	1	1	1

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes	
File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: No	
7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five

years

Response: 1

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description**Document**

List of activities conducted for promotion of universal values

[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The college celebrates the following events:

Sl No	Programs	Date
1	International Women`s Day	8th March
2	Birth anniversary of Rabindranath Tagore	15th May
3	Anti-Terrorism Day	21st May
4	World Environment Day	5th June
5	International Day of Yoga	21st June
6	Independence day	15th August
7	Nepali Bhasha Diwas	20th August
8	Birth anniversary of Dr. Radha Krishnan Sarvapalli (Teachers Day)	5th September
9	National Social Service Day	24th September
10	Birth anniversary Pt. Jawaharlal Nehru (Children`s Day)	14th November
11	National Cadet Corps	Fourth Sunday of November
12	Human Right`s Day	10th December

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and

auxiliary functions**Response:**

For complete transparency in its financial , academic and administrative functions the college has **The College Management Committee (CMC)**, whose members comprise of the Principal, Vice-Principal, Dean of Students' Affairs, Senior Faculties from different departments as well as the Joint Director/Under Secretary from the administrative section of the institution. Besides, Internal and External Audit are also conducted in the institution for the same purpose which is conducted quarterly by the Finance Department, Govt. of Sikkim, and the Accountant General, Government of India, annually.

All functions related to financial, academic, administrative and auxiliary are controlled by HRDD, Govt. of Sikkim. The Admissions in the various colleges in Sikkim has been centralized through the online system since 2015 where special State and Union Government reservation policies are followed. The admission procedure is done strictly on Merit basis. The appointments for the institution is done directly by HRDD as per the norms of UGC.

File Description	Document
Any additional information	View Document

7.2 Best Practices**7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:****BEST PRACTICES****1. ANNUAL BLOOD DONATION CAMP****1. OBJECTIVES:**

The principle objective of these practice are:

- To create awareness and motivate people for blood donation.
- To help anyone in case of any requirement for blood.
- To try and end the concept of replacement donation by ensuring the supply of blood through Voluntary Blood Donation to hospitals. The underlying principles and concepts of this practice are best epitomized in the slogans used in the posters /banners during holding blood donation camps in our college -"**SAVE A LIFE: DONATE BLOOD**", "**TEARS OF A MOTHER CANNOT SAVE A LIFE BUT YOUR BLOOD CAN**".

1. THE CONTEXT:

The hill areas have the disadvantages of logistics and communications systems , but diseases requiring

sudden blood support are not less there than in the plains. It may not be possible for Namchi to depend always on Gangtok or Siliguri for emergency supply of blood that the town hospital may need. Namchi Government College tries to solve this problem by holding biannual blood donation camps in the premises of the college with the cooperation from the local government hospital. Topographical hazards like landslides are often bottlenecks to the supply of blood from outside of Namchi. The college wants to contribute substantially to the town's optimum storage of blood for transfusion. The great need of blood to save lives in a topographical different area has been the context of and the motive force for this noble practice in Namchi Government College.

1. THE PRACTICE:

One of the mottos of Namchi Govt. College is to call upon its students to be engaged with humanitarian activities. What are the uses of higher education if it does not cater to the service of the distressed and helpless? The students are always advised to bear this important question in mind. The vibrant community of youth in the college are reminded that every blood donor is a life saver, a hero to a moribund fellow human being. Responding quite earnestly to the call of humanity, the students voluntarily donate blood in a biannual camps holding the college. The uniqueness of the camps held herein this college lies in the fact that the girls outnumber the boys as donors. Even in the organization of the camps the girls have been playing the key roles. It is extraordinary to see that the young women have stepped bravely beyond the wall of

Superstations of blood donation.

1. EVIDENCE OF SUCCESS:

The fact that the college has been able to organize blood donation camps twice every year is itself an evidence of the success of the practice. The following data can well vindicate the consistent success of the program:

YEAR	EXPECTED DONORS	ACTUAL DONORS
2016-17	150	128
2015-16	145	125
2014-15	130	122

The benchmark of the practice is that there has been no decline in the actual number of donors. The 'success story' should also take into account the percentage of the use of the blood donated as opposed to that of storage of the same for future use. The quantitative metrics so far available indicate that the practice has been popular at the college as well as in the greater circle of the society.

1. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

While implementing the practice the college encounters such problem as:

- Sudden non-availability of a member of a girl students on health ground.
- Occasional non-availability of technical help from the hospital for the purpose of transfusion.

- Sudden inclement weather condition.

The practice can be run without much hindrance if the college is granted the establishment of a Health Centre inside the premises of the college. The proposed Health Centre shall be equipped with technical support so that it can help organize Blood Donation Camp in the College without any external help.

