



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ACHARYA PRAFULLA CHANDRA ROY GOVERNMENT COLLEGE

HIMACHAL VIHAR, MATIGARA

734010

www.apcrgc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Acharya Prafulla Chandra Roy Government College (APCRGC), nestled amidst the picturesque Himalayan foothills of North Bengal, has made a lasting impact in the region. Established in 2010, it is the first Government College under the Department of Higher Education, Government of West Bengal established after independence in North Bengal. The college is named after the illustrious Acharya Prafulla Chandra Roy, a notable Professor of Chemistry, whose pioneering contributions to chemistry and entrepreneurship left an indelible mark on India's scientific and industrial landscape, hence our college embodies his spirit of inquiry, innovation, and service to the society.

In its 13-year journey, our college has become a hub of learning, drawing students from across North Bengal and neighbouring regions. Affiliated with the University of North Bengal, we offer undergraduate honours courses across various disciplines. Through a diverse range of academic programs, state-of-the-art facilities, and co-curricular activities, the college equips students with the knowledge, skills, and perspectives necessary for excellence in their chosen fields. Whether in the sciences or social sciences, students are encouraged to embrace curiosity, face challenges, and strive for excellence.

At APCRGC, our dedicated educators actively engage in the teaching-learning process through a rich array of modalities, methodologies, and tools. Their commitment to fostering effective learning experiences ensures that students receive a well-rounded education. Whether it's interactive discussions, hands-on activities, multimedia presentations, or innovative assessments, our teachers strive to create an engaging and dynamic classroom environment.

The National Education Policy (NEP) 2020 heralds a transformative shift in India's educational landscape, aiming to revamp both school and higher education institutions (HEIs). One of the key aspects of the policy is the multi/inter disciplinary approach to education. As institutions grapple with the challenges posed by this ambitious policy, assessing their readiness for seamless implementation becomes crucial.

At APCRGC, as an affiliated institution under North Bengal University, we have proactively embraced this change and have started work. Values of integrity, compassion, and social responsibility are at the core of the college's ethos. Community engagement initiatives, service projects, and ethical leadership development programs instill in students a sense of purpose, empathy, and commitment to making a positive impact on the world.

Vision

Acharya Prafulla Chandra Roy Government College is aimed at imparting a holistic higher education to students coming from varied socio-economic and cultural background. We aim to provide them with ample learning experiences and opportunities, to guide them towards the optimum use of knowledge and skill, and to empower them to become enlightened, emphatic and socially responsible citizens for the nation. We strive to inculcate in our students values of integrity, inclusivity, dedication, freedom, love and confidence, thereby shaping them to be brave and competent agents of positive social transformation.

Mission

1. To promote a multilingual, multicultural co-educational learning environment that is conducive to the teaching-learning environment.
2. To foster academic and career success by nurturing critical thinking coupled with values-based principles. Through effective communication, creativity, and cultural awareness, we aim to create a learning environment that is safe, accessible, and affordable for all.
3. To recognize the diversity among our student population and strive to meet their needs by promoting equity and accountability. This entails establishing measurable learning outcomes, employing ethical data-driven decision-making processes, and ensuring students' achievement is at the forefront of our efforts.
4. Our institution is committed to the holistic development of our students, instilling in them habits, attitudes, and qualities essential for character building. We aim to empower students to embrace the responsibilities of dignified citizenship, equipping them with the strength to confront divisive tendencies that hinder the development of a unified, national, and secular perspective.
5. Central to our mission is the cultivation of various skills in personality development. By emphasizing interpersonal communication and fostering self-confidence, we facilitate the all-round development of enduring personalities among our students. This practice is integral to shaping individuals capable of thriving in diverse personal and professional settings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Acharya Prafulla Chandra Roy Government College in the foothills of Darjeeling has certainly made impressive strides in establishing itself as a hub of academic excellence and community engagement. Its strategic location provides a serene backdrop for students to focus on their studies and personal growth.
- The emphasis on teacher-student bonding is commendable, as it fosters a supportive environment for learning. This mentor-mentee relationship undoubtedly contributes to the overall development of the students.
- The college's commitment to academic excellence is reflected in the achievements of its students, many of whom have secured top positions in university merit lists and gained admission to the different prestigious institutions all over India. The well-equipped libraries, with their vast collection of books and digital resources, further enhance the academic experience for both students and faculty.
- The integration of Wi-Fi connectivity and ICT-enabled classrooms demonstrates the college's dedication to keeping pace with the digital age and providing modern learning facilities. Additionally, the involvement of alumni in supporting the college's initiatives speaks to a strong sense of community and shared responsibility.
- The college's efforts towards sustainability, including a pollution-free campus and various eco-friendly initiatives, are laudable. The presence of amenities like an well-equipped seminar hall, well-maintained canteen, and sports facilities adds to the overall campus experience.
- Moreover, the college's commitment to lifelong learning through its distance education center and the establishment of various committees ensures a safe and inclusive campus environment for all students.
- Overall, this Government College has established itself as a beacon of academic excellence and community engagement in North Bengal, contributing significantly to the educational landscape of the region.

Institutional Weakness

- Transfer of government employees, especially educators, in the middle of an academic session presents significant challenges, especially within the Choice Based Credit System (CBCS) framework in college education. Such transfers disrupt the continuity of teaching and learning processes, impacting syllabus completion already structured within specific timelines.
- The college faces significant challenges due to its location near the foothills of Darjeeling. Heavy rainfall and high humidity can cause damage to buildings, books, and electronic equipment, particularly during the rainy season.
- The institute lacks academic autonomy at the undergraduate level, with minimal contribution to curriculum designing and modification. However, teachers, as members of the Board of Studies, partially fill this gap.
- The college is yet to establish a spacious auditorium and open-air stage to accommodate the numerous cultural activities organized throughout the academic session.
- Although the college has installed closed-circuit cameras, they are insufficient for comprehensive surveillance. The scarcity of security personnel hampers adequate vigilance within the college premises.
- All departments in the college require additional teachers to enhance the effectiveness of the teaching-learning process.
- Library automation needs to be fully implemented, which may be achieved by filling vacant positions of library staff, including the librarian.
- There is a shortage of non-teaching staff in different departments, such as laboratory assistants and Group D employees, which needs to be addressed.
- The Principal's office requires additional staff, such as head clerks, upper division clerks, Group D employees, and sweepers, for the smooth functioning of academic and administrative activities.
- The institution lacks hostels for both male and female students.
- The absence of a sufficient playground hinders students' overall development. Establishing a larger playground would encourage students to participate more actively in sports.

Institutional Opportunity

- The College will strengthen the existing mentoring system by inviting professional counselors on a regular basis to provide specialized support for students dealing with psychological issues after lock down period. This could involve setting up counseling sessions, workshops, or support groups tailored to address mental, physical health challenges.
- The college leverage the rich cultural and natural resources of Darjeeling foothills areas to foster interdisciplinary research ventures. Encourage faculty and students to explore sociological, anthropological, and geomorphological research opportunities tied to the region's unique landscape and heritage.
- Expand the resources available through the N-LIST program and other avenues to further support academic activities and research work. Consider investing in digital resources, online databases, and electronic journals to complement traditional library holdings.
- Advocate for increased support from the State Government and other stakeholders, including alumni

associations, to facilitate the horizontal and vertical expansion of departmental facilities. This could involve infrastructure upgrades, equipment procurement, and the creation of new departments to meet emerging academic needs.

