

# **SELF STUDY REPORT**

**FOR**

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

**GOVERNMENT COLLEGE RHENOCK**

**RHENOCK - RUNG DUNG, EAST SIKKIM**

**737133**

**[www.sgcrhenock.in](http://www.sgcrhenock.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Government College Rhenock, was established in the year 2004, occupying a total area of 32.67 acres amidst the serenity and green vegetation of the hills in Rhenock, a small town in the East district of Sikkim. The College since its inception has been fulfilling the higher educational aspirations and needs of students from rural and urban area within and outside Sikkim and neighbouring countries. It is a co-educational College affiliated to the Sikkim University, offering Honours program in BA, B.Sc. and B.com.

The academic culture of the college is vibrant and student-centric with a peaceful and conducive study environment. The College consists of well qualified faculty members committed to curriculum development and innovation, involving themselves wholly in the process of institution building, besides initiating various extra –curricular activities. The college has a NIELIT hub to make our students skilled graduates and IGNOU study centre to cater greater ambience in higher education for the students. The college organise regular workshop and seminar for the students and teachers fraternity.

### Vision

Government College, Rhenock envision an egalitarian community of unique individuals deeply rooted itself with the earth and yet aspires for sky as depicted in the monogram the “Tree of enlightenment”, representing our institution growing in size and strength bound together by the ties of mutual respect and understanding, in pursuit of genuine knowledge, progress and betterment for all. The College thrives with a vision to be the agents of transformation and development of rural society by providing life oriented education, ethics, values, leadership quality innovative and quality education, equity in higher education and to provide consistently proactive academic culture.

Government College Rhenock thrives with a vision and strives to achieve many academic development related goals each year for the betterment of the student’s fraternity. The main vision of the college is to ensure increased access to higher education for rural students, innovative and quality education, equity in higher education and to provide consistently proactive academic culture.

### Mission

The mission and ethos of the institution spring from the vision and inspires the institution to move upward with goals and future plans.

Government College Rhenock strives:

1. To become a centre of academic excellence and provides an ideal platform for higher learning.
2. To make higher Education accessible to the weaker section of the society and to provide quality education at degree level to students from diverse background.
3. To provide a platform for students entwined with knowledge that combines the global concern and local needs simultaneously.

4. To provide an intellectually vibrant and secured space, where in quality education is delivered by well qualified empathic teaching and non-teaching staff members.
5. To encourage active participation among students belonging to diverse background and potential, through formulated policies that promote access while at the same time enhance the quality of learning.
6. To make our students skilled graduates
7. To develop the research oriented practices which will address and find solution to the ongoing social well being issues.
8. To provide value based education and to develop integrity among all and to enrich moral values and ethics among students
9. To establish INFLIBNET for library modernization and digitization as a priority area for improvement of teaching and research programs.
10. To integrate Undergraduate with Post Graduate Programs by upgrading Government College Rhenock to PG College in future
11. To promote and develop leadership quality in students.
12. To provide a friendly environment where students learn with liberty, integrity, dignity and perseverance.
13. To spread spiritual values and healthy living through Yoga.

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

### **Institutional Strength**

The Government of Sikkim provides free education to all the students of Sikkim, which gives opportunities to the rural students to pursue their higher education.

The College is located in a very eco-friendly pollution free environment with largest area coverage in Sikkim and with a greater potential to make it the most beautiful green campus of our country.

The Teacher students ratio is very encouraging, by which students gets individual attention from the faculties. Most of the faculties are very young, energetic and committed.

Government College Rhenock, is the only college in Sikkim which provides various non-conventional subject.

The College organises different Co curricular activities at a regular interval and also organise different study tour for the students.

The College has a NIELIT hub, which provides free computer courses to SC/ST students and very nominal fees for other students every year.

The College has a well equipped CCTV monitoring system for the safety and security of the students and college.

The College has formed different committee and Cells like, Literary, Eco Club, Culture, Yoga, Sports, Mountaineering and Photography etc to encourage and involve the students in various activities.

### **Institutional Weakness**

Due to the locational aspects and erratic communication network the Institution has internet problems, which is a major setback for teachers to use the ICT enabled classrooms and as well for the students to gather, update and upgrade the information.

Being located in a remote area the Institution faces erratic power supply and regular road blockage.

The college offers 15 different subjects but the number of classroom is a major constraint to accommodate the students.

The enrolment in the college is less as per the allotted numbers, because of the rural set up.

The library has very less number of reputed journals and reference books.

Since the college is under construction, it lacks most of the basic infrastructure facilities like, playground, Auditorium, Cafeteria, staff quarters, hostels, etc, which is a hindrance for the development of the college.

### **Institutional Opportunity**

Since the college is under RUSA scheme, few vocational subjects can be introduced for greater career opportunities in Tourism and Hospitality Management, Horticulture, Floriculture etc.

The College can introduce pure science subjects such as Geology/Earth Science/Geoscience, Disaster Management, Physical Education, Art and Music, Physics, Chemistry, Cultural Studies, Area Studies etc.

PG courses can be introduced in few subjects as most of the faculties are eligible.

Since the college has a large area different innovative practices can be initiated involving the students, which can generate revenue for the college.

### **Institutional Challenge**

The College should be given greater autonomy for utilisation of resources for development of the college under RUSA.

Due to centralised admission system, the college is compelled to enrol students having low percentage, which is a major challenge for the faculties to motivate the students to excel in their studies.

Due to the rural set up of the college, the faculties as well as students get less opportunity to participate in mainstream program outside the state.

The college is in need of a greater autonomy to send the teaching fraternity to attend various courses.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

#### CRITERION I: CURRICULAR ASPECTS

- The college has implemented the curriculum formulated by its affiliating university, Sikkim University which is formulated in a participatory process between the university and the college faculty members. At present the college offers 15 subjects in B.A., B.Sc. and B.Com program.
- The Principal and faculties represents the college in the College Development Council (CDC), board of studies, syllabus review committees and in the evaluation process.
- The college constantly strives to orient the curriculum provided with the institutions own goals and objectives through innovative teaching practices, student projects and field-based studies, workshops, seminars and other inventive approaches.
- The college also participates actively in the curriculum review and has a sound feedback system whereby suggestions from stakeholders are communicated efficiently to the university authorities for regular revision and appraisal.

The Career Counselling Cell of the college update and provide information to students about various career opportunities. Resource persons from different Institutions, Colleges and Universities were invited regularly to address the students in various academic and non-academic programs.

### Teaching-learning and Evaluation

#### CRITERION-II: TEACHING, LEARNING AND EVALUATION

- The admission process of the college is centrally managed by HRDD, Govt of Sikkim and all details regarding the admission are updated in the [www.sikkimhrdd.org](http://www.sikkimhrdd.org). This information detailing date of form issue, submission and date of admission is updated in the website and informed to students through SMS. Admission forms and supporting documents submitted by the students are scrutinized thoroughly and concerned Committee prepares a merit list for admission.
- Reservations of seats for different categories are strictly maintained according to the government rules. Admission policies are made HRDD, Govt of Sikkim.
- The College office ensures the scholarships for the deserving students while the concession and financial assistance are figured out by the respective committees for implementation.
- Government College Rhenock has a strong student support system where Cells are created to provide both academic and non academic activities
- Inter departmental lectures are organized where Faculties both from within the College and outside deliver special lectures on topics that are relevant to the students .
- College organizes remedial and tutorial classes for the students. Students Mentoring and Counselling Cell looks into the performance, problems of the students and gives them proper guidance and counselling.
- The College has a standard central library which provides library access to the students.
- The college provides opportunities to students to promote critical thinking, creativity and scientific temper amongst through lectures, seminars, workshops, group discussions, exhibitions,etc.

All faculties practices lecture method, interactive method, audio-visual mode of teaching in ICT enabled

classroom .

## Research, Innovations and Extension

### CRITERION-III: RESEARCH, CONSULTANCY AND EXTENSION

- The faculties encourage and motivates the students to take up research and analysis in the under graduate level by organising and involving students in various field based studies for dissertation and term paper related works and study tour within and outside Sikkim.
- The College has initiated an Editorial Board/ Committee to publish the ‘**Multi-Disciplinary Research Journal**’ to motivate and publish the research work carried out by faculties of various departments. Besides, the College has already published a College Newsletter titled ‘College Buzz’ in 2018. It is a compilation of the yearly activities conducted by Government College Rhenock.
- About 5 faculties have been awarded PhD, Six faculties have been awarded M. Phil and four faculties are pursuing PhD. Provisions of leave are made by the management for newly registered Ph. D./M. Phil scholars to attend the M. Phil and PhD course work as per the guideline of Directorate of Higher Education, Govt. of Sikkim.
- Academic leaves are granted to the faculty members to attend national, international seminars /conference. This college has organized a number of seminars national seminars on Gender Issues, Geospatial Technology and sensitization programme on Intellectual Property Rights (IPRS). The institution is maintaining a healthy practice of arranging interdepartmental talk at a regular interval.
- The College also invites resource person from different Institute, Colleges, Universities and various Organisations to address our students.

The institution had already taken up a major and minor research projects funded by DST SERB and UGC NERO.

## Infrastructure and Learning Resources

### CRITERION-IV: INFRASTRUCTURE AND LEARNING RESOURCES

- The institution believes that effective infrastructure and learning resources enhance the quality of the activity of teaching and learning.
- To create and improvise new infrastructure, college utilizes the funds provided by the State Government and different other funding agencies such as RUSA, UGC, DST etc.
- There are 13 classrooms in total in different departments of the college. Most of the departments have ICT enabled classroom with LCD projectors, computers.
- Most of the infrastructure of the college is under construction like, Playground, Auditorium, Cafeteria, Fencing, Staff Quarter, Hostels etc.
- The College has a student’s NSS wing which is engaged in organizing most of the extension activities of the college such as different awareness programmes, cleaning programmes.
- The College has a SW Platoon NCC unit under 1 Sikkim Girls Battalion.
- The College has a well equipped CCTV monitoring system for the college.
- The college has Boys and Girls Common room with indoor games facilities.
- The college has filtered drinking water facilities for everyone.
- The college is one of the centres for UG examinations under Sikkim University.

- The Directorate of Higher Education, Govt. of Sikkim in consultation with the finance department of the Government releases grants through various Plan and Non-plan heads and sub-heads. The funds allocated on different heads are properly utilized with the administrative approval.
- The college has its own website [www.sgcrhenock.in](http://www.sgcrhenock.in) and it is updated regularly.

The college has a separate space allotted for the parking.

## **Student Support and Progression**

### **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

\* Government College Rhenock, considers student support as the most essential component of its functioning. Since our college is located in a rural area, a majority of our students belongs to the families of average and constrained socio-economic background.

\* Student mentoring and Grievance Redressed Cell provide counselling, guidance, support services and facilities to students. The College provides financial aid to its students through post metric scholarship under state government and central government schemes to the economically and socially backward students.