2) ZERO WASTE MANAGEMENT

(i) OBJECTIVES

‘Zero waste’ is a philosophy that encourages the redesign of resource life cycle so that all products are reused. The goal is for no trash to be sent to landfills or incinerators. The process recommended is much similar to the way in which resources are re-used in nature. The objectives of zero waste can be classified as under:

- Maximize re-cycling.
- Minimize waste
- Reduce consumption
- Ensure that products can be re-used
- Purchase sustainable products
- Minimize pollution

Zero waste is, therefore, a policy, a path, a direction, a target, a vision which Namchi Government College has been successfully following as one of its best practices.

(ii) THE CONTEXT

A college, a seat of higher learning, must make its students quite aware of environmental pollution. Awareness of environmental pollution entails awareness of waste management. Throwing everything into the dustbin is not the end; it may be the beginning of further environmental hazards. Young people in a college should therefore be made aware of that has come to known as Zero Waste Management.

(iii) THE PRACTICE

We have already referred to the matter of empty plastic bottles. Now in our college we have decided that instead of crushing the used bottles they can be re-used to form of dustbins by arranging and tying them together symmetrically. In this way the college pursues waste prevention, reuse, repair and recycling. The college is trying to ban inflow of materials and products that don't allow these activities. The College focuses on renewable resources and doing more with less. It is also trying its best to develop information like the Toxics Release Inventory to report wastes generated and materials and energy used, to provide hard facts to consumers to make good choices. The college also looks into promoting repair, resale and reuse of durable products made of fewer material types and designed for recyclability when they outlive their usefulness. It is trying to bring to the cognizance of the stakeholders that most environmental impact from products (e.g. pollutants created, energy consumed, habitat destroyed) comes from resource extraction and industries ‘upstream’ of consumers, rather than their disposal in landfills. **(iv) EVIDENCE OF SUCCESS**

The fact that the college campus is extraordinarily neat and clean and not spotted with ‘USE ME’ bins

alone, is indicative of the success of the practice. The NSS wing of the college, with a pool of students to help them, are in the general supervision of the waste management. The following are the initiatives taken by the college:

- Energy conversion
- Use of renewable energy
- Check dam construction
- E-waste management with the help of concerned agencies for the re-use.

1. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

In fact, some of the steps are more difficult to achieve in the short term are product and process improvements and redesign that will reduce the use of resources and prevent the formation of waste, through design for recyclability and durability. The main problems encountered are:

- Lack of resources.
- Inadequate road connectivity and logistics.
- Detailed documentation of the management.

To get along more successfully with the Zero Waste Management practice, the college requires the following:

- Financial support.
- Equipment
- Public Address System for spread of awareness of the practice in the society at large.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Vision of the College

To prepare individuals who are intellectually competent, kind at heart, and willing to positively contribute towards nation building.

Namchi Govt. College being the second largest Govt. college of Sikkim in terms of enrollment of students is responsive towards its social obligations of grooming competent future generations. Towards accomplishing the above vision of the college the college has institutionalized variety of activities under National Service Scheme (NSS), National Cadet Corps (NCC), Red Ribbon Club (RRC), Gender

Sensitization Unit (GSU) etc. which help students gain experiential learning, and develop social, emotional and leadership skills.

The activities undertaken are in tune with the emerging challenges the world faces today in terms of crime against women, hatred towards fellow human beings, clash of religions, global warming and its impact, health and hygiene, afforestation, disaster management, women empowerment, water and natural resource conservation etc.

The impacts of the engagement of the students with the above activities have been phenomenal in terms of the positive impact they create in their society after leaving the portals of the institution.

NAAC

5. CONCLUSION

Additional Information :

The endeavor towards actualization of mission and vision of the institution has received tremendous impetus as a consequence of support from RUSA, MHRD, Govt. of India, and HRDD, Govt. of Sikkim. This has helped the college achieve greater heights in terms of infrastructure, teaching-learning aids, and avenues for conduction of workshops and seminars thereby encouraging research aptitude amongst the faculty and students. The above is evident from the following:

- Increase in the percentage of permanent teachers with Ph.D.
- More faculties undergoing orientation, refresher and short term courses.
- Procurement of books for the library and computers for use by the students.
- Conduction of seminars/workshops on a regular basis.
- Tremendous augmentation of infrastructure, furniture and learning resources.

Concluding Remarks :

Considering the age of the state which is committed towards the Achievement of Excellence to be at par with the mainstream of the nation, it gives me immense pleasure to submit the Self Study Report (SSR) of Namchi Government College for the first cycle of National Assessment and Accreditation Council (NAAC), Bengaluru. This report is prepared by following the guidelines of NAAC. It is a reflection of the Academic and Administrative Activities of the Institution of the last five years concentrating on Curricular Aspects; Teaching, Learning and Evaluation; Research Consultancy and Extension; Infrastructure and Learning Resources; Student Support and Progression; Institutional Governance, Leadership and Management; and Innovation and Best Practices.