- Build upon the existing NSS initiatives to expand outreach efforts and community engagement activities. Identify areas for collaboration with local organizations, NGOs, and government agencies to address pressing social issues and contribute to sustainable development in the region.
- Explore opportunities to utilize fallow land assets for infrastructural development projects aligned with the college's strategic goals. This could involve partnerships with other government agencies or community-based projects aimed at enhancing campus facilities and amenities.
- Initiate the process for opening new departments in response to emerging academic trends, industry demands, or student interests. Collaborate with government agencies, academic experts, and industry partners to assess feasibility, develop curriculum frameworks, and secure necessary approvals.
- Embrace advancements in communication technologies such as internet connectivity, digital libraries, and video conferencing classrooms to enhance teaching, learning, and research activities. Invest in infrastructure upgrades and training programs to ensure effective utilization of these tools across departments.
- Foster collaborations with reputable universities, research organizations, and industry partners in West Bengal and beyond. Explore opportunities for joint research projects, knowledge exchange programs, and consultancy services leveraging the institute's expertise and location advantages.
- Strengthen alumni relations initiatives to promote engagement and participation in quality improvement efforts. Establish alumni networks, mentorship programs, and career development opportunities to leverage the expertise and resources of former students in supporting current students' academic and professional growth.

Institutional Challenge

- The College's foremost challenge lies in preserving and showcasing its distinctive legacy across both its academic curriculum and extracurricular pursuits. Simultaneously, the institution is strategically aligning itself with the future, aspiring to embrace emerging disciplines and realms within higher education, thereby cultivating a truly global academic environment.
- Securing permissible funds for various development programs remains a perennial challenge for a solely government-funded college, which lacks the autonomy to access or generate its own funds.
- Teaching cannot be considered comprehensive without complementing it with research endeavors. Research enriches the quality of teaching by delving deeper into subjects, and engaging students in research activities can empower them to grasp the truth and reality of the subject matter. A notable portion of our faculty is deeply engaged in conducting research and regularly publishing their original work in esteemed journals and books. Upholding this spirit within the College poses a significant challenge. Additionally, the institution's distance from central research hubs somewhat impedes the cultivation of a robust research environment in this region, presenting a challenge that we must acknowledge and address.
- Academic planning for undergraduate programs is predominantly directed by the University of North Bengal, although the College remains open to receiving proposals and suggestions. Staying abreast of current trends poses a challenge in this regard.

- Achieving a higher status and greater autonomy necessitates structural and statutory adjustments. Formulating a comprehensive long-term perspective plan, supplemented by short-term sub-plans, hinges on aligning with State Government policies, as the College operates within the framework of state regulations governing staff recruitment, finances, and operations. Nevertheless, the State Government encourages proposals for advancement and development.
- While the academic performance of our students is commendable, there's still room for improvement. Retaining and elevating this level of excellence presents a challenge.
- Initiating internships within the industry has begun, albeit on a modest scale, but faces hurdles due to the distance of our town from industrial hubs.
- Balancing the diverse demands of academic and industrial sectors to produce employable undergraduate students remains a priority.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Acharya Prafulla Chandra Roy Government College (APCRGC), affiliated with the University of North Bengal, adheres to the undergraduate curriculum and evaluation system outlined by the University. Some faculty members actively contribute to curriculum development as members of the Undergraduate Board of Studies of the University. APCRGC operationalizes the curriculum within the overarching framework provided, adapting it uniquely based on factors such as resource potential, institutional goals, and specific concerns.

- APCRGC's approach to curriculum development is commendable. By actively involving faculty members in shaping the curriculum, the college ensures relevance and alignment with institutional goals.
- The well-documented processes, such as academic calendars and continuous evaluation mechanisms, contribute to effective curriculum delivery.
- Leveraging digital resources and a Learning Management System (LMS) underscores the institution's commitment to timely syllabus completion.
- Incorporating value-added and certificate courses enhances the curriculum. This flexibility allows students to explore interdisciplinary options and broaden their horizons.
- We follow Mentor-Mentee system which further enriches student experiences, providing personalized guidance and support.
- APCRGC's diverse teaching strategies, beyond traditional lectures, foster an interactive classroom environment. Participative, problem-solving methodologies, assignments, and ICT-enabled lectures contribute to holistic learning.
- Remedial classes play a crucial role in enhancing the teaching-learning quality.
- The college swiftly shifted to YouTube and online interactive classes during the pandemic demonstrates its commitment to uninterrupted education.
- The college focussed on identifying weak students and providing remedial classes.
- APCRGC recognizes the importance of holistic development. Meticulously planned extracurricular activities complement the academic curriculum.
- Excursions and industry visits enhance practical skills and subject understanding.
- Students' involvement in preparing wall magazines showcases their awareness of academic topics and contemporary issues. This creative approach fostered engagement and critical thinking.

- The recent implementation of an LMS by APCRGC reflects the college's commitment to modernizing education delivery.
- Using the LMS facilitates seamless communication, resource sharing, and assignment submissions.
- The college has multifaceted approach which ensures academic excellence, student well-being, and a vibrant learning environment. We have undying dedication to empower students.

Teaching-learning and Evaluation

- APCRGC offers admission to 12 UG-Honours courses complying all the norms of Department of Higher Education, Govt. of WB and the affiliating University including the reservation policy of state and central government. In the last five years, more than 70% of sanctioned seats were filled-up crossing 80% in the year 2019-20.
- Our Student profile reflects the representation of students from different regions of WB, other states and even from neighbouring countries. Students from different socio-economic backgrounds are well represented in last five years showing around 67% of reserved seats being filled-up, peaking to about 80% in the year 2020-21.
- Lower student-teacher ratio (11-17% with 15% in 2022-23) helps to maintain a healthy one-to-one mentoring relationship. Faculties often apply different learner-centric modalities and digital resources to provide quality education to the students.
- In last 5 academic sessions, more than 80% of the 53 teaching posts approved by the state government was filled up. 56 faculties served / are serving this institution during last 5 years. Of them, 25 have PhD, 1 with M. Phil and others have NET/SLET/SET as their highest qualification.
- Competence of our students is monitored by continuous evaluation as per CBCS system. Both end-semester theory and practical examinations are conducted following the university examination routine.
- IQAC prepare the PO while PSO and COs of different programmes are prepared by the respective departments. Subsequently, those are uploaded in the college website. PO-CO mapping was done using online portal system.
- Annually CBCS sub-committee evaluates POs, PSOs and COs and determine the attainment level. A summary of average attainment level of the final year students of each department are sent to their respective departments for further analysis. For CBCS students, attainment of COs were also evaluated using online portal system. Progression of a large proportion of students to higher education and placement in various government and private sectors reflects the attainment of POs and COs.
- 95% pass percentage of the final year students in the university examination indicates excellent performance of our students during the last five years.
- Effectiveness of our teaching-learning and evaluation system are judged regularly by students' feedback. This is of immense help not only to improve the system further but also to achieve overall quality enhancement of the institution.

Research, Innovations and Extension

- This Institute was established to cater to the need of the educational aspirants of this region of North Bengal through imparting focused education in science and humanities. In addition to this, the teaching and non-teaching staffs continuously extend their cooperation for the socio-environmental development of the surroundings, as well as the holistic development of the students.