\* The College publishes its updated annual prospectus which contains every important information for admission such as academic programmes, courses offered and intake capacity, restriction to the choice of subject combinations, admission criteria and fee structure for various programmes, medium of instruction, attendance instruction, dress code etc. The information is also provided through the college website <http://sgcrhenock.in/>

\* Several Departments of the College publish wall magazines to encourage literary skills among students. The college has also started its Biannual Newsletter “Campus Buzz”.

\*The College has a functional Alumni association formed in 2015.

\* To maintain discipline and sense of security among freshers the college has Anti Ragging committee and Anti Ragging Squad for regular monitoring.

\* The Institution encourages students’ participation in co-curricular and extra-curricular activities and at state/regional level sports.

\* In order to promote unity and brotherhood among the students the college has an organised student council, which fosters the basis objective of maintaining the welfare of the students.

## **Governance, Leadership and Management**

### **CRITERION-VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

- The governance, leadership and management of the college is based on the principle of participatory, democratic and transparent approach. The college has a well-defined administrative structure.
- All the recruitments, transfer, Career Advancements, promotions both for teaching and non-teaching

and fund allocation (five year planning) is done by Directorate of Higher Education, Govt. of Sikkim.

- All fund allocation and management of the college is done by the Principal, CMC, PMU, IQAC cell
- The college committee, parents, alumni and well-wishers of the institution have always joined hands with the institution to its growth. The college interacts and involve the different stakeholders for suggestion and feedbacks for the overall development of the college and the society.

The Non-teaching staffs of the college were sent for different training program organised by Sikkim University and HRDD to upgrade their skills

## **Institutional Values and Best Practices**

### **Criteria VII: INNOVATION AND BEST PRACTICES**

- The institution has been practicing creative practices like tree plantation and cleanliness drive, blood donation camp etc by the NSS unit of the college
- The Eco-club along with NSS and NCC works together for disposal of wastes of the campus.
- To develop internationalism and patriotic feelings among the members of the college, the institution has a trend to observance of various international and national essence days like Independence Day, Anti-Terrorism Day, Bhasa Manyata Diwas, Teachers day etc
- The college has established and initiated the RWH practices in the college.
- The college has initiated best practices for effecting learning and participation viz; "*PARTICIPATION OF STUDENTS IN COMMUNITY DEVELOPMENT PROGRAMME*" **Sensitization** on Gender Sexual Harassment and Discrimination for College Students and Staff".

The college has registered under the AISHE portal of MHRD for documentation and authentication of institutional database.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE RHENOCK
Address	Rhenock - Rungdung, East Sikkim
City	RHENOCK
State	Sikkim
Pin	737133
Website	<a href="http://www.sgcrhenock.in">www.sgcrhenock.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
IQAC Coordinator	Bidhan Subba	-	9749394688	-	bidhansubbaignou@gmail.com
Principal(in-charge)	Iyatta M. Uprety	03592-253741	9434191722	03952-253741	gcrhenock@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	13-02-2004

**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	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	25-03-2009	<a href="#">View Document</a>
12B of UGC		

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**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	Rhenock - Rungdung, East Sikkim	Rural	32.67	8104.7

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Economics Education English Geography History Political Science Nepali Psychology Sociology	12	XII Passed	English	440	194
UG	BSc,Economics Mathematics Psychology Statistics	12	XII Passed	English	120	36
UG	BCom,Commerce	12	XII Passed	English	60	58
UG	BSc,Computer Science	12	XII Passed	English	40	8

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				64			
Recruited	0	0	0	0	0	0	0	0	25	16	0	41
Yet to Recruit	0				0				23			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				38
Recruited	13	14	0	27
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	4	6	0	10
PG	0	0	0	0	0	0	16	10	0	26

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	1	1	0	2
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	10	5	0	15

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		Total
	1		0		1

**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	128	225	0
	Female	179	183	0	1	363
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	5	0	1	4
	Female	2	0	2	6
	Others	0	0	0	0
ST	Male	24	19	8	9
	Female	26	21	19	15
	Others	0	0	0	0
OBC	Male	23	32	13	40
	Female	26	41	27	37
	Others	0	0	0	0
General	Male	44	5	20	69
	Female	66	7	29	54
	Others	0	0	0	0
Others	Male	0	4	0	1
	Female	0	4	0	0
	Others	0	0	0	0
<b>Total</b>		<b>216</b>	<b>133</b>	<b>119</b>	<b>235</b>

### 3. Extended Profile

#### 3.1 Program

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

Response : 13

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

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

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
272	134	137	221	118

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	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
90	126	63	46	47

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>



### 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
36	34	34	38	39

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

2017-18	2016-17	2015-16	2014-15	2013-14
64	58	55	52	52

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

Response : 17

#### Number of computers

Response : 82

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

2017-18	2016-17	2015-16	2014-15	2013-14
2398549	1013807	1758837	1764842	2699097

## 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:

Government Rhenock College offers different degree certificate courses is that B.A. (Hons), B.Sc. (Hons.) and B.Com. and compulsory courses, which is taken alongside their main degree courses and fifteen different subjects such as social science, commerce, statistics. The college is affiliated to Sikkim University and all syllabus and curriculum frames and designs by the university whereas College Teachers are also participate in syllabus review/framing committees that are constituted by affiliating university periodically are involve in. Parent University frames nine papers in each department and at the time of commencement of a new semester, the HoDs of all the departments convene a meeting of the faculty members and unitization of the syllabus is done wherein the syllabus is divided amongst the faculties. Teaching plan are designed by every faculty for timely complete of syllabus, within the academic calendar issued by university. Allotment of classes as per the routine and requirement is prepared and the requirement of study materials (books) and reading materials is also intimated to the head of the institution. The formulation of class routine is implemented to different departmental students. The Head of the Institution makes daily rounds of the classrooms to ensure if the classes are being taken in a regular and efficient manner. The faculty member in-charge, departmental heads, and the principal review the monthly attendance of the students. Minimum compulsory attendance of the students as stipulated by the affiliating university in each course/subjects is monitored on a monthly basis and a record of the same is kept by the respective departments. The institution also follows continuous evaluation process and two sessional tests are conducted in each semester covering 50% of marks for each paper. The sessional tests are internally conducted and evaluated. The institution also conducts end-semester examination for the remaining 50% of marks in each paper as per the examination rules of the affiliating university. Besides these, there is provision for assignments, term papers, dissertation and field trips carried out by concerned departments from time to time for effective implementation of the syllabus. The departments also organize workshops, seminars, and talks by invited guests on various issues pertaining to the curriculum from time to time. Audio-visual aids are also used for an effective transfer of the curriculum contents. Tutorial and remedial classes are also taken by respective departments from time to time for effective implementation of the curriculum. Besides the syllabus implementation through the process of classroom teaching, various co-curricular activities conducted by the college likewise NCC and NSS unit, Eco Club, Gender sensitization Unit, IPR cell, also address various issues that add to the curriculum.

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

###### Response: 1

##### 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
1	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>

### 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:** 33.15

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
3	2	1	6	0

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 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:** 23.08

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

Response: 3

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

### 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: 3

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

**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: 11.99

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
21	70	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

### 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 college has constituted various committees, clubs, units and cells that address the issues pertaining to gender, environment and sustainability, human values and professional ethics. Workshops, discussions, camps, lectures, field works are conducted as a part of the curriculum to sensitize the students about gender and also to imbibe human values amongst the students.

The Gender Sensitisation Unit of the college organizes seminars, workshops, painting competitions, screening documentaries and movies on the issue of gender.

The Discipline Committee of the college endeavours to promote disciplined conduct of the students in the campus by laying stress on their attendance in the academic as well co-curricular activities and also to encourage cleanliness habits amongst the students.

The college also has an Eco Club that organises Plantation, Cleanliness Drive, Waste management and

Environment awareness programmes at college as well as in a surrounding area. The club also observed the World Water Preservation Day, world Environmental Day and following the Mission “Swacha Barat Abhyan”.

The NCC unit of Government College Rhenock is the 1st Sikkim Girls Battalion NCC Senior Wing with approval of ADG, NCC, West Bengal & Sikkim Directorate and Directorate General, National Cadet Corps, Ministry of Defence, New Delhi and Sports and Youth Affairs of Government of Sikkim. NCC mainly focuses on courage, unity, discipline, sportsmanship and to boost morale amongst the girl’s student. The Battalion ha regularly participated in the different training camps where they were trained with various skills of Armed Forces, Military History, Drill, Weapon Training, Map Reading, Disaster management, and other basic military subjects to the cadets as a part of the curriculum and prepares them to join the Armed Forces in future.

Similarly, the NSS unit of the College also organizes a numbers of programs related with environment and sustainability, Mental Health, Blood Donation Camp, and Cleanliness Drive every year. They NSS also organises special Camps of ten to twelve days at nearby village and a team of student-participants involve themselves in various activities such as working on field, cleanliness and maintenance of village Road, School, Hospital areas etc.

The College also has a Yoga and Meditation Cell that promotes healthy lifestyle and human values amongst the students. Besides these, the Sports Committee, Cultural Committee, Sexual Harassment Sensitisation Cell, Photography club conducts various activities pertaining to their areas that seek to integrate cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum.

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

**Response:** 1

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

**Response:** 1

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 21.32

#### 1.3.3.1 Number of students undertaking field projects or internships

**Response:** 58

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

## 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:** C. Any 2 of the above

**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:** C. Feedback collected and analysed

## 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:** 37.33

##### 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
155	55	38	39	51

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 31.85

##### 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
272	134	137	221	118

##### 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
650	600	560	480	480

#### 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](#)

## 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:**

The academic environment of the institution is evaluated in terms of achievement, satisfaction and to the extent to which it supports the student learning process. The main objective behind such exercise is to identify the extent of student's learning, assess their preparation, need and experiences, and use the data to improve student's achievement in curricular, co-curricular and scholarly work. The institution organises various special programmes to support advanced and slow learners such as:

**Introductory sessions** - are conducted after the admission, prior to the commencement of the course at the beginning of the programme, by the different departments to see the temperament of the students towards learning and to assess the confidence level and the personality of the students.

**Group discussions** - on subject based topics are conducted at the beginning of the course to assess the entry level knowledge of the students.

**Remedial Classes** – The institution also accommodates special remedial classes within the daily routine for students who learn slowly in class. Additional assignments are given to them to develop the interest in subjects, strengthen their concepts and understanding of the course.

Faculties are divided to mentor and monitor some section of students under their supervision and regularly review academic progress and counsel students to improve performance and ensure academic growth. Special measures are adopted to support both advanced as well as slow learner, such as:

**i. Slow Learners** - Adequate Support is provided to slow learners to overcome academic difficulties by:

- Organising remedial classes in every academic session.
- Organising special sessions for motivating and developing confidence and personality among students



- Giving practical assignments in different subjects.
- Providing extra reading material to improve basic understanding of subject
- Engaging in social activities/class activities/institutional activities to develop social skills

**ii. Advance Learner-** In order to support the fast learners, it is ensured that:

- They are given additional/challenging assignments/project work
- They are asked to provide peer guidance to slow learners
- They are encouraged to take part in various literary and academic activities like quiz, debate, poster presentation, conferences, inter institution competition etc.
- They are facilitated with opportunities to conduct themselves as a master of ceremony to run the academic/cultural programmes.