The exercise of self introspection has helped us realize not only the Strengths and Weaknesses of the Institution but also to explore the Opportunities and Challenges lying ahead and this endeavor will definitely help us to achieve our aspirations. Being isolated from the main stream and for being first generation learners, there are still areas which need strengthening and improvisations. This report is the product of the Cumulative Effort of the Entire Community of the College and the various Committees constituted, prepared with utmost sincerity, constant discussions amongst each other and valuable inputs and guidance of the Principal.

As a premier educational institution of Sikkim's South District, the College has created a niche for itself so far as the first generation learners of the region are concerned along with its efforts and commitment towards disseminating knowledge to the economically downtrodden and backward rural community. We believe that the report submitted will be viewed keeping in mind the Geographical Proximity of the State and much needed opportunities required by the learners, who, in spite of being deprived from the opportunities for a considerably long time, yearn to be a part of the main stream.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>135</td> <td>169</td> <td>142</td> <td>82</td> <td>109</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>169</td> <td>142</td> <td>83</td> <td>82</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	135	169	142	82	109	2017-18	2016-17	2015-16	2014-15	2013-14	132	169	142	83	82																				
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132	169	142	83	82																																					
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>940</td> <td>995</td> <td>952</td> <td>970</td> <td>1006</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>944</td> <td>940</td> <td>995</td> <td>952</td> <td>970</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>950</td> <td>1000</td> <td>1000</td> <td>975</td> <td>1010</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1020</td> <td>1582</td> <td>1224</td> <td>1195</td> <td>1201</td> </tr> </tbody> </table> <p>Remark : As per average enrolment of student admitted details provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	940	995	952	970	1006	2017-18	2016-17	2015-16	2014-15	2013-14	944	940	995	952	970	2017-18	2016-17	2015-16	2014-15	2013-14	950	1000	1000	975	1010	2017-18	2016-17	2015-16	2014-15	2013-14	1020	1582	1224	1195	1201
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2.4.2	Average percentage of full time teachers with Ph.D. during the last five years																																								

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	12	11	7	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	12	11	7	5

Remark : As per PHD certificates provided by HEI.

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	5	6	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	2	2	3

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

2.4.5.1. Number of full time teachers from other states year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	5	6	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	5	6	3

Remark : As per full time teachers details provided by HEI for the year 2017-18.

2.6.3 Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 611

Answer after DVV Verification: 611

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution

Answer before DVV Verification : 793

Answer after DVV Verification: 793

Remark : As per documents provided by HEI

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	34	44	59	47

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
27	35	46	64	47

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

3.3.4.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
03	07	11	18	20

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	07	2	12	5

Remark : As per books and chapter published list provided by HEI for the year 2013-14, 2014-15, 2015-16 and 2017-18.

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
08	01	15	18	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
05	01	15	18	15

Remark : As per report of event provide by HEI for the year 2017-18.

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
85	80	75	78	75

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
510	0	1060	4	94

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
124059	124059	20435	8198	115861

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.99948	1.00000	0.50000	3.47344	4.01966

Remark : The amount considered was not converted in lakhs.

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : <5 MBPS

Answer After DVV Verification: 5-20 MBPS

Remark : No supporting document provided.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
51348	19657	32363	63808	294400

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4.01	3.47	0.53	1.00	0.99

Remark : Audited statement has not provided by HEI for the year 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18.

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 46

Answer after DVV Verification: 131

5.3.1 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) during the last five years.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	04	02	06	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

16	04	04	06	01
----	----	----	----	----

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
06	03	02	01	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
08	00	03	01	01

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	01	01	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No supporting document provided.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	1	0

Answer After DVV Verification :

--	--	--	--	--

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	0	0

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	3	2	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	1	1	1

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	3	2	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	1	1	1

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Remark : As per report of event provide by HEI for the year 2015-16, 2016-17 and 2017-18.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Total number of classrooms and seminar halls Answer before DVV Verification : 24 Answer after DVV Verification : 31																				
1.2	Number of computers Answer before DVV Verification : 82 Answer after DVV Verification : 73																				
1.3	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>99948</td> <td>100000</td> <td>50000</td> <td>347344</td> <td>401966</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>3.47344</td> <td>4.01966</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	99948	100000	50000	347344	401966	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	3.47344	4.01966
2017-18	2016-17	2015-16	2014-15	2013-14																	
99948	100000	50000	347344	401966																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	3.47344	4.01966																	