- Faculty members are steadily working to create a mark in the field of research and innovation in their specialized domain. Receiving of considerable amount of project grants in last five years has been a primary achievement in this regard.
- The other bright side of the research activities is the amount of research output in the form of publications in peer reviewed journals, books/book chapters and participation and contribution in International/National conference/seminar proceedings have been made in the last five years.
- To motivate faculty for doctoral and post-doctoral research. Out of 25 doctoral faculty members, 8 faculty members have completed their Doctoral degree in the assessment period, 2018-2023 i.e. 32% of total doctoral faculty members.
- One of our faculty members received an invitation of visiting associateship of inter-university centre for astronomy and astrophysics (IUCAA, Pune).
- Officer-in-Charge of our college has engaged for the INNOVATION HUB of North Bengal Science Centre, Government of India, as Local Advisory Committee Member.
- The Institute has many Memorandums of Understanding (MoU) with other reputed academic institutions, primarily to develop collaborative research and development activities both for the students and faculty members.
- College organizes awareness workshops on IPR for the faculty by inviting experts from concerned Govt. agencies. Awareness programmes on drug abuse, wearing seat belt, dengue awareness, blood donation was performed by our students in the local area.
- The students of the College had achieved a remarkable glory, bagging the first position in the district at Youth Parliament Competition, 2022-23. In 2021, the College was awarded the second prize in the district for successfully executing the “Kanyashree Prakalpa”.
- The students secured 2nd and 3rd positions in Yuva Utsav, 1st and 3rd in Quiz Contest (state level), 1st in Bharat Sanskrit Utsav (International) and 1st in state Carrom Tournament (state level) and 8th in Junior National carrom Championship (National level).

Infrastructure and Learning Resources

- The college campus spread across three floors, it accommodates 33 classrooms and 7 staff rooms, strategically allocated among 11 undergraduate departments. Thirteen classrooms are equipped with ICT facilities, while two are advanced smart classrooms, fostering interactive and technology-driven learning experiences.
- Departments like Botany, Chemistry, Computer Science, Physics, and Zoology boast cutting-edge laboratories facilitating hands-on experimentation and research. The Zoology Department particularly shines with its four well-equipped laboratories, including two financed by the BOOST Scheme, showcasing advanced instruments such as Gel Documentation Systems and Cryo-centrifuge machines, alongside an impressive Animal Museum.
- Technology seamlessly integrates into the academic ecosystem, with faculty and students utilizing Learning Management Systems (LMS) and Google Classroom through computers for skill enhancement and lesson execution. Each faculty member is equipped with a VIDWAN ID, enhancing their professional recognition.
- An air-conditioned seminar hall, equipped with an LCD projector, caters to various activities. Outdoor sports facilities include basketball, volleyball, cricket, and football grounds, while indoor games like carrom, badminton, and table tennis cater to diverse interests.
- Adequate parking, separate common rooms for genders, drinking water facilities on each floor, energy-

efficient lighting, waste segregation bins, wheelchair accessibility, and fire extinguishing systems ensure a safe and inclusive environment for all.

- The annexe building housing the central library, IQAC office, Sick-room, Yoga room, Sports room, Alumni room, and facilities for Divyangjan, showcasing a commitment to holistic student welfare.
- The canteen complements these efforts by offering healthy food options and pure drinking water, practicing waste segregation for vermicomposting. Rainwater harvesting units and CCTV surveillance enhance sustainability and security across the campus, fostering a vibrant and conducive learning ecosystem.
- In terms of library as learning resources, the institution utilizes Athen OS online library management software, with plans for additional integrated management software like RFID-based koha. The library boasts over 8000 cataloged and barcoded books, accessible through the Online Public Access Catalogue (OPAC) on the college website. Barcoded digital library cards facilitate book access for students. The library website provides access to various open educational resource repositories, e-newspapers, e-books, e-journals, and other academic databases. Seminar libraries in each department further supplement resources for students. Additionally, a spacious reading room encourages healthy reading habits among students.

Student Support and Progression

- Over the past five years, numerous students have benefited from scholarships and free-ships provided by both governmental and non-governmental agencies, as well as philanthropists. These include merit cum means scholarships, minority scholarships, and fee concessions. Additionally, the low tuition fees offered by the college, being a government institution, have greatly facilitated access to education.
- The college offers a range of certificate, add-on, and value-added courses through collaborative efforts. Notably, courses in Computer Applications and Functional English have garnered praise for their utility and relevance.
- A dedicated Guidance and Career Counseling Cell conducts programs to assist students in preparing for competitive examinations and making informed career choices.
- The Grievance Redressal Committee addresses academic concerns raised by students, ensuring timely resolution. Furthermore, the Internal Complaints Committee handles issues related to sexual harassment within the college premises, fostering a safe and supportive environment for all students. The Anti-Ragging Committee actively campaigns against ragging, while the ICC works to raise awareness about and prevent sexual harassment.
- A substantial portion of students opt for further education in renowned institutions. Their transition to higher studies stands at an impressive rate of approximately 59%. Notably, many gain admission to nationally acclaimed institutions such as IITs, NITs, Central Universities, and research facilities, while others secure promising employment opportunities. Remarkable accomplishments encompass stellar performance in university examinations, successful admissions to esteemed institutes like IITs and NITs, as well as recognition for prowess in sports, cultural endeavours, debates, and quizzes.
- Institution also takes initiative to educate the students on modern day ICT facilities, Life skills, Soft skills, Language and Communication skills which are the unavoidable skillset in this modern era.
- The college maintains strong ties with its alumni, who contribute to its development through various initiatives such as funding for beautification projects. The Alumni Association remains actively involved in supporting the college's ongoing endeavours.

Overall, A.P.C Roy Govt. College, Siliguri, continues to provide robust student support, facilitating personal growth and academic success through diverse initiatives and opportunities.

Governance, Leadership and Management

- In alignment with its Vision and Mission, the institution, under effective and efficient leadership, formulates policies on various academic and administrative activities. Decentralized governance fosters a participative system where collective decisions are made through periodic meetings, ensuring comprehensive planning and organization of college activities. Recent adoption of NEP-2020 has prompted the college to initiate measures for policy formulation.
- Operational autonomy is granted to foster a decentralized and participative governance system. Major decisions spanning development, infrastructure, financial management, academic affairs, admissions, e-governance, administration, and collaborations are made in consultation with IQAC and various subcommittees. The organizational setup reflects decentralized management across academic, administrative, financial, cultural, and sports wings, collaborating to provide student support and services. Convenors, coordinators, and HODs provide leadership at various levels.
- Progressive initiatives undergo meticulous planning, initially proposed in meetings of academic subcommittees, Teachers' Council, or IQAC, and subsequently approved by higher authorities.
- The IQAC plays a pivotal role in upholding the quality of the teaching-learning process and enhancing the overall academic environment by continually updating activities and motivating stakeholders to sustain effective practices.
- As a government institution financed by the Government of West Bengal, the college receives yearly allotments categorized into Non-plan and Plan heads. Emphasis is placed on imparting quality occupational skills through strategic planning, fostering an entrepreneurial mindset among students, and ensuring career counseling and placement support in alignment with NEP objectives.
- The college endeavors to align institutional practices with its vision and mission, promoting decentralization and participation in governance through a committee system. Collaboration with the University of North Bengal facilitates NEP implementation. Adherence to policies framed by the Department of Higher Education, Government of West Bengal, guides institutional operations, including e-governance initiatives.
- Teaching and non-teaching staff benefit from welfare measures initiated by the Department of Higher Education. Performance appraisal systems and professional development programs ensure continual staff growth.
- An active IQAC monitors teaching and learning processes, conducts departmental assessments, and formulates action plans for continuous improvement. MOUs with various institutes and participation in quality assessments like NIRF rankings and ISO certification reinforce the institution's commitment to quality assurance.
- Regular financial audits ensure transparency and accountability, while MOUs foster collaborative quality initiatives, enhancing the institution's overall stature and effectiveness.