They are given opportunities to involve themselves in writing research papers under the guidance of the concerned teachers.

### 2.2.2 Student - Full time teacher ratio

**Response:** 7.56

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

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

## 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:**

In addition to traditional teaching learning methods, the institute is highly interested in providing innovative methods for enriching the learning experience. The methodologies include illustration and special lectures, field studies, project based methods, group learning methods. The facilities arranged by the college are listed below:-

#### **PARTICIPATIVE LEARNING**

##### **LECTURE METHOD:**

This conventional method is commonly adopted by all the faculties. This method mainly focuses on to

interpret, explain and revise the content of the text for better understanding of the subject by the learners. At the end of the completion of each unit, the teachers conduct class tests to evaluate student's performance and understanding.

### **INTERACTIVE METHODS:**

Interactive method of learning includes Group Discussions, News analysis, and Question answer session.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT):**

- ICT enables classroom (Smart Classroom) facility made available by the institute for the students
- EDUSAT programmes are organized by the college for the students.
- Teaching learning process is supported with practical session in Geography (GIS), Sociological Session in Sociology, Practical and Experiment in Psychology, Practical in Statistics, use of LCD projectors for Seminars and Workshops, Productive use of educational videos and Movies.

### **GROUP LEARNING METHODS:**

- Departments are extensively using Group Learning Method with group size of 5 to 10 students in specific subjects.
- Students are trained through Group Discussions, Group Projects, Assignments, Term Paper presentations to promote Group Learning activities.

### **PROJECT BASED/DISSERTATION:**

Curriculum of the institution includes dissertation as one of the paper which helps them to learn about basics of research. This process also encourages the students to do further studies in higher education sector. The projects are also given to students on their particular interest vis-à-vis their honours subject.

### **EXPERIENTIAL LEARNING:**

- The faculty members foster learning environment by engaging in rich content of teaching through demonstration, practice-teaching, visual aids, periodical industrial visits, organizing exhibitions in annual fest, Swachha Bharat Abhiyan and world environment day.
- Field study: Institution organizes field trip for the student to make them know about the real life problems and finding out the solution.
- Institution gives high importance to holistic development of the students beyond classroom through co-curricular activities and by involving them in the various activities of literary committee, Cultural committee, Sports Committee, Eco Club, Mountaineering club, Photography club, NSS and NCC.
- Outdoor activities are also practiced to develop human values and leadership qualities among students such as yoga class for mental and physical wellbeing, blood donation camp, visits of historical places.

### **SKILL ENHANCEMENT COURSES:**

- To support student's personal and professional development, institution offers skill enhancement courses like English Speaking Classes which develop communication skills and also develops

listening, reading and writing skills.

- Computer Courses: Institution also provides Computer Courses for the students by NIELIT, which develop their computer skills and also increase job opportunities.

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

**Response:** 66.67

#### 2.3.2.1 Number of teachers using ICT

Response: 24

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

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

**Response:** 7.56

#### 2.3.3.1 Number of mentors

Response: 36

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Innovation and Creativity are becoming increasingly important for the development of the student in the 21st century classroom teaching to develop creative approaches and find new methods and practices to grab the attention of the students. The college is committed to innovations in knowledge delivery through optional use of available technology. The teachers use various innovative methods to make the classroom appealing to students than the conventional chalk and blackboard classroom. Several unique and innovative methods of teachings have been adopted by the faculties in addition to traditional teaching methods. Few of them have been listed below:

- Use of Smart Board.
- Use of Laptops inside the classroom.
- Use of Maps/Charts.
- Use of Audio-Video clips
- Use of Films related to Literature
- Use of Computer Lab and Internet
- Use of departmental library to facilitate reading culture.
- Use of e-library
- Use of EDUSAT

The pedagogy used by the teachers is aimed at developing the creativity among the students in the following ways:-

- The teachers conduct Group Discussion, Term Paper presentation in the Classroom to provide an opportunity for the students to understand the subject.
- The teacher employ experiential learning process such as taking the students on industrial site visits to make them understand the practical problems and findings solutions to sort them out.
- Department of Sociology organizes Sociological sessions which enhance their Knowledge and also bring out their leadership, interpersonal skills and communication skills.
- College organizes functions internally as well as sends students to participate in debates, Quiz, Essay writing, Poetry Competition, and Painting which foster students inborn and creative talents.
- Advance learners are encouraged to write articles in magazine and newsletter where the students can exhibit their creativity.
- Students are motivated to use the internet, You-Tube as tools to know the latest development.
- They are also encouraged to formulate groups in what's App or in Social Media to share new ideas and clear their doubts.

Student fests are organized to showcase their talent and leadership skills to create awareness on the latest trends on the subjects and also encourage the students to socialize for academic purpose.

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 64.95

#### File Description

#### Document

Year wise full time teachers and sanctioned posts for 5 years

[View Document](#)

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 8.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	4	1	0

#### 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:** 5.61

## 2.4.3.1 Total experience of full-time teachers

Response: 202

**File Description****Document**

Any additional information

[View Document](#)**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:** 13.81

## 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
1	1	1	1	1

**File Description****Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 4.04

## 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
1	2	2	4	2

**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 college follows the modalities of conducting the continuous internal evaluation as prescribed by the Sikkim University. The institution has adopted all the evaluation methods and reforms initiated by the University. Credit system has been introduced for undergraduate courses. The college adopts semester system of evaluation.

- Two internal assessments are conducted in every semester for all internal examination with predetermined dates in the beginning of the session. 25% weightage is given in each of the internal tests. First, is a written test and the second test is conducted in the form of term paper presentations, group discussions, class tests, field based activities, etc. which aims at fostering peer learning and mentoring, as well as building public speaking skills of the students. Evaluation in a continuous mode has helped improve student regularity and participation.
- Question paper format has been made more objective and scientific. All the units in the syllabus are covered.
- Essential minimum responses of the questions have been introduced to reduce subjectivity in the assessment.
- CIE is a method to assess whether learning outcomes for all courses are being achieved. It provides an opportunity to relook and modify teaching strategies, if the students are not performing well.
- Class tests are conducted after the completion of every unit.
- Students are also evaluated on the basis of their participation in group discussions, term paper presentation and preparation of the given assignment. Group discussions, presentations and specific topic help students to express and communicate properly.
- Field based courses and the provision of writing dissertation for the honors students is conducted by the concern departments.
- Students who miss the assignments due to ill-health or participation in extracurricular activities of the college are given an opportunity to give the assignment on an alternate date. There is a schedule set for conducting the assignments which the students are informed in advance. This helps them to prepare on time.
- After each sessional test answer scripts are shown to the students and the scheme of the evaluation is explained in details.
- The issues related to student's evaluation are also discussed in the teacher's general body meeting.

The students are compulsorily asked to do adopt a village as a part of NSS during their one of their semester holidays which is evaluated by the coordinator.

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

#### Response:

- The institution ensures that all students are aware of the evaluation process through the college

prospectus which is updated annually. The orientation program held at the beginning of every academic year appries students of the evaluation process and the schedule .Before the session begins; teaching plans are prepared and discussed along with the mode of Continuous Internal Evaluation.

- Further the Academic committee of the college has recommended a basic structure for the continuous internal assessment of theory and practical with guide lines for dealing with absenteeism. Guide lines for teachers and students for internal assessment are prepared as per the university guidelines and are made available to all faculties before the session commences.
- Dates for the tests/ submission of assignments are notified on the college notice boards and announced by faculty in the respective classes in advance. After checking, answer sheets / assignments are shared with the students and marking pattern is discussed. Students are asked to sign in the internal assessment / mark lists once they are satisfied with the marks obtained. Students scrutinize and sign the sheets, which is then forwarded to the University. Transparency and security of evaluation system is ensured by the exam committee.
- All internal assessment is checked by different faculty members. Assessment includes presentations, tests, assignments and projects by students who are mentored by teachers at regular intervals with feedback.
- The entire process of compiling, submitting and printing of question papers is done confidentially in the college. The community work and tutorial work is assessed by the tutor. Transparency is maintained by teachers as they collaborate in a committee to assess every student. Teachers take steps to improve student's achievements and track their progress in academics.
- Term paper, sessional examinations are conducted during each term to assess the progress of the student and highlight the scope for further improvement.
- Students can verify their evaluated answer scripts for self-assessment and may request the respective department for re-evaluation if they are not satisfied with the marks obtained.
- Regularity of the students is maintained with the help of class attendance which is 75% for the students.
- Assignments are given to students to induce a self learning habit among students and are checked by the teacher.

The students failing in any semester and not being able to clear in one repetition, has scope for zero semester which can be completed at the end of the course which is an open option.

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

#### **Response:**

- Students need to apply to the University for Correction in marks and re-evaluation within fifteen days of the result declaration by the University. The process is governed by University. The examination committee of the college guides the students regarding the process.
- Grievances with reference to evaluation at the internal assessment test are solved internally. The end-term semester examination related grievances are referred to the University.
- The college ensures full transparency in the process of internal evaluation. Evaluated and marked answer books are given back to the students with detailed feedback for their improvement and clarification.

- If students have any grievances at the first level the problem is solved in the college. Concerned teacher looks into the issue and addresses it to the satisfaction of the students.
- If the problem is at the second level, it is addressed by the university. The University allows reassessment of paper whenever students feel that they have not been assessed properly by paying minimal fee for re-evaluation. The College also has provisions for zero semester and semester break if there is any grave grievances which is routed through the convener of examination cell to the principal.
- External examiners are appointed to conduct practical examinations and viva- voce of the dissertations.
- A team of external observers is sent to ensure better management of the examination system by the university.
- Strict vigilance is done for smooth conduction of examination.
- It is strictly instructed and observed against unfair means to eliminate possibilities of use of misuse during examination.
- Continuous monitoring of activities of the examination section and prevention of the entry of unauthorized persons into the examination section is maintained.
- Examination committee also addresses all grievances related to internal assessment marks. The committee is set up at the college level to sort issues related to attendance and internal assessments and all queries are responded to by the internal assessment committee convener. The committee promptly deals with mistakes/ errors related to attendance, internal assessment of the students.
- Examination squad supervises the entire affair of examinations.
- CCTV surveillance is always turned on to monitor any mishandling.

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

##### **Response:**

The college follows the Academic Calendar of the Sikkim University. The Internal Committee decides on dates during which the internal assessments are to be given to students and dates by which the marks need to be submitted to the office. These dates are adhered during each semester. In the odd semester (monsoon) the dates for the first sessional test lies towards the last week of August while for the second sessional in the last week of September or beginning of October. In the even semester (spring) the dates are usually in beginning of February and end of March. For practical papers the CIE is conducted in almost all practical classes dependent on the nature of assignment. The decision regarding dates of conducting of assignments and extra- curricular activities depends on completion of admissions, end semester exams, gazetted holidays as well as other planned activities of the college.