Institutional Values and Best Practices

- APC Roy Government College stands firm in its commitment to its core values of social responsibility, inclusiveness, communal harmony, and environmental consciousness while imparting high-quality education to the youth of our region. The observance of important national, regional, and international

days fosters feelings of national pride and cultural heritage appreciation among our students.

- Awareness about constitutional duties, rights, and responsibilities is actively promoted through various platforms such as the Electoral Literacy Club and Youth Parliament, ensuring the cultivation of knowledgeable and empowered citizens. Inclusivity and equity across gender, race, ethnicity, language, religion, and disability remain central to our institution's ethos. We strive to provide a safe and supportive environment for all members of our college community through initiatives like the ICC, Tista Cell for gender sensitization, Student Service Center, and Equal Opportunity Committee.
- The college is committed to maintaining a well-lit, clean campus with robust CCTV surveillance and security personnel to ensure the safety of everyone on campus. Recognizing our role in fostering environmental stewardship, we have developed a comprehensive policy document on 'Environmental Consciousness, Sustainability Practices, and Energy Usage,' guiding our efforts towards eco-friendly practices and energy efficiency.
- One of our best practices involves sensitizing students to eco-friendly practices and entrepreneurship skills, recognizing the importance of sustainable practices in today's market-driven society. We also undertake student profile mapping to better understand and address the diverse challenges faced by our students, ensuring their holistic development through another best practices.
- Our commitment to environmental sustainability is further demonstrated through the use of energy-efficient alternatives such as solar street lights and LED bulbs, as well as promoting eco-friendly transportation options like bicycles and e-rickshaws. Rainwater conservation practices are actively encouraged, and regular green and energy audits are conducted to assess and improve our environmental performance.
- Finally, our dedication to providing holistic and affordable education extends to underprivileged youth in remote areas, including tribal belts, tea gardens, and small towns. Our vibrant NSS unit leads various extension activities, embodying our commitment to serving the broader community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACHARYA PRAFULLA CHANDRA ROY GOVERNMENT COLLEGE
Address	Himachal Vihar, Matigara
City	Siliguri
State	West Bengal
Pin	734010
Website	www.apcrgc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Mayukh Sarker	0353-2571340	9434327950	-	apcrgc@apcrgc.org
IQAC / CIQA coordinator	Dilip Maji	0353-2571341	7980834685	-	iqac@apcrgc.org

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of North Bengal	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	12-08-2011	View Document
12B of UGC	05-07-2016	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Himachal Vihar, Matigara	Rural	2.02	7374

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted

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UG	BSc,Zoology	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali,Nepali	40	31
UG	BA,Bengali,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	Bengali	49	17
UG	BSc,Botany,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali	40	31
UG	BSc,Computer Science,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali,Urdu	40	32
UG	BSc,Chemistry,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali	40	30
UG	BA,English,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English	49	35
UG	BA,Political Science,	48	Passed Higher	English,Hindi,Bengali	49	35

			Secondary, ISC, CBSE or its equivalent examination			
UG	BSc,Physics,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali	40	23
UG	BA,Sociology,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali,Nepali	49	33
UG	BA,Economics,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali,Nepali	11	4
UG	BSc,Economics,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali,Nepali	37	5
UG	BSc,Mathematics,	48	Passed Higher Secondary, ISC, CBSE or its equivalent examination	English,Hindi,Bengali	40	25

Position Details of Faculty & Staff in the College

Self Study Report of ACHARYA PRAFULLA CHANDRA ROY GOVERNMENT COLLEGE

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				9				43			
Recruited	0	0	0	0	5	4	0	9	21	9	0	30
Yet to Recruit	1				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	1	4	0	5
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				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

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	2	0	9	3	0	19
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	2	0	10	6	0	18
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	362	1	0	0	363
	Female	381	4	0	1	386
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	34	22	34	47
	Female	41	24	35	26
	Others	0	0	0	0
ST	Male	7	5	7	8
	Female	18	9	13	8
	Others	0	0	0	0
OBC	Male	27	18	31	23
	Female	24	7	18	28
	Others	0	0	0	0
General	Male	67	66	47	61
	Female	79	75	81	85
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		297	226	266	286

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The initiatives undertaken by APC Roy Government College in alignment with the National Education Policy (NEP) 2020 demonstrate a proactive approach towards embracing the multidisciplinary paradigm
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and addressing the challenges posed by the new educational framework. Here's a breakdown of the key points and implications:

1. **Implementation of Multidisciplinary Courses (MDC):** The introduction of MDCs may reflect a departure from traditional learning towards a more holistic educational approach. By offering a diverse array of topics spanning various disciplines such as Gender Studies, Sports Management, Cognitive Science, and more, the college will provide students with opportunities for interdisciplinary exploration and learning.
2. **Value Added Courses (VAC):** The inclusion of VACs like Environmental Education, Understanding India, and Digital Marketing further enriches students' educational experiences by imparting additional skills and knowledge beyond the core curriculum. This emphasis on holistic education aligns with the overarching goals of NEP 2020.
3. **Faculty Involvement and Curriculum Design:** The active involvement of faculty members in the design of the new curricula underscores their commitment to ensuring the quality and relevance of education. Their participation in discussions and brainstorming sessions reflects a collaborative effort to align educational offerings with the objectives of NEP 2020.
4. **Integration into Educational Clusters:** Being going to be designated as a 'hub' college within an educational cluster highlights the college's role as a focal point for collaboration and knowledge-sharing among institutions. Vertical collaboration with 'spoke schools' facilitates the dissemination of best practices and resources, fostering a supportive ecosystem for educational innovation and development.
5. **Collaborative Activities and Initiatives:** The organization of seminars, exposure visits, vocational training, and cultural programs in collaboration with other institutions within the cluster underscores the college's commitment to fostering holistic development and experiential learning opportunities for students. These initiatives promote cross-pollination of ideas and experiences, enriching the learning environment for all stakeholders involved.
6. **Mentorship and Support:** The mentorship provided by a mentoring university further strengthens the collaborative framework by offering guidance and support to educational clusters. This mentorship ensures continuity and coherence in the implementation of initiatives outlined in NEP 2020,

	<p>facilitating the achievement of shared goals and objectives. Overall, APC Roy Government College's initiatives exemplify a proactive and collaborative approach towards embracing the multidisciplinary ethos of NEP 2020. By leveraging the strengths of educational clusters and fostering a culture of innovation and collaboration, the college is well-positioned to navigate the challenges and opportunities presented by the evolving educational landscape.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>We are thrilled to announce the introduction of the Academic Bank of Credits (ABC) at APC Roy Government College, under the University of North Bengal. The ABC system represents a groundbreaking advancement in our educational framework, aimed at fostering a more flexible and student-centered approach to learning. Some of the key features of the ABC implementation include:</p> <ol style="list-style-type: none"> 1. Flexibility in Course Selection: Students now have the freedom to select courses based on their interests and career aspirations, enabling a more personalized educational experience. 2. Credit Accumulation: Every completed course earns students credits, which are securely stored in the Academic Bank. This transparent record allows students to track their academic progress throughout their program. 3. Interdisciplinary Learning: The ABC system encourages interdisciplinary exploration by allowing students to accumulate credits from various fields of study, promoting a well-rounded education. 4. Credit Transferability: Credits earned through the ABC system are transferable within the university, facilitating smooth transitions between departments or campuses. 5. Personalized Learning Paths: With the ABC system, students have the flexibility to design their own learning paths, enabling them to explore diverse subjects and develop a broad skill set. <p>The introduction of the ABC system at APC Roy Government College is fully aligned with the vision outlined in the National Education Policy (NEP) 2020, particularly its emphasis on providing "multiple entry and exit points" in higher education. By creating a digital platform for storing credits acquired across disciplines and timeframes, the ABC system empowers students to chart their academic trajectories according to their individual interests and aspirations. Building upon the foundation laid by the</p>

	<p>Choice Based Credit System (CBCS), this was previously in place at all colleges under University of North Bengal. The ABC system further enhances the flexibility and adaptability of higher education. The successful enrolment of students into the ABC system signifies a significant leap forward in empowering learners and meeting the evolving needs of the new generation. By providing students with greater autonomy over their educational journey, ABC is poised to play a crucial role in realizing their aspirations and preparing them to address future challenges effectively. In conclusion, the implementation of the Academic Bank of Credits underscores APC Roy Government College's dedication to embracing innovative educational practices and cultivating a student-centric learning environment in accordance with the objectives of the NEP 2020.</p>
<p>3. Skill development:</p>	<p>The emphasis on skill development in education, as highlighted by the National Education Policy (NEP), reflects the imperative of preparing students for a dynamic and competitive global landscape. APC Roy Government College's proactive approach to prioritizing skill-based learning aligns with this vision, recognizing the importance of equipping students with practical skills essential for success in a skill-based economy. By offering certificate courses aimed at enhancing students' competency in computer and linguistic skills, the college addresses the growing demand for proficiency in these areas, which are increasingly vital in today's digital and globalized world. Moreover, the integration of Skill Enhancement Courses (SEC) across subjects under the Choice Based Credit System (CBCS) curriculum and their continuation in the new Four Years Undergraduate Programme (FYUGP) underscores the institution's commitment to fostering holistic skill development among students. The signing of Memorandums of Understanding (MoUs) with other institutions further enhances the college's capacity to provide diverse skill-building opportunities, leveraging external expertise and resources to augment students' skill sets. Additionally, the inclusion of vocational courses in areas such as Beauty and Wellness, Hospitality Management, and Office Administration may expand students' career pathways and equips them with practical skills</p>

	<p>relevant to industry demands. The incorporation of courses focusing on soft skills, personality development, and community engagement through NSS reflects a holistic approach to skill development, recognizing the importance of interpersonal and leadership skills alongside technical competencies. This comprehensive approach not only enhances students' employability but also nurtures their personal and professional growth, empowering them to thrive in the evolving socio-economic landscape. Overall, APC Roy Government College's commitment to skill development through a diverse array of certificate courses, SECs, vocational programs, and strategic partnerships reflects a forward-thinking approach to education that aligns with the goals of the NEP and prepares students to excel in an increasingly competitive and dynamic world.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>It's commendable to see APC Roy Government College taking such proactive steps to integrate Indian knowledge systems into its curriculum and fostering a rich cultural and linguistic environment within the institution. By organizing activities like Yoga and meditation workshops, cultural programs, and incorporating Indian culture, literature, arts, and aesthetics into the syllabi, the college is not only preserving but also promoting the diverse heritage of the country. Courses such as Indian Classical Literature, Indian Writing in English, Indian Literature in Translation, Understanding India, and Postcolonial Literature are essential for students to gain a comprehensive understanding of the country's cultural and literary landscape. These courses help students appreciate the nuances of Indian society, history, and thought. The decision to utilize multiple vernacular languages, such as Bengali, Nepali, and Hindi, alongside English, as mediums of instruction is particularly noteworthy. This approach not only facilitates better communication between teachers and students but also ensures inclusivity by accommodating students who may face challenges with English as a medium of instruction. Additionally, allowing students the option to write their semester-end examinations in their mother tongue further promotes inclusivity and accessibility. Encouraging contributions in multiple languages for the college magazine reflects a commitment to</p>

	<p>celebrating linguistic diversity and providing a platform for students to express themselves in their preferred language. Overall, these initiatives not only enrich the educational experience of students but also contribute to the preservation and promotion of India's rich cultural and linguistic heritage.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college is undergoing a significant transformation in its educational approach, moving from a traditional model to one based on Outcome-Based Education (OBE). This shift involves restructuring not only the curriculum but also the roles of teachers and the support systems in place for students. Some of the key elements and initiatives are</p> <ol style="list-style-type: none"> 1. Programme Outcomes (POs) and Objectives: These are defined at the beginning of each subject or course, providing clarity on what students are expected to achieve by the end of their studies. This helps align teaching and learning activities with desired outcomes. 2. Course Objectives and Learning Outcomes: Similarly, each paper or course outlines specific objectives and learning outcomes, detailing what students should know or be able to do upon completion. This guides instructional design and assessment. 3. Teacher as Facilitators: Teachers now see themselves as facilitators rather than just providers of knowledge, helping students navigate their learning journey and achieve mastery in their chosen fields. 4. Mentor-Mentee Program: This program provides personalized support to students, offering guidance and assistance throughout their academic journey. 5. Career Counselling Cell: Active career guidance helps students align their academic pursuits with their career goals, enhancing their motivation and engagement. 6. Infrastructure Enhancement: Improvements in infrastructure, such as internet access, ICT-enabled classrooms, seminar halls, and digitization of library resources, create an environment conducive to learning and research. 7. Innovation Ecosystem: This system fosters creativity, entrepreneurship, and innovation among students, preparing them for real-world challenges and opportunities. 8. Skill Development Programs: These programs equip students with the practical skills and competencies needed for their chosen professions, enhancing their employability. 9. MoUs with Other Institutions: Collaborations with other institutions facilitate knowledge exchange, research partnerships,