## **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:**

Student learning outcomes are maintained clearly by the examination committee and these are informed to



the students by displaying them in the college notice board. Besides this, the marks scored by the students are documented and entered in the profile of the corresponding students by the University. Every programme department has clearly defined objectives, programme outcomes and course outcomes. They have been articulated by taking inputs and suggestions from every stake holder. Programme objectives, Programme outcomes and Course Learning Outcomes (CLOs) are nicely stated and displayed on notice boards and discussed in the class rooms as well as available on the college website/university website. CLOs are available in course files as well. The Programme objectives and Programme outcomes and Course Learning Outcomes (CLOs) are aligned with the college vision and mission statement.

The college is affiliated to the Sikkim University, a Central University established by an Act of Parliament in 2007. The curriculum is defined is used to guide the process for defining programme outcomes, Programme specific outcomes and Course outcomes for all Programme offered by the College. So, the defined Programme objectives, Programme outcomes and Course outcomes are refined and defined in association with the stakeholders such as, Sikkim University annually.

### **Programme Outcomes:**

- Possess strong fundamental concepts in Arts and Literature, Science and Statistics and Commerce to address need and challenges of 21st century.
- Possess knowledge, life skills and wisdom in the field of Humanities, Science and Commerce for analyzing and resolving complex problems of life and to come up with innovative and creative approaches.
- Possess an attitude and aptitude for research and innovation, entrepreneurship and higher studies in the field of Science, Commerce & Arts.
- Possess commitment to ethical practices, societal contributions through communities and lifelong learning.
- Possess better communication, presentation, time management and team work skills leading to responsible & competent professionals in each and every school of life.

### **Programme Specific Outcomes:**

- An ability to apply knowledge of Arts and Literature, Science and Statistics and Commerce in day today life.
- An ability to identify, formulate and provide systematic solutions to complex socio-economic and political problems.
- An ability to analyze the local and global impact of Arts and Literature, Science and Statistics and Commerce on individuals, organizations and society.
- An ability to understand professional, ethical, legal, security and social issues and responsibilities.
- An ability to function effectively as an individual or as a team member to accomplish desired goals.

An ability to communicate effectively in Arts and Literature, Science and Statistics and Commerce communities at large by means of effective presentations, report writing, paper publications and demonstrations.

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

**Response:**

- The institute follows student centric education system in which the focus is laid on what the students are expected to be able to demonstrate at the end of a programme or we can say after the learning period.
- The Department informs the students about their attendance at the end of the every month. Marks scored during internal examination are furnished to each student to assure transparency and to make them aware of their progress.
- The college has Student Mentoring Cell which looks into the overall performance of the students and also provides guidance according to the need of the students.
- Each department of the college has records of students' progress and performance.
- Teaching Learning Process cycle consists of three phases, namely, Planning Phase, Action Phase and lastly the Measure and Analysis phase.
- The first one being the Planning phase in which the course Outcome and Objectives are set and the curriculum is designed. Also the method of assessment and schedule of assessment is done.
- The second phase is an Action phase, where contents are delivered and the question papers for assessments are drawn and two internal assessments are conducted and evaluations are done.
- In the third phase, Measure and Analysis phase, based on the marks obtained by the students we measure the COs and POs attainment, analyze and take appropriate actions so that there is a continuous improvement.
- There are two methods for measurement of attainment of outcomes, one is the direct method and another is an indirect method of assessment.
- In the direct method, analysis is done based on the Marks obtained by students across the whole class for their course.
- In the indirect method, analysis is done based on their team work ethics and discipline.
- The process of attainment of COs and POs starts from writing appropriate COs for each course in the three year degree programme. In each semester, the following scheduled is implemented:
- Two Sessional tests are conducted every Semester: 1st a written test and the 2nd is conducted in the form of term paper, assignments, group discussion, class test, and field based test etc.
- Class tests are conducted after the completion of every unit. Students are evaluated on the basis of their participation in session, group discussion, and term paper presentation.
- Field based courses and the provision of writing dissertation to encourage honors students are encouraged.
- The course outcomes are written by the respective faculty member using action verbs of learning levels as team work.

**2.6.3 Average pass percentage of Students****Response:** 87.91

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

Response: 80

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

Response: 91	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response:**

NAAC

## 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:** 155024

3.1.1.1 Total Grants for research projects sponsored by the government/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	24.0	155000

**File Description**

**Document**

List of project and grant details

[View Document](#)

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

**Response:** 0.01

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

Response: 2

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

Response: 181

### 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 started **UG** courses for the Humanities, Commerce and a few science subjects **like** Computer Science, Psychology and Mathematics. The college has not yet started courses in Chemistry, Micro-biology, pharmaceutical chemistry etc. However, the Departments of Geography and Psychology has enough field survey equipments including topographical sheets, maps , survey itineraries, GPS for

mapping etc. the Department of Psychology has different sets of questionnaire on motivation, personality etc. The college has initiated to establish a Research and Development Cell under RUSA.

#### Functions of the Research Cell:

- \* Creating research culture among faculty members and students.
- \*Motivating to undertake minor and major research projects from various funding agencies.
- \*Identification and assisting for finance from Management as well as funding agencies like UGC NERO, ICSSR and DST.
- \* Guidance for publication of papers/articles in reputed journals.
- \* Motivate the faculties to publish their research work in various journals
- \*Encourage to undertake minor and major research projects from various funding agencies.
- \* Propose to organize more number of seminars, conferences and workshops.

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

**Response:** 5

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
1	1	1	1	1

File Description	Document
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 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:** Yes

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

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response:** Yes**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.18**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
1	6	7	5	14

**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:** 0.52**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
1	1	3	6	8

**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:**

The college organizes different extension activities in and outside the campus throughout the year to engage the students in different community oriented activities to develop a sense of social responsibility, service orientation and holistic development of the students. The college has active NSS unit, Health Club, Eco-Club and NCC, Yoga & Meditation Cell which ultimately aims to contribute something to the society.

- NSS organizes/participates/observes different activities/programmes as a part of regular activities and special camp activities and also participates in many programmes organized by different institutions. NSS unit also undertakes cleanliness drive around the campus and conducts the awareness programmes in the neighbouring schools.
- Health Club works for awareness building among the students and local community about HIV/AIDS, organizes blood donations camps, etc.
- Eco-club organizes different activities which aim to preserve and protect environment. Those activities include plantation in and around college and its neighbouring places, observes and organizes environment day, cleanliness drive around the campus as well as public footpaths.
- NCC cadets participate in various special camps where basic military training in small arms and parades are given to develop discipline and responsibilities among students. Their regular activity is to practice parades and they also participate in parades on Independence Day, Republic Day aiming to develop a sense of national integration among students.

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

**Response: 5**

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
1	1	1	1	1

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

### 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: 15**

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
8	1	3	2	1

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 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:** 3.53

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
11	4	11	2	2

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

## 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:** 16

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
3	4	3	3	3

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>

**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: 13**

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
3	3	3	2	2

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

## 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 management upgraded its infrastructure like classrooms, laboratories, smart board, laptops, desktops, LCD projectors, departmental libraries, furniture, green boards, maps and charts. The college utilises local, state government and RUSA fund to set up audio visual aids like DVD players, projectors, to set up conferences and seminars. The college encourages teachers to take up minor and major projects which help to improve infrastructure and quality learning.

**Classrooms-** there are altogether 13 classrooms in our institution which is used by all the departments according to their scheduled time table.

**Technology enabled learning spaces-** we have four classrooms enabled with LCD projector computer and audio visual in room number 1, 3, 4 and 9.

All the departments make use of these classrooms according to their time table.

**Seminar Hall-** the college has one seminar hall equipped with good audio visual aid. It can occupy 300 people at a time.

**Conference Hall-** Our College has one conference hall equipped with video conferencing facility and audio- visual aid with a capacity of 100 people at a time.

**Laboratories-** Some of the details in different department are as follows.

1. Department of Geography have three computers in geography lab along with different geographical instruments and further upgradation is going on.
2. Department of Statistics have eight laptops in statistics laboratory which was started in the year 2013, still up gradation is going on for the department.
3. Department of Psychology which was started in the year 2015 in the college has also started upgrading it laboratory and is in progress.
4. Department of Computer Science was a started in 2016. It has 40 computers with a separate room for teaching as well as for practical session for the students.

#### **Smart classrooms**

In the year 2016, with the help of RUSA fund, the college installed its first smart class.

- It is installed in four rooms of the college (1, 3, 4 and 9). Smart class was inaugurated by the then principal of the college, Dr. Sujata Basnet.
- The move was encouraged and appreciated by the teachers as well as the student of the college. We have 4 smart classes room in room no 3,1,9 and 4 which is used by the entire department on the

given time table. By using smart class, the students were able to get more knowledge and the teachers were able to explain in more depth in respective subject. By the use of it the students were able to concentrate more on the subject and the classes have become more interesting for both teachers and students.

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

##### **Response:**

The institution strongly advocates the holistic development of the students. All the students are encouraged to take part in almost all the activities of the college. To enable the students the college has physical facilities for sports and games. Football field, badminton court as well as table tennis board have been acquired by the institute.

##### **Sports (indoor, outdoor)**

The college has a play ground which is under construction. We have outdoor games like badminton, volleyball, etc. We have a separate common room for girls and boys to play table tennis, chess, carom board, Chinese checkers. The college is planning to make a basket ball and swimming pool in near future.

##### **Sports committee of Government College Rhenock**

The committees have a convener and members which looks after the different sports activities in the college. They are as follows

- Two table tennis boards of high quality along with tennis bat and ball
- Football, football jersey for both boys and girls
- Cricket bat and kits
- Volley ball and volley ball net
- Chess board for indoor activity etc

Some of the activities conducted by the sport committee are as follows

- Sports committee conducted open marathon for both boys and girls
- Departmental football competition was conducted for boys and girls
- Departmental volleyball competition was conducted for both boys and girls
- Table tennis competition was conducted for teaching staff as well as the students' boys only.
- Open Arm wrestling competition was conducted for boys only

##### **NCC (National Cadet Cops Senior Wing) girls.**

The college has a National Cadet Corps Senior Wing (Girls) established in 2012 with strength of Platoon (52 Cadets) and one Associate NCC Officer under 1 Sikkim Girls Battalion, Tadong Gangtok, West Bengal and Sikkim Directorate. Cadets regularly participate in institutional training and various camps like ATC, CATC, Adventure Training, Certificate Exam and Social Responsibility Programmes like fund

raising, Awareness Program and Swachha Bharat Abhiyan.

### **NSS (National Service Scheme)**

The college has a NSS UNIT is under Sports and Youth Affairs, Government of Sikkim and Government of India. There are two units in this college, each comprising of 100 students. NSS has been very active in different area like special camp, blood donation camp, plantation drive, cleanliness drive, Swachha Bharat Abhiyan.

**Yoga:** The College has a yoga committee which has been successful in conducting yoga programs in the college. The college also commemorates the International Yoga Day on 21st of June every year.

### **Cultural Activities**

The college organises various cultural programmes such as, Art Competition, Photography, Exhibition, Bhanu Jayanti, Bhasa Manyata Diwas, Teachers Day celebration, Freshers welcome, College fest etc.

### **Communication skills and development programme**

To develop the communication skills the college has Career Counselling cell, wall magazine, College Magazine and News Letter and spoken English classes.