	<p>and opportunities for interdisciplinary learning. 10. Multi/Interdisciplinary Curriculum: Emphasizing multidisciplinary approaches ensures that students gain a holistic understanding of their field, preparing them to tackle complex problems from multiple perspectives. Overall, the transition to the OBE model reflects a commitment to student-centered education, focusing not only on academic outcomes but also on holistic development and readiness for the workforce or further study. By aligning curriculum, teaching practices, and support services with clear learning objectives, your college is positioning itself to better meet the needs and aspirations of its students in a rapidly evolving global context.</p>
6. Distance education/online education:	<p>It's evident that in the wake of the pandemic and the subsequent shift towards online education, college has recognized the immense potential for knowledge dissemination through virtual means. This transition has seen a surge in the adoption of digital platforms such as Google Meet, Google Classroom, Zoom, and even messaging apps like WhatsApp for conducting classes, webinars, workshops, and training sessions. Various online programs, including webinars and certificate courses, have been organized to cater to the evolving needs of students. For instance, webinars focusing on entrepreneurship, certificate courses covering computer basics, office software applications, communication skills, generative AI, cloud computing, and even lectures on understanding India have been instrumental in enriching the educational experience of students. Distance and online education offer significant advantages in terms of flexibility and freedom, aligning well with the multi/interdisciplinary approach, skill development, and outcome-based education (OBE) emphasized by the National Education Policy (NEP). By leveraging these platforms, colleges can expand the pool of knowledge accessible to students while fostering independent thinking and self-directed learning. Overall, the integration of online education has not only addressed the challenges posed by the pandemic but has also emerged as a catalyst for innovation and enhancement in the teaching-learning process.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, As per the guidelines of District Election Commission, the Electoral Literacy Club (ELC) has been set up on 25.08.2021 at Acharya Prafulla Chandra Roy Government College. ELC of Acharya Prafulla Chandra Roy Government College aims at promoting electoral literacy among all the age groups through informative and engaging session in a non-political and neutral manner. The ELC was set up with the objective of targeting new voters (Between 18 to 21 years old) pursuing graduation. All the regular students of the College are the members of ELC club of APC Roy Government College</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the club is functional and representative in character. The student's coordinator, coordinating faculty members are appointed by the college and are renewed annually. Dr. Tabesum Begam, Assistant Professor, Department of Political Science, is the acting Nodal officer of the Club. Other member teacher of this club is Mrs. Aabriti Sonar, Assistant Professor, Department of Economics. The ELC have been functional in the college for past 3 years. Every student of the college is the member of ELC Club. However to assist Nodal officer Gargi Haldar (BA Political Science, IV Semester) and Subrojyoti Pramanik (BA Political Science, IV Semester) are appointed as 'Campus Ambassadors' of the Electoral Literacy Club. The members of the club include students from marginalized social groups in addition to students of all classes, genders, and differently abled. The club is run by an elected body from different classes, genders and academic programmes. The student representatives are Subrajyoti Pramanik (6th Sem, Political Science,) Rip Saha (4th Sem, Economics), Gargi Halder (4th Sem, Political Science), Indrajit Biswas (4th Sem Zoology), Subha Narjinary (4th Sem, Botany).</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,</p>	<p>ELC, Acharya Prafulla Chandra Roy Government College (APCRGC) is made up of the Chairperson, Nodal Officers, Faculty Members, and Student Members, has actively participated in all of the programs of Election Commission of India has put on to educate students about the Constitution of India, the Election Commission of India, new voter registration, electoral procedures, etc. The Activities conducted by ELC, APCRCG since 2021 academic</p>

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>session are as follows: Electoral activities conducted during academic session 2021-23 • Programs on Celebration of National Constitution Day, Significance of voting rights in democratic system, Celebration of ‘National Voters Day’,” through an awareness program on Fundamental Rights of Indian Citizen, sensitization program on New Voters registration through a play, Making of Democracy Wall. Other Activities • Exhibition on Panchayati Raj, Inter College Youth parliament Competition (2022)-Winner, Quiz-Runner Up, Extempore-Runner up, etc. • There is an Official WhatsAapp Group for efficient operation of ELC-related activities.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>• Play on Awareness on Voters Day was conducted by Students of ELC on 25.01.2023 • Field Survey on participation in electoral processes of GhoklaJote Village, Matigara, Siliguri , West Bengal in collaboration with NSS Unit, APCRGC on 20.02.2023.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Initiatives have been taken by the College as well as ELC to register eligible students for new voter card on 08.02.2023 The ELC's electoral club conducts routine surveys to determine the number of qualified candidates who are prepared to be added to the voter rolls. They also actively work to register new voters as soon as possible and obtain voter cards to be issued in their names. Additionally, ELC has been working diligently to educate people about the electoral process and the different facets of their civic obligation to vote.The institution also makes an effort to educate students about how to vote and the workings of electronic voting machines in order to empower each student to vote responsibly and support the development of a robust democracy in the country.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
656	640	719	619	465

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 56

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	43	43	42	43

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
37.58944	18.58653	14.16247	170.60071	100.40417

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Acharya Prafulla Chandra Roy Government College (APCRGC), affiliated with the University of North Bengal, meticulously adheres to the undergraduate curriculum and evaluation system outlined by the University where some faculty members actively contribute to curriculum development as members of the Undergraduate Board of Studies of the University. APCRGC operationalizes the curriculum within the overarching framework provided, adapting it uniquely based on factors such as resource potential, institutional goals, and specific concerns.

Planning of the curriculum:

The institution ensures smooth curriculum implementation through a centralized Master Routine and departmental timetables. This amalgamation ensures proper academic planning, balancing syllabus coverage with the academic calendar of the institution. Leveraging digital resources and a Learning Management System (LMS), the institution ensures timely completion of syllabi for all courses within the University's allocated timeframe. Departmental faculty collaboratively prepare routines and distribute syllabi at the session's onset. Adhering to UGC and University regulations, number of classes, class durations, and other norms are maintained across all the departments. The institute enhances its curriculum by incorporating timely value-added and certificate courses, employing a flexible academic strategy to facilitate interdisciplinary options and horizontal mobility. The Mentor-Mentee system enriches student experiences in each academic session. Evaluation comprises continuous internal assessments and end-semester examinations, integral to the Choice Based Credit System (CBCS) introduced in 2018. Internal assessment carries 20% weightage, including academic performance and attendance. Deadlines for internal assessments are diligently followed. In addition to academic pursuits, the institution prioritizes extracurricular activities to foster holistic development among students. Various activities are meticulously planned to complement the academic curriculum and enhance students' overall skill set.

Implementation of the Plan:

Diverse teaching strategies apart from the chalk and talk method, participative & problem solving methodologies, assignments, experimental methodologies, including ICT-enabled lectures and seminars, maintain an interactive classroom environment. Tutorial classes are followed to enhance the teaching-learning quality of the institute. During the COVID-19 pandemic, institutes organized YouTube and online interactive classes to maintain the continuity of education in unforeseen circumstances. Institute take active role to identify weak students by evaluation of PO-CO attainment level and facilitate them with remedial classes. Timely and modern topics are addressed through the provision of value-added and

certificate courses offered to the students on a regular basis. Continuous evaluation, through various means like class tests, project, group discussions and seminar presentations, ensures academic progression. The end-semester examinations are centrally coordinated by the Examination sub-committee following University examination guidelines. Furthermore, our institution has implemented a Mentor-Mentee system, ensuring students benefit from personalized guidance in each academic session. Regular academic activities, such as excursions and industry visits, enhance students' skills and subject understanding. Students, under the guidance of teachers, prepare wall magazines showcasing their awareness of academic topics and various contemporary issues. Recently, institution implemented Learning Management system (LMS) to maintain proper teaching plan introducing a new digital platform to the students where student community can access digitally. The Institutional Quality Assurance Cell (IQAC) solicits student feedback for effective curriculum execution and overall improvements.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 51.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
656	640	0	168	145

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

Response:

In order to build the holistic development of students, the Institute has always aimed at integrating cross-cutting issues such as gender, environment and sustainability, human values, and professional ethics into the existing curriculum. To achieve this, the Institute has organized a variety of programs like seminars and related events that focus not just on enhancing professional skills but also on enriching students with social and ethical values, human values, environmental sensitivity, etc. resulting in an inclusive development of the students. The faculty members are also encouraged to participate in the courses that deal with such important issues which in turn will help them to raise awareness among the students.

The institution follows the curriculum prescribed by the University of North Bengal for the annual system and also for the CBCS system (since 2018). There are various cross-cutting issues related to as gender, environment and sustainability, human values, and professional ethics as the integral part of the courses offered.