### **Other Activities**

The College organises programme like debate, elocution, extempore contest etc.

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

**Response:** 29.41

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 5

<b>File Description</b>	<b>Document</b>
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

#### **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
20.00	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

Government College Rhenock Library is going to adopt Integrated Library Management System from the coming semester. The name of the software it will be adopting is KOHA 18.05 version. Year of the automation will be 2018.

The college is presently having large collection of the books on various subjects which has all together exceeds the Six Thousand limit till date and it is catering the needs of the students and the faculty of the College. The library is having various sections for its smooth functioning that include circulation section, Reading Section and Reference Section and E-library.

The Library staff attends regular training program conducted by Sikkim University to upgrade their skills and knowledge in Library Information System.

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

#### Response:

Apart from subject-wise books, the college library is having some of the rare book like Gazetteer of the Sikkim Dictionaries and Encyclopaedias. It also has preservation of Dissertation, Thesis and projects.

SL.NO	TITLE OF BOOKS	AUTHORS/EDITORS	PUBLISHER	NO C
01	The Gazetteer of Sikkim	H.H Risley	B.R. Publishing Corporation	10
02	Environmental Encyclopedia	William P.Cunningham(Ed.)	Jaico Publishing House	01
03	Oxford Compedium of English	JulliaElloit	Oxford University Press	01
04	Advanced Learners Dictionary	Charlotte Buxtion	Oxford University Press	05

05	Economic Benefits and Conservation Linkages from Tourism Development in Sikkim Himalaya	Thesis by Dr. Iyatta M. Uprety	unpublished	01
06	Economic impact of tourism: a case study of Sikkim	Thesis by Dr. Santosh Sharma	unpublished	01
07	Deglaciation and geomorphological changes in an around high altitude terrain in the western part of Sikkim Himalaya	Thesis by Dr. Dilli Ram Dahal	unpublished	01
08	Nepali ChadparbhaharukoSanskritikAddhyan	Book by Suchan Pradhan	published	01
09	Human Ecology and Statutory: Report by -CRESP		IPR, Gangtok	03
10	Gazetteer of Sikkim,2013	(Ed.) SunitaKherel and JigmiWangchukBhutia	Home Department, Government of Sikkim	02
11	Sikkim - Leading from the Front		IPR, Gangtok	03
12	Education in the Darjeeling Hills	Dick. B Dewan	Indus Publishing Company, New Delhi	05
13	Introduction and the Brief History of Sikkim commission for Backward Classes in English and Nepali		Commission for backward Classes, Sikkim	01
14	Organic Leader		IPR, Gangtok	04
15	Speches of Pawan Chamling (Five Volume)		IIPR, Gangtok	02

#### 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	<a href="#">View Document</a>

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

**Response:** 72843.8

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
57140	224463	0	82616	0

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>

#### 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:** 22.73

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

**Response:** 70

### 4.3 IT Infrastructure

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

**Response:**

- 1.Smart class: Four rooms are allotted for smart class. The class rooms are equipped with Head on LCD projector with digital pen with supporting e-resources for various subjects.
- 2.Seminar hall: The seminar hall of this institution has audio- visual aids which can cater for about 100 people.
- 3.Conference hall: one conference hall equipped with audio- visual facilities. It also has video conferencing facility.

4. The College has a BSNL broadband connection to cater the need of the Exam Cell and Administrative block. The HOD's and Librarian also avail the facility to strengthen the academic and research facilities, while organizing various seminars and workshops
5. The College has applied for 20 Mbps Institutional internet connections from BSNL, Gangtok which is already approved by Directorate of Higher Education, HRDD, Government of Sikkim, and the installation work is under progress.
6. At present all the faculties and administrative staff use their personal data cable to cater the need of students and their own academic and official requirements.
7. The Computer Science Department along with NIELIT updates the Teaching faculties, Office staff and students about various new developments in IT.
8. The WIFI facility is avail by faculties and the Librarian to retrieve the e-resources from National Digital Library of India (IIT Kharagpur), Shrodganga, departmental websites of Central and State governments, Centre for Science and Environment, Indian Space Research Organization etc.

#### 4.3.2 Student - Computer ratio

**Response:** 3.32

#### 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:** 20-35 MBPS

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

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

## 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:** 0



## 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
72.0	0	0	0	0

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>

#### 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 authority always emphasizes for the maximum utilization of all the available resources for better learning teaching process. Following are some of the important parameter by which they are ensured

- 1.The Academic Block is used by different department for teaching and seminars. The class is equipped with ICT enabled facilities so that the teacher can teach the students with modern technology. The black board is replaced with green board as well as white board.
2. We have only 4 laboratories of computer science, statistics, psychology and geography department. All the equipment / instruments in the laboratories are well maintained and standard operation procedures are followed whenever used. Some of the details in different department includes: Department of geography has three computers in geography laboratories along with different geographical instrument; Department of statistics have eight laptop in statistics laboratory which was started in the year 2013; Department of Psychology department which was started in the year 2015 in the college has also started upgrading it laboratory and is in progress; Department of computer science department which was a start in 2016 have 40 computers till date with a separate room for teaching as well as for practical session for the students.
- 3.Different courses under IGNOU are provided for distance learning.
4. The college conducted national seminar, workshop, talk from eminent person in the college seminar hall using the LCD projector , white board, laptop, sound box, cordless mike etc
5. With the help of NIELIT, the college teachers, non teaching staff and the students are able to get basic computer courses in the college itself.
6. The college is equipped with CCTV facilities. CCTV facility was started from 2017 for the safety of the students as well as the teaching and non-teaching staff.
- 7.The colleges have a new library hall which is equipped with CCTV facilities. Library is also equipped with CCTV camera to monitor the students as well as to monitor the students. The colleges Library have a separate room for computer section and it equipped with 10 computers.
8. The colleges have one college bus which pick up students from the remote area of Rhenock and bring them on the campus on time for their study, due to which students can attend the classes on time as well as save their time on money.
- 9.Sports committee of Government College Rhenock conducts various sport activities. They look

after all the matters related to sports.

10. There is a committee with a convener and members from the college faculty and administrative staff which looks after the maintenance of the college campus. They are very vigilant and do regular check in and around the campus. The committee also keeps track of cleanliness of the campus and from time to time they organize cleanliness drives.

NAAC

## 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:** 7.19

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
77	2	1	12	0

#### File Description

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

#### Document

[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:** 0.15

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	1	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	<a href="#">View Document</a>

#### **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:** 0

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	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

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

**Response:** 0

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
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Details of the students benefitted by VET	<a href="#">View Document</a>

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 0

#### 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	0	0	0

<b>File Description</b>	<b>Document</b>
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 100

#### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 90

<b>File Description</b>	<b>Document</b>
Details of student progression to higher education	<a href="#">View Document</a>

### 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:** 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	32	22	14	7

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	32	22	14	7

**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:** 4

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
1	2	1	0	0

**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](#)

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

**Response:**

Student participation is integral for all the activities of the college. The college has an organized Student Council. The STUDENTS REPRESENTATIVE COUNCIL is a body recognized by the Human Resource Development Department, Government of Sikkim. The constitution of SRC based on the recommendation of Lyngdoh Committee. The tenure of the body is of one year and thus the election for the same is conducted every year elected by the students of the college. Student council body consists of President, Vice-president, General Secretary, Treasurer, and Class Representatives for various semester and activities. The SRC representatives primarily to promote the spirit of unity and brotherhood among the students, for fostering and developing academic interest in students, promoting and cultivating the scope of all the extracurricular activities with the basic objective of maintaining the welfare of the students.

It is a non-political body within and outside the campus in order to maintain the dignity, honour, name and fame of the College as an institution of higher learning in Sikkim. The sole aim of SRC is to function as a welfare body to serve and stand for the sake of the students. But it doesn't interfere in the matter of students' Admission, Examination, Academic or in the Administrative Decisions of the College. Furthermore, the SRC is responsible to keep the campus clean and to promote integrity among students. It is also responsible for various co-curricular and extra-curricular activities within the campus without disturbing the academic schedule of the college. The activities are usually confined to cultural activities, sports and games, various competitions, fresher's welcome and farewell programmes in consultation with the Principal, Dean of Students' Affair, and Assistant Professors in charge of the SRCs. Furthermore, they are strictly to fight against addictions to drugs, menace of ragging, eve-teasing, alcohol, etc. by the students.

The SRCs serves as a link between the Principal and the students of the College and it shall exercise its powers and functions within the jurisdiction of the College concerned. It usually doesn't interfere in the affairs of other Colleges. It also endeavours to fulfil and achieve the aims and objectives on the fundamental structure of discipline in all forms.

Various activities like Cultural events, Sports events, and literary events are organized by the college, for which the SRCs are actively involved in the committee in planning and executing the same. Along with NSS and NCC activities, the students of the college also energetically join hands in the various activities organized by various units and Cells like Eco-Club, Plantation Drive, Yoga and Meditation, Intellectual Property Rights, Cleanliness Drive, Cultural Fest, Farewell, Fresher's Welcome, Induction Orientation etc. All the members of the SRC also actively participate in the various environmental programme organized by the college from time to time.

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

**Response:** 5.6

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
10	10	7	0	1

File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 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:

The Government College Rhenock (GCR), established in the year 2005, is situated in a very rural area, Rhenock, East Sikkim, surrounded by majestic Himalayas, and beautifully wreathed around by Bhutan, China and West Bengal. It is approximately 65 kilo meters away from the capital, Gangtok. The weather is exceptionally pleasant and attractive tourist destination. The college is located in an educative friendly environment. The students come from a very humble background and most of them are FIRST GENERATION LEARNERS. We also have students' coming from neighbouring states and countries like Bhutan, Nepal. Keeping in view of the above, the name for the Alumni Association was decided as "AUNUPAM" which means, *having no comparison or unparallel*. Though it isn't a registered body but is extremely functional.

It held its maiden Alumni Association Meeting on 21st April 2015. The meeting was presided by Mr. Shiva Kumar Nepal, Assistant Professor, Department of Nepali and the Convener of the same who highlighted the importance of the association. The Alumni have always been considered as strong and firm pillars of the institution, similarly the GCR Alumni also hold a grave importance in our College. The College has been their Alma Mater; it has nourished and nurtured as well as taught them first hand experiences. They therefore are well-versed with the challenges, strengths, opportunities and weaknesses. Thus, they play a major role in leading and guiding their juniors to the path of *Excelsior* – the motto of our college. They've shown tremendous amount of support and motivation for our students by actively engaging in all manual and physical extracurricular activities of the College. The Alumni as such haven't donated anything in cash but they have been very humble to donate to one of the important asset of our College Library, i.e. Books for the students. The first meeting was attended by 40 members from different caste and communities who pledged to work together for the betterment and development of Institution Building.

The Association has always made it a point to frequently conduct meetings in order to garner and give information as well as to bridge the gap between the Former and the New.



**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

<b>File Description</b>	<b>Document</b>
Alumni association audited statements	<a href="#">View Document</a>

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response:** 3

## 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	1	1	1	0

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>

## 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:

##### Vision

Government College, Rhenock envision an egalitarian community of unique individuals deeply rooted itself with the earth and yet aspires for sky as depicted in the monogram the “Tree of enlightenment” , representing our institution growing in size and strength bound together by the ties of mutual respect and understanding, in pursuit of genuine knowledge, progress and betterment for all. To be the agents of transformation and development of rural society by providing life oriented education, ethics, values and leadership quality, this college empowers our students at different stages of life.

##### Mission

The mission and ethos of the institution spring from the vision and inspires the institution to ever move upward with goals and future plans. The vision and mission of the institution navigates the institution to excel in academic pursuit, overall development and other values which is practiced and propagated by the institution.

- 1.To become a center of academic excellence and provides an ideal platform for higher learning.
- 2.To provide quality education at degree level to students from diverse background.
- 3.To provide a platform for students entwined with knowledge that combines the global concern and local needs simultaneously.
- 4.To provide an intellectually vibrant and secured space, where in quality education is delivered by well qualified empathic teaching and non-teaching staff members.
- 5.To cater to the educational needs and aspiration of the students who are at the margin of the mainstream educational opportunity owing to their gender, geographical location socio-economic background etc.
- 6.To encourage active participation among students belonging to diverse background and potential, through formulated policies that promote access while at the same time enhance the quality of learning.
- 7.To provide value based education.
- 8.To contribute to the transformation of rural society by being socially conscious and responsible citizens.
- 9.To shape a student who has sound knowledge , character and personality
- 10.To promote and develop leadership quality in students.
11. To provide a friendly environment where students learn with liberty, integrity, dignity and perseverance.
12. To spread spiritual values and healthy living co-existing with the environment by practicing Yoga in College.

To adopt the concept of ‘Mith’( meaning friend use in local language) by planting a sapling in College.

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

The College has apex management body which comprises of Higher Education, HRDD, Government of Sikkim and Sikkim University. The policies framed by this apex management body are effectively and efficiently implemented by the College authority comprising of the Principal of the College, Vice-Principal, Dean of Students Affair and Teaching faculties frame the policies, programs, guidelines and plays pivotal role in executing them effectively. The implementation of these policies and plans are usually executed through setting up of different committees with a convenor. These various committees along with the Principal, Departmental Head who work as a cohesive group to attain desired goals of developing a conducive academic atmosphere in the College.

For smooth functioning of the institution, the Principal has decentralized the power structure; there are many active committees in the college headed by a Convenor from teaching faculties, non-teaching faculties of the college. Under the leadership and guidance of the Principal, these committees functions independently and make decision. The various committees are College Management Committee, Project Monitoring Unit, Exam Committee, Admission Committee ,Internal Quality Assurance Cell, Infrastructure Committee ,Maintenance Committee ,Statistical Data Handling Committee, College Advisory Committee , Head of the Department, Students Representative Cell ,National Cadet Corps, National Social Service Scheme, Eco Club , Discipline Committee, Gender Sensitization Unit ,Equity Cell, Sexual Harassment Cell, Minority Committee, Scheduled Tribe and Scheduled Caste Committee, Other Backward Class Committee, Coordinator Hariyo Pariyo, Head Assistant of Clerical Staff.

The College Management Committee along with the Principal, Vice-Principal, Dean of Students Affairs, Teaching Faculties, Head Assistant and Clerical Staff consist of core committee who takes final decision on Finance, Rules and regulations for the College in meeting.

The College administration follows the democratic principles in the appointment of Convenors to various committees who are nominated in the General Body Meeting and accordingly chosen by a unanimous decision of the faculty members for a two years term with the exception for National Cadet Corps and National Social Service Scheme. This procedure makes the administration transparent as well as creates an avenue for academic leadership amongst the teaching faculties. The best part of the leadership of the institution is that it does not interfere in the academic activities of any department even though it monitors closely the outcome of such. Hence each department enjoys autonomy in its academic activities.

Apart from the Committees, College interacts with other stake holders by meeting periodically with parents & guardians and alumni, highlighting them the future plans and achievements of the college and updating them information regarding students' academic performance, progress and takes feedbacks from them.

## **6.2 Strategy Development and Deployment**

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

#### **Response:**

The college is government institution funded by Higher Education Department, Government of Sikkim. The college is located in a rural area where majority of the students come middle income family. It enables them to choose and study various subjects as the college offers honours courses in Humanities, Science and Commerce.

It is Government College and hence every perspective plan for development has to be intimated to the higher authorities and hence approved by them. The perspective plan includes:

1. Becoming a college of high repute which helps in transforming the lives of the students and the society.
2. To earn recognition among the students and institution of higher aspiration.
3. To start skill development programmes for the students.
4. To upgrade the college into Post graduation college.

### **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:**

Our institution has been structure in a very systematic way so that every individual including teaching and non-teaching has its own importance, and they play very important role for the betterment of the College. The organizational setup for the College has been designed under the following heads:

1. Governing body and administrative setup: The institution is under the Human Resource Development Department (HRDD), headed by Principal Secretary, Director Higher Education and the Principal of the College, respectively. The Principal of the college looks after the Administration and Academic activities.
- Administration: It includes non-teaching staff of the college comprising of Head Assistant, Accountant, Account Clerk, Lower Divisional Clerk, Office attendant, Gardener and *Safai Karmachari* (Maintenance staff).
  - Academic: Academic body consists of Vice- Principal, Dean of Student Affairs, Head of the departments and faculties.

Names of the academic bodies and their functions are mentioned below:

- Vice- Principal: look after all the academic activities and work in absence of the college Principal.
- Dean of Student Affairs: the Dean of Student Affairs looks after Discipline committee, Gender Sensitization unit, Admission Committee, Student Grievances Cell.
- Head of the department: They look after all departmental tasks such as syllabus unitization, class distribution, keeping departmental records, preparing Departmental road maps.
- Committees: The College has constituted 33 committees for different academic and non-academic activities.

1. Recruitment Process: The recruitment process for teaching faculties and non-teaching staff of the

college is carried out by Sikkim Public Service Commission/HRDD. For teaching faculties Sikkim Public Service Commission follows all the UGC rules and regulations No.F.3-1/2009 dated 30th June 2010.

2.Promotional policy: Promotion is based on academic performance.

Grievances redressal Cell: The College has its own grievance cell where students can place their grievances. Additionally the college has Gender Sensitization Unit, Anti- ragging Unit and discipline committee

### 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:** E. Any 1 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

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

**Response:**

The institution has 33 committees including different units and cells. Every committee have equal roles to play for the development of the institution. The efficiency and effectiveness of the committees has resulted in effective administration of the college.

**Gender sensitization Unit:** Gender refers to social classification of men and women into ‘masculine’ and ‘feminine’. Gender is a social construct of sex that owns its creation to a number of social institution. Gender inequality has always been one of the major issues in the country. The above Unit has been

successful in sensitization the students of the college and the community by organising workshops and seminars on Gender Sensitization *cum* Awareness Campaign. The Unit has successfully organised seminar on Gender and Equality on 5th and 6th of March 2018. The objectives of the programme are highlighted below:

1. Sensitization of College Students and school students regarding gender and social issues.
2. To develop practical knowledge among the Hons. Students of the College

### 6.3 Faculty Empowerment Strategies

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

##### Response:

Research being one of the priorities of the Institution, the faculty members is engaged in conducting minor research projects, participating in national and international seminars and workshops/ proceedings. Further, the teachers were also invited as a resource person in the multidisciplinary national seminars, workshops, and inter-departmental lectures including assessment of the pre- dissertation submission works.

The faculties regularly attend Orientation Programmes, Refresher Course conducted by the Academic Staff College of the UGC for the up-scaling of subject knowledge and teaching skills. The regular faculty were able to successfully complete Refresher Course, Orientation Programme, PhD Coursework etc. Senior faculties of the college are appointed as the member of Board of Studies in Sikkim University and syllabus review committee. The non-teaching staffs are given training regarding database entry, database development and financial analysis by NIELIT.

#### 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:** 1

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
3	1	1	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:** 4.91

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	0	2	1	3

**File Description****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:**

Sikkim Government College Rhenock has well-defined procedure for performance appraisal system for teaching and non-teaching staff

1. Regular Teaching faculties are assessed on his/her performance based on the APR (Annual Property Report) score of PBAS Performa.
2. The PBAS (Performance Based Academic Score) Performa is based on UGC regulations. The minimum qualifications for appointment of teachers in universities and measures for the maintenance of standards in higher education 2010 no. F3-1/2009 dated 30th June 2010.
3. The API scores are endorsed and verified in the PBAS Performa act as the primary means of accessing a faculty member for the purpose of promotion under Career Advancement Scheme (CAS), increments and other incentive including key appointments assignments and deputations.
4. Performance of Adhoc faculties is assessed by the Principal.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

In every financial year, the college will conduct internal audit through departmental staff as well as external audit by the statutory auditors. The financial accounting would be completed before 10th of every month considering all the previous month transaction. After completion of the monthly accounts the same accounts would be audited by the internal auditors appointment by the management. While verifying entries if any mistakes/shortcomings identified/noticed the same could be rectified in the same month by the concerned departments. After rectification if any the report would be submitted by internal auditors to the Governing body for approval. The external statutory auditors shall visit the college office twice in a year for vouching audit and submitting the final audit reports. After completion the final statutory audit report shall be submitted to the governing body for approval in the month of June every year. After approval the financial accounts documents could be used for all statutory purposes.

The college has a mechanism for internal and external audits. The said audit is usually conducted by an independent person usually the staff from the office of the accountant general (audit), Lekha Pariksha Bhawan Deorali Gangtok. The audit covering the period from April 2014 to March 2017 was conducted from 11th December 2017 to 15th December 2017 by an audit team headed by Shri Nagendra M. Pradhan, Audit Officer from Office of the Accountant General (Audit) Sikkim. An entry conference was held on 11th December 2017 with the principal of the college wherein audit objectives, criteria and scope of audit were explained.

Sampling was done on the random sampling basis from the paid vouchers selected from various components pertaining to direction and administration (salaries, office expenses, travelling expenses, other charges). For scrutiny, 50% of salary vouchers and 100% of other vouchers, viz. office expenses, travelling expenses, other charges were selected and checked. 100% of services book along with personal files as maintained by the college were also selected for scrutiny. Months of March 2015, March 2016 and March 2017 were taken up for detail audit. The objective of the audit was to check whether the provision contains in the Sikkim Financial Rules and other extent notification/circular/orders were adhered to in incurring expenditure. The criteria for audit were Sikkim Financial Rules, Sikkim Government Service Rule, Notifications/Circular/Office order, etc. issued by the State/Union Government from time to time. The compliance audit of the unit was undertaken as mandatory under section 13 of the CAG' (Duties Powers and Conditions of service) act 1971.