- There is a compulsory paper (AECC-1) on Environmental Studies for both B.Sc. and B.A. (Honours) courses in the 1st semester to raise the environmental awareness among the students.
- The syllabi of Botany and Zoology incorporate many issues on environmental sustainability like the diversity of plant and animal kingdoms, ecology, conservation of nature, sustainable development, etc.
- The syllabi of Sociology, Political Science, Bengali, English, and Economics address different aspects of gender issues, human values, feminism, professional ethics, etc. in a very detailed manner.
- Multiple value added courses relevant to professional ethics (Creative and Content writing, Phonetics and spoken English, Enhancing effective and communication and language skills), Gender (Patriarchy: Pitritantrikota o Sahitya), human values (Medical Sociology, Environment Sociology) and environment & sustainability (Sustainable living, Introductory Green Chemistry in experimental techniques, Bio-fertilizers: Key players in sustainable agriculture).
- Several webinars and workshops, seminars have been frequently organized on professional ethics to equip them with the necessary soft skills for prospective future professions.
- Students are also provided with numerous hands-on gender sensitivity activities that allow students to interact with real-life circumstances. *i.e.* webinars on Women’s health and hygiene, celebration of International Women’s Day etc. Furthermore, the College Sub-Committees like TISTA-women harassment redressal cell organize frequent interaction with students to make them aware of issues like social media security, health & hygiene, on & off-campus harassment, and how to deal with these are discussed.
- Working with NGOs, organizing blood donation camps, health check-up camps, hygiene and health workshops, cleanliness drives, workshops on social concerns and activities like street play on Drugs awareness, traffic safe rules awareness camp, distribution of stationery items to primary school students, donation towards CM fund on Kerala flood etc. are organized by NSS unit to nurture human values of the young minds. Regular parent-teachers meetings are conducted to discuss issues concerning students as social development activities taken up by the Institution.
- A variety of activities, like seminars on vulture conservation, guest lectures, industry visits, tree plantation, field excursions and career counselling sessions were scheduled for students to raise awareness about environment, sustainability and professional ethics.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 46.49

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

Response: 305

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 71.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
297	226	265	286	244

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
392	392	352	352	352

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 66.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
125	84	121	114	98

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

2022-23	2021-22	2020-21	2019-20	2018-19
175	175	154	154	154

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.58

2.3 Teaching- Learning Process

2.3.1

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

Response:

The educational landscape at A.P.C. Roy Government College thrives on a rich tapestry of innovative teaching methodologies, all intricately woven with a central focus on the learner. Across all departments, a diverse array of modalities, methodologies, and tools converge to create a dynamic and engaging learning environment. The process involves the extensive use of ICT.

At the heart of our pedagogical approach lies the experiential learning method, a profoundly impactful technique wherein learners actively engage with theoretical concepts, transforming them into enduring personal insights.

In the chemistry and physics laboratories, live demonstrations of chemical reactions and experiments serve to reinforce theoretical knowledge, sparking curiosity and discovery. Mathematics department emphasizes on development of computational skill and problem-solving techniques to strengthen arithmetic and logical reasoning among students. Physics department aims to explore day to day life activity with mathematical expression and its real-life applications.

In the realm of Computer Science, students are empowered to apply their learning through the mastery of various machine languages and programs like Python, Java, FoxPro, Fortran etc. and their applications in relevant fields, equipping them with practical problem-solving skills essential for success in their field.

Within our Life Sciences laboratories, students embark on journeys from theory to practice to field work, gaining invaluable "lab to land" experiences that foster deep understanding of DNA & protein quantification, gel analysis and documentation. In the Botany department, few topics within the syllabus are given to students as 'Mini Research' in which they work independently. Teachers only play the role of research facilitators. Students of the Zoology department get practical knowledge of examining human blood profile, hormonally, immunologically and genetically important cells.

Participative learning methodologies further enrich our academic landscape, bridging the gap between theory and practice. Students actively participate in classroom lectures, engaging in discussions moderated by teachers, preparing and presenting notes, and exploring relevant documentaries and movies. Visits to industrial sites, national parks, sanctuaries, sericulture and apiculture farms, poultry farms, botanical gardens are undertaken by relevant departments.

Faculty members provide mentorship and guidance to students, offering remedial classes and support them to excel in their academic pursuits and successfully clear competitive exams. Numerous value-added and certificate courses and seminars/ workshops are conducted by IQAC and different departments.

Problem-solving methodologies serve as a catalyst for real-world application of theoretical knowledge. Whether in the Social Sciences through debates on pressing societal issues or in Mathematics through the development of computational skills, students are encouraged to tackle challenges head-on, fostering resilience and adaptability.

Beyond the confines of traditional classrooms, our institution embraces "outside the classroom" teaching processes that nurture holistic development. Field trips in Botany, Zoology, Sociology, and Chemistry provide hands-on experiences that deepen understanding and appreciation. Socio-cultural programs celebrate diversity and promote cultural exchange, while seminars, workshops, quizzes, and debates

cultivate critical thinking and communication skills.

In the digital age, ICT plays a pivotal role in education, particularly in the wake of the COVID-19 pandemic. Utilizing the cloud-based Learning Management System (LMS) and Google Workspace, our faculty seamlessly has integrated technology into the teaching-learning process. E-study materials and online resources cater to diverse learning styles, ensuring accessibility and flexibility.

At A.P.C. Roy Government College, we try to uphold the legacy of our namesake and inspire future generations to strive for excellence, innovation, and service to humanity.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 81.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	53	53	53

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 97.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	42	42	41	42

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

A.P.C. Roy Government College, affiliated to the University of North Bengal, conducts Examinations strictly in adherence to the University rules which in turn is guided by the UGC. The choice-based credit system (CBCS) introduced in 2018-2019 provides myriad options of subjects to choose from according to the students liking. This system also emphasizes on increased teacher-student interaction and consists of two parts –

a) Continuous evaluation–Written test based on the format of end semester questions and other innovative forms of evaluation like slide/oral presentation, surveys, mid-semester tests, field work, reports etc are taken and is graded on an average of ten out of fifteen. The syllabus and the dates of examinations as mentioned in the academic calendar of the college are informed to the students well in advance. Sometimes surprise tests are taken to check whether they are up to date with the topics taught in class. The rest five marks is allotted to attendance where a presence of minimum 75% is required for appearing in end semester examination. Since the process is strictly confidential, the marks obtained/answer scripts are not revealed but the mistakes of each student are pointed out and discussed for their understanding and betterment. Mentors separately cater to the needs of advanced and slow

learners whenever needed. Parent-teacher meets are regularly held to update the standing of the students and to hear their problems, if any.

The 'CBCS' and 'Examination' sub-committees upload the marks of the continuous evaluation in the University website and for the smooth conduction of the examination process, respectively.

b) End term semester examination- It is held twice in a year, during June and December. The theory and practical questions are set by the board of paper-setters and evaluated by examiners, appointed by the University. During the COVID period, theory examinations were either conducted online or in the form of assignments, questions were set by University appointed paper-setters. The practical questions during this season were set by the faculties of the college according to the guidelines issued by the university. During the COVID pandemic, provision for both online and offline submission of answer scripts were allowed according to the benefit of the student.

The evaluation process is transparent and the improvement of the students is reflected in marksheets (with SGPA) at the end of each semester for the first five semesters and a consolidated marksheet (with CGPA) based on a weighted credit-point system is awarded at the end of final semester.

The students are also encouraged to voice their grievances, if any. In case of marks-related grievances in the end semester examinations, students are encouraged to submit the necessary forms required for reviewing their paper and guide them through the process. The college acts as a liaison between the University and students for Post Publication Review (PPR) and Post Publication Scrutiny (PPS).