**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:** 2.85

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
0.15	0	0.5	2	0.20

**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:**

The College being the Government affiliated institution, the financial requirement of the College is met by The Human Resource Department and Department of Higher Education, Government of Sikkim. Optimal utilization of funds is ensured through the following:

1. Adequate funds are allocated for effective teaching/learning practices that include conduct of FDPs, orientation programme, workshops, inter-disciplinary activities, training programmes the ensures quality education.
2. Adequate remuneration to the teaching professionals is provided.
3. The budget will be utilized to meet day to day operational and administrative expenses and maintenance of the fixed assets.
4. The grants received from external funding agencies are effectively utilized in implementation of projects by procuring the suitable equipment. This equipment further utilized in the establishment of advanced laboratories of the institute. Availability of such equipment has further improved the resource interest of faculties and students.
5. Enhancement of library facilities leads novel learning practices and accordingly requisite funds are utilized for this every year.
6. Adequate funds are utilized for development and maintenance of vary good infrastructure for the institute.

Some funds are allocated for social service activities as a part of social responsibility.

## 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 following practices have been introduced as a result of IQAC initiatives

#### 1. Infrastructural Development

Development of infrastructure under the IQAC has led to several innovations in the teaching-learning module in the college. The following developments have been introduced in the college.

#### List of infrastructural developments

- Introduction of smart classrooms with interactive monitors, speakers, walk and talk voice amplifiers, sound box, laser pointers, microphone, stationary and writing desks.
- Introduction of normal smart classrooms with LCD projector, laser pointer, stationary, modern boards.
- Wi-Fi facility
- E-library facilities
- CCTV for safety of faculty and students
- Health centres
- Upgraded seminar and conference halls with modern technology
- Laboratories for various departments

These infrastructural developments have greatly contributed to the development of the institute into a fully functioning institute with modern facilities and amenities

#### 1. Organization of workshops/training/sensitization programmes

Under the proposal of the IQAC the college has conducted the following seminars/workshops/sensitization programmes for the holistic development of its teaching and non-teaching staffs as well as its students.

#### List of programmes conducted by the college

- National Seminar on Rural Empowerment in India: Effort Achievement and Constructions – 14th and 15TH November 2014
- Workshop on Gender and Equity – 5th-6th March 2018
- Sensitization programme on Intellectual Property Rights – 29th March 2018
- Blood Donation Camp – 20th April 2018
- Mental Health Awareness Programme – 5th April 2018
- Environmental Awareness Programme – 24th May 2018
- Awareness Drive on HIV/AIDS
- Campus Cleanliness Drive

These programmes have contributed to making the students as well as the staff greatly aware of various social, environmental, health related, academic and global issues.

### 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 IQAC at all levels continuously reviews the teaching learning process in an institution. The two prominent teaching learning activities by respective departments/committee has been taken into consideration for the present review i.e

**1) Institutional Research and Development Committee (IRDC):** Research and Development plays a critical role in the innovation process and IQAC provides a support system to the faculties.

At present the research activities carried out by the faculties of different department are listed below:

1. Obtained and ongoing PhD:
2. Research Publication:
3. Participated in Seminar/Conference/Workshop
4. Presented research paper in Seminar/Conference
5. Organized Seminar/Conference by various department
6. Attended Orientation and Refreshers Programme

In institute five faculties (Assistant Professor) has been awarded with PhD degree from different reputed universities and many of the faculties are pursuing PhD programme as well. Many of the faculties have contributed their research paper in national and international journals. Similarly, they have attended/presented their paper in both national and international seminars, conferences and workshops. Faculties have also attended for orientation and refresher programme. Apart from that faculties were actively engaged for organizing different seminars and workshop in the institution timely.

**2) Quality Assurance and Enhancement (QAE):** The QAE plays an effective role to achieve and enhance the quality of an institution through taking up policies, procedures and practices. Under the guidance and support of IQAC the better infrastructure has been implemented to make the teaching learning more effective.

#### 2.1 Laboratory Facilities:

The institute provides laboratory facilities for the Department of Computer Science, Geography, Psychology and Statistics to enhance the teaching and learning process.

#### 2.2 E-learning

Introduction of e-library has helped in providing access to its printed resources such as books as well as electronic journals and online database. There is total ten computer system in the e-library which will be functional under the upcoming RUSA facilities. The day to day running of library is conducted by the librarian who is assisted by the library staff.

There are total four e-classes supported with OHD (over head projector) to introduce the concept of smart

classes in an institution.

### 2.3 Wall Magazine

The various departments publish wall magazine periodically in the notice board of respective department. Wall magazine provides a great educative value, it helps in encouraging students to come up with the innovative idea and creativity and display on the board.

### 2.4 Research Oriented Work

Field work as an important part of curriculum, student has been given free choice for doing field based studies for session B which provides an exposure to the student to enrich their learning process. The syllabus for department of sociology, geography, education and economics has been designed to obtained dissertation for enriching the student in research field. Each student will be allotted a guide to support, organize, plan and monitor student research project.

#### 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
1	1	1	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>

#### 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:** D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

### **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 college is situated in the large area in comparison to other college in Sikkim with 32.5 acres land.

- The eco club committee has been actively engaged into converting boundary land into gardens in order to give an aesthetic experience to learning process as well as beautification of the college campus.
- The institution has profoundly worked and tried to give best to the students by providing facilities towards teaching and learning process since the inception of the college. The college is equipped with number of smart classroom which enables student to get a visual interpretation and actually see the entire world of knowledge unfolding in their classroom and eventually the topics become vibrant with graphics and compliments the knowledge acquired from the text book. Such teaching and learning process is helpful to the students.
- All the departments have their own Wi-fi system which helps both the students and faculties to update with information. The institute provides laboratory facilities for the Department of Computer Science, Geography, Psychology and Statistics to enhance the teaching and learning process. The geography lab of the college is equipped with required instruments and computing facilities. The department is well equipped with GIS lab and availability of various apparatus. Such laboratory facilities helps student to understand the world in a better way rather than confining in book based knowledge. The Statistics department has lab equipped with the basic and modern computing facilities and related equipment's. The computer science lab is well equipped with the latest software, the student are developing their skills by availing the computer services.
- The institution library has an impressive collection of book comprising of each subject related materials and introduction to e-library has provide access to printed resources such as books as well as electronic journals and online database to both students and the faculties. There is total ten computer system in the e-library which will be functional under the upcoming RUSA facilities. The day to day running of library is conducted by the librarian who is assisted by the library staff.

## 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:** 9

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
1	2	3	2	1

**File Description**

**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:**

**Safety and Security**

Government College Rhenock is committed towards the promotion and practice of the ideals of social and natural justice, human dignity, equality and right of all human beings. Therefore, it realizes the significance and the need of such in our College like Sexual Harassment Cell, Equity Cell and Gender Sensitization Unit (GSU), whose foremost role and responsibility is to create an atmosphere free from any form of sexual discrimination and sexual harassment, prevention, prohibition and social security, counseling etc.

**1. Social Security**

Gender Sensitization Unit of Government College Rhenock takes care of the social security not only for the Students, Teaching and Non- Teaching Faculties of the College but also takes an initiative to spread the message to the people of Rhenock and adjacent area about Women's Right, Protection against Sexual Harassment and Right to live in a healthy and secure environment.

**2. Counseling**

Gender Sensitization Unit of the College has taken special care in sensitizing the student in regard to gender equality and gender amity. It takes pro-active role in creating social, physical and psychological environment and awareness. The unit also encourages them to create a healthy environment in and around the campus by sensitizing the students through counseling programs. Counseling is provided to encourage the students for early reporting of any experience regarding sexual harassment or gender discrimination. The complaints are dealt in a sensitive, equitable, fair and in confidential manner within a time frame.

The faculty members are trained in counseling skills by organizing workshops on gender issues from time to time to give them theoretical input and practical guidelines.

### 3. Common Room

To keep the privacy as well as to avoid unwanted incidents, College maintains separate common room for boys and girls. Apart from these every Department of the College has separate common room for Faculty members.

Further the College has taken initiative in terms of transportation of students to the campus and closely monitors the movement of students in canteen, library, and playground by faculty members without disturbing their freedom to move in and around campus. Closed circuit cameras are installed at various points to record the activities of the people moving in the campus. These ensure safety and security of the students

#### 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

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

7.1.3.2 Total annual power requirement (in KWH)

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 100

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

Response: 90

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 90

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

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

#### Response:

#### Solid Waste Management:

The College takes all measures required to ensure that the campus is free from plastic items and other wastes that harm the environment. All department and classrooms are provided with dustbins for dry wastage.

- Vermin-composting (for disposing bio-degradable wastes) is adopted to produce organic manure to be used for plants in the campus.
- Compose pit has been constructed for other waste products.

#### E-Waste Management

E-Waste Management training programme has been conducted in the Government College, Rhenock, which was organised by National Institute of Electronics and Information Technology (NIELIT) for the teaching and the non-teachings staff to sensitize the hazardous consequences of Electronic -Waste.

- All electronics waste CPU'S, Hard disks, Laboratory equipment scrap is sent to the market for sale.
- The cartridges of printers are refilled outside the college campus.
- UPS batteries are recharged and repairs by the supplies.

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

As this college is situated in the hill terrain, there is a scarcity of ground water, college has to depend on mainly on rain water, spring water and streams so that they can be managed and used properly. For rain water harvesting and sustainable water management rain water the pipe lines and panels is fixed. But however the construction of reservoir is in process. The college has planned to store rain water that flows from the roofs. The stored water will be utilised for gardening and other cleaning purpose.



**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:****1. Bicycles:**

Students do not use bicycles because College is located in Hill Site.

**2. Public Transport:**

Most of the students, teachers and non-teaching staffs avail college bus to commute to college. Some students, teachers and non-teaching staffs avail public transport also and use their personal cars respectively. Parking space is available for both the students and teachers.

**3. Plastic-free campus:**

Plastic items are strictly not allowed in the campus. Under the leadership of Principal the college has pledged and banned the use of plastic water bottles.

**4. Pedestrian friendly roads:**

The college is surrounded by wide pedestrian pavements which makes a walk to college easier.

**5. Paperless Office:**

The respective departments of the College and office staff are provided with computers and commendable part of the official records are maintained through soft copies.

**6. Green landscaping with trees and plants:**

The college has successfully retained a patch of green amidst the concrete landscape around. The college has a lush green ground surrounded by greeneries all around. The garden has tall flowering and fruit bearing plants interlaced by bushy flowering plants. The winter season is cherished by growing vibrant seasonal flowers and the premises become a feast for eyes. A separate corner has been identified in the garden where medicinal plants are grown.