For any other grievances, they are encouraged to approach their Departmental Heads, who in consultation with the other teachers of the Department tries to solve his/her problem. If the student is not satisfied, which is of rare occurrence, he/she may approach the Principal or may submit the same online. Grievance Redressal Cell or the Internal Complaints Committee of the college then is required to address the problem, make the necessary enquiries and solve the matter satisfactorily.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Concept of education as viewed by Swami Vivekananda is 'the manifestation of the perfection already in man.' Upholding this idea, our institution works hard to achieve the desired goal.

Undergraduate programmes offered by the institution is guided by the affiliated University designed curriculum. Faculty members of all disciplines of our college engage themselves in defining the programme outcomes for the programmes offered by the institution in a structured manner.

Programme specific outcomes and detailed course outcomes of all the programmes are discussed at departmental level and syllabus distribution meetings are held at the beginning of each academic session. Departmental files are also maintained for easy reference and progression of syllabus is frequently discussed in the departmental meetings.

Programme outcomes and course outcomes are explicitly displayed on the college website and updated regularly. It helps the students to get a prior idea about the scope of the particular course which in turn facilitate them to select the options in case of elective courses.

Apart from the website, college prospectus also provides all necessary information about the programmes and the courses offered by the institution along with fee-structure and other facilities available in the institution.

Recently, using PO-CO mapping and attainment portal the PO and CO are assigned department wise and the corelation between the PO and CO to make PO-CO mapping was done.

The outline of program-outcomes is explained to the newly admitted students on the day of commencement of the academic session in the Orientation Programme organized by the college. During departmental orientation classes, at the beginning of the academic session, students are informed about the key factors like structure of the programmes offered, scope & perspective of the programme specific outcomes that in turn help immensely both the teachers and the students in the teaching-learning process and also to attain desired objectives. During the classroom interactions the course outcomes are communicated effectively to the students to give them a prior idea about what will be learnt from a particular course.

Undergraduate programmes offered by our institution yields immense outcomes through the development of:

- Wider scope for learning practical applications.
- Communication skills.
- Aptitude of analytical and reasonable thinking for solving problems.
- Spirit of group activities, tolerance, ethical & social values

and most importantly

- Awareness about environmental issues and conservation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college has determined a method of a quantitative analysis of course as well as programme specific outcomes (COs and PSOs) in terms of students' performance who have been enrolled for general graduate courses like B.Sc. and B.A. by keeping these courses as intermediate steps for lateral or vertical entry into other courses.

The attainment of COs and PSOs is evaluated by the following methods:

1. Direct method

It is based on university examination (theory and practical) and continuous internal assessment.

End-semester examination, organized by the affiliating University are conducted by the institution provide SGPA and CGPA as direct measure of course outcome. After declaration of University results of interim semesters, teachers discuss with the students about their performance and suggest possible ways for further improvement.

Internal Assessment methods which include class tests, assignments, seminar presentation are often used to achieve the intended learning outcomes.

During COVID pandemic lockdown period, internal examinations were conducted through online mode and all the departments worked efficiently for the students to appear in the examinations smoothly.

a) College determined the PO-CO attainment level manually by the following steps-

- Collection of programme-wise and course wise data *i.e.* theoretical and practical marks obtained in each semester in the University Examinations and in continuous internal assessment conducted by the college.
- The cut-off percentage in theoretical, practical and continuous internal assessment and the performance level was decided.
- Based on that the level of the attainment of course outcomes, then the average CO and PO attainment and finally, the PO level was determined.

b) In addition, a training facility was arranged for the faculty members to make them aware of the PO-CO mapping and attainment portal in January, 2023.

- On the basis of the 80% of the final CGPA of the students of last three years, the PO and CO attainment was determined by using the above-mentioned portal.

2. Indirect method:

- The PO and CO attainment was determined by the PO-CO mapping and attainment portal by indirect method based on teachers' assessment and response out of 20 marks and by combining with 80% of direct method score.
- Moreover, for the maintenance and upgradation of the existing teaching-learning mechanism the college takes feedback from students, faculties, alumni which are analysed and reported to the college authority and also placed to the appropriate authority, if required.
- The attainment is also evaluated based on the progression of student in higher education, achievement in the competitive exams and placement in various fields.
- The PO-CO attainment is also evaluated on the basis of the performance of the students in the field surveys, educational excursions, study tours, visits to industrial organizations conducted by the institution/departments.
- Interaction with experts in seminar and workshops are also conducted by the institution to sensitize the students about the contemporary social scenario and conservation of natural resources.
- Mentor-Mentee meetings are held regularly to provide the students with a learning environment where they can freely discuss with their mentor about their academic and non-academic problems.
- Institution also encourages the students for active participation in activities like National Service Scheme (NSS), different cultural programmes inside or outside the college.
- Departments organize parent-teacher meetings for all the semesters to discuss the attendance and performance of the students as well as remedial measures.

All the above methods help in evaluating the holistic outcome of student development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 95.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	228	218	106	105

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

2022-23	2021-22	2020-21	2019-20	2018-19
177	230	219	106	107

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.63</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 22.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.45	1.45	0	10.76641	9.08781

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

APCRGC has established a vibrant ecosystem that encourages both students and faculty to explore novel ideas and collaborate with like-minded individuals in their respective fields. The college provides a platform where students with creative and innovative concepts can seek guidance from specialized teachers, who assist them in the design and development of prototype models. Subsequently, the fruits of their labor are showcased in competitions and seminars organized by affiliated colleges within the university and even beyond its borders. This ecosystem fosters a culture of innovation, collaboration, and knowledge sharing, enriching the academic experience for all involved.

- Planning and managing R&D projects and research activities across all departments, including resource mobilization and networking, as well as the preparation of R&D budgets.
- Identifying opportunities for externally funded R&D projects, encouraging faculty to prepare project proposals, and assisting in the application process for funding.

- Identifying infrastructure and facility requirements for research, project, and prototype development to support the college's innovative initiatives.
- Stimulating and enhancing the research abilities of students with potential for innovative research by providing necessary platforms and technical support.
- Identifying external facilities where research activities and prototype development can be conducted, as well as opportunities to share external expertise.
- Identifying prioritized research areas based on the college's expertise and organizing conferences and symposiums to showcase in-house research and network with the broader research community.
- Initiating and promoting Memoranda of Understanding (MoUs) with industries and R&D organizations for consultancy, collaborative research, sponsored projects, and industry-institute interactions.
- Developing and establishing consultancy policies for internal and external research projects, and coordinating the signing of MoUs with other institutions and industries for collaborative research.
- Encouraging and supporting faculty members to publish in peer-reviewed and SCI indexed journals, as well as present their research at conferences.
- Motivating faculty to pursue doctoral and post-doctoral research, with a significant proportion of doctoral faculty members achieving their degrees during the assessment period.
- Engaging with the INNOVATION HUB of North Bengal Science Centre, Government of India, through the Officer-in-Charge's role as a Local Advisory Committee Member.
- Involving faculty members as reviewers for reputed journals, enhancing the college's academic reputation.
- Organizing awareness workshops on Intellectual Property Rights (IPR) for faculty members by inviting experts from relevant government agencies.

Additionally, at APCRGC the Indian knowledge system is celebrated and deeply integrated into academic pursuits and institutional culture. Through specialized courses, seminars, and cultural events, students engage with disciplines such as Ayurveda, Yoga, Sanskrit, and Indian philosophy. Collaborations with institutions and organizations