**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
0.04	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](#)**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response: 15**

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
7	2	1	3	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

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

**Response: 6**

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
2	1	2	1	0

**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**

**7.1.13 Display of core values in the institution and on its website**

**Response: Yes**

**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	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics****Response:** Yes**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response:** Yes**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:** 15

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
6	3	3	2	1

**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:

Programs	Date
Human Rights Day	10.12.2017
International Women Day	8.3.2017
Independence Day	15.8.2016
World Environment Day	5.6.2016
NCC Day	Every Fourth Sunday of November.
NSS Day	24.9.2016

National Unity Day,	31.10.2014
Birth Anniversary of Rabindranath Tagore	15.05.2014
Birth Anniversary of Sardar Balav Bhai Patel (National Unity Day)	31.10.2017
Dr. Radha Krishnan Sarvapalli (Teachers Day)	05.09.2013
Children's Day	14.11.2013/15
International Youth Day	12.08.2018
Anti-Terrorism Day (Oaths Taking Ceremony)	21.05.2018

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

#### Response:

All functions related to financial, academic, administrative and auxiliary are controlled by HRDD, Govt. of Sikkim. Admissions in the various colleges in Sikkim state has been centralized through online system since last two years where special state and union government reservation policies are followed. The admission procedure is done strictly on merit basis. Examination papers are Shown to students for the clarification. The faculty both regular and ad hoc are appoints directly by HRDD as per the norms of UGC. College regarding important information are published in notice board and posted in the college website regularly.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### ***PARTICIPATION OF STUDENTS IN COMMUNITY DEVELOPMENT PROGRAMME***

##### 1. TITLE OF THE PRACTICE:

***“PARTICIPATION OF STUDENTS IN COMMUNITY DEVELOPMENT PROGRAMME”***

##### 2. OBJECTIVES OF THE PRACTICE:

- To motivate the students to participate in community development programmes.
- To aware communities regarding anti-social elements like drug abuse, suicide, alcohol consumption, gambling, human-trafficking etc.
- To sensitize the local youths on communicable diseases.
- To sensitise gender biasness among people.

- To motivate students' for trekking and mountaineering
- To increase students enrolment in National Cadet Corps (NCC) unit.

### 3. The Context:

Sikkim Government College, Rhenock lies in a rural area where the students d cannot avail the platforms for enhancing and showcasing their talents as such the institution provides them with these facilities and platform whereby they can explore themselves to the fullest.

#### The Practice:

In order to uplift and to achieve excellence in academic performance of the college, students participate in community development progammes by involving themselves in different activities.

The following are the aspects of the practice:

- National Cadet Corps (NCC): NCC female wing was established in 2012 to address the empowerment of female students. Though NCC wing, female students directly involved in community development progamme. The main theme of NCC unit of our college is to serve the nation and to maintain unity among the students.
- National Service Scheme (NSS): Through NSS, students involve themselves in different social activities like helping under privileged in providing pure drinking water by constructing tanks, open channels for irrigation in rural areas. Along with it, NSS unit helps in rural school repairing and painting.
- Red Ribbon Club: The club makes students aware about unhealthy sex practices and sexually transmitted diseases like HIV, AIDS by distributing free contraceptives. It also conducts annual bold donation camp.

#### Evidence of Success:

##### NCC

- In the year 2017 cadets with their noble ideas took an initiative of raising fund by putting up a stall at college fest by selling lemon juice and other edible items. They were able to raise a sum of Rs. 5000 in order to purchase book shelf for Rungdung Primary School, Rhenock.
- In 2016, the NCC Cadets of Government College Rhenock were able to raised sum of Rs. 14,100 for the cause of construction of Girls Toilet in Khandu Sec. School, West Sikkim under the initiative of Girls Glory Project ,Reaching Hand, India Cares Foundation.

National Service Scheme (SCC): NSS unit in the college is running since 2005.

- On 25th January 2014, the college a week long NSS camp at Government Junior Secondary School, Mulukey, East Sikkim. This special camp focused on cleaning of the school surrounding and nearby village areas and repairing of roads.
- On 5th March 2014, NSS unit of the college actively participated to support the fire victims of Rhenock Bazaar by distributing blankets in relief camps to 20 families.
- As a part of Paryawaran Mahatsav, on 27th of June 2014, the NSS Unit of the college carried out a plantation drive in the college premises.

- On 14th May, 2015, under the collaboration with Red Ribbon Club, the NSS Unit organised a Blood Donation Camp in the college premises. A team of medical experts of Central Blood Bank, STNM Hospital Gangtok, technically supported the camp. 60 units of blood had been donated by the teaching, non-teaching staff students.
- Another remarkable history of NSS unit was launching of a relief campaign for the earthquake victims of Nepal from 18th to 23rd May, 2015. The volunteers of NSS displayed utmost support and enthusiasm during the campaign in collecting donations both in cash and kind.
- With the initiatives of NSS unit the campus observed plantation and cleanliness drive on 6th August 2015 in college premises. The Forest Department, Government of Sikkim supplied a variety of saplings.

## Best Practices-II

### 1. Title of the Practice:

**“Sensitization on Gender Sexual Harassment and Discrimination for College Students and Staff”**

### 2. Objectives:

- To foster social responsibilities among the students and staff.
- To sensitize the students and staff on sexual harassment and discrimination upon female as well as men in the institutions.
- To help students and staff combat such problems in their lives.
- To develop the leadership quality and problem solving ability among the peers.
- To develop positive relationship among the students and staff in the intuitions.

### 3. Context:

It is the responsibility of the higher education institution to educate and motivate the students to uproot inhumane activities like domestic violence, human trafficking, and sexual harassment etc. geminating in the society. The GSU makes an effort to sensitize gender discrimination. The unit has altogether eight dynamic members including the student’s representative. The co-coordinator along with other teaching faculty of the unit nominates the student representatives every year. It gives an opportunity to the teachers and students to develop a sense of social responsibilities and empowers them to eradicate these problems.

### 4. The Practices:

Government College Rhenock is conscious and committed towards all round development of a learner. To highlight this, the college has setup a Gender Sensitization Unit. The unit targets to cultivate sensitivity towards the unsocial activities. Gender Sensitization Unit has been frequently organizing various curricular activities in the institution for both the students and the staff. Field works, special lectures, skit, street play, painting competitions and sensitization programmes are conducted at different intervals.

### 5. Evidence of Success:

- Since its inception, Gender Sensitization Unit has been organizing special sensitization programme every second week of the new academic session.
- International Women’s is being observed in the institution since last year i.e. from 2014.

- The students presented a Skit entitled “MY STORY” where the domestic violence against women in the family was reflected. The skit also presented ways to curbing domestic violence. The programme was highly appreciated by the audience.
- Inspiring documentary videos against human trafficking was shown.
- Poetry recitation programme on the theme ‘Women Empowerment’ was conducted.
- Special lecture on burning topics like domestic violence. Women empowerment, gender sensitization etc. are delivered at different intervals.
- Sexual harassment programme has been conducted exclusively for the newly admitted students

#### 6. Problems Encountered and Resources Required:

No effort is obstruction free. Similarly, the unit also faces some problems in the implementation and in conducting various activities in the institution. Firstly, the main problem was encountered in eliminating students out from their stereotyped governed traditional mind-set. The students were hesitated to share their problems with the unit. Secondly, lack of fund restrains the unit to conduct programmes. Thirdly, refresher courses, workshops and training for unit coordinator and other members are mandatory for effective execution and propagation of gender sexual harassment and discrimination in the society.

#### Resources required:

- Exclusive fund allocation for the unit.
- Human Resources or Professionals to impart training and counseling
- Irregular power supply in the college
- Personal projectors and other electronic devices for conducting programmes.

### 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:

#### **Environmental Conservation: One of topmost Priorities of the College.**

Sikkim Government College Rhenock resides on the lap of awe-inspiring beautiful mountains surrounded by lush green forests on all sides; it is indeed a visual treat for the beholders. The college exists in perfect harmony with nature. It believes that development should not be at the cost of nature. Hence the location proves to be a perfect ambience for teaching-learning process to take place.

To protect the sanctity of nature the college regularly organizes plantation drives with the active involvement of the students, faculty and administrative staff. World Environment Day is observed regularly on campus every year. The vision of the college is simultaneous co-existence of nature and development. While the whole universe wrestles with the problems of environmental degradation of all sorts, SGC Rhenock peacefully resides on the lap of Mother Nature.

The various wings of SGC Rhenock like the National Cadet Corps (NCC), National Service Scheme



(NSS), Eco Club regularly organize events such as Campus cleanliness drive, plantation drive. Creating awareness about the importance of nature has always been on the to-do list every academic session. Students are taught the importance and usefulness of the physical environment in the lives of human beings.

Sikkim being a perfect example of peaceful co-existence of nature, culture and adventure, SGC Rhenock has been working tirelessly towards this aim. The faculty leave no stone unturned to get the students enlightened towards the irreparable loss that our environment has suffered in the last few decades. Hence there are various proactive bodies who indulge towards making the environment clean, green and safe.

Firstly, the college always looks towards celebrating the World Environment Day on 5th June with loyalty and gusto. The students are informed ahead of time about the various duties they will be assigned on that particular day. The movement is not just supported by the teaching fraternity but the supporting staff's as well show equal interest and commitment towards dedicating the day to mother earth. Students are encouraged to prepare placards and short Skits and perform it within as well as outside the college premises to demonstrate the ill effects of our insatiability towards the environment. Over the years students have voluntarily come forward showing genuine interest towards making the day memorable by planting individual saplings around the institution and taking utmost care to nurture it until it is able to withstand the atrocities of nature.

Secondly, The National Service Scheme (NSS) and National Cadet Corps (NCC) wings of the college are constantly active towards maintaining the greenery within the college premises. They prepare charts and posters for the college wall magazine regarding environmental degradation that has occurred due to overuse of natural resources, loss of forests, extinction of animal and plant species, depletion of the ozone layer, air, water and soil pollution, loss of marine life and bio-diversity and so on. This gives an idea to the onlookers about how alarmingly our nature is depleting and that it is the responsibility of every individual to protect and conserve it. Further they are proactive in executing plantation drives around the institution on weekends with the involvement of college faculty and also laying Dustbins in various parts of the college to make the establishment litter free and clean. It is because of their sincere effort that the college welcomes all its visitors with an aura of freshness and hygiene. It acts as an exemplary body not just for its students but also for the locals.

Thirdly, the Nature club of SGC Rhenock is a dynamic body comprising of enthusiastic and resourceful members whose prime objective is to bring about innovations and novelty in maintaining greenery and cleanliness in the college. The club looks after gardening and putting flower pots at appropriate locations. One very recent innovative idea that the Nature Club came up with was to refrain from using plastic bottles and plates every time the college organises seminars and workshops. This move was lauded by all the guests and faculty members and it has thus far proven to be a success.

The college has made a praiseworthy effort over the years towards maintaining a clean and green campus thus giving it a unique and distinct reputation of being a nature loving institution. At SGC Rhenock we believe that there are no disadvantages of greenery. Greenery might increase insects but they don't pose as serious threats as the absence of greenery would.

## 5. CONCLUSION

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### **Additional Information :**

The main motto of our college is to cater the educational needs and aspiration of the students who are at the margin of the mainstream educational opportunity owing to the geographical location socio-economic background and rural set up. The real challenge of the college is to motivate the students in a rural set up, which faces frequent obstacles in power supply, internet connectivity and communication and transportation problem in the modern era.

### **Concluding Remarks :**

Government College Rhenock is the outcome of meticulous planning, clear vision and concepts, conceived and groomed by visionary leaders, academicians and civil society. The college is committed for excellence in academics, research and governance, with its young dynamic faculties and aspiring students. A detailed analysis of the criteria that are the indicators of an institution is given in the Self Study Reports of the College, uploaded on the NAAC website. Government College Rhenock is committed to coming up as a centre of excellence and Model College in North Eastern Region in the coming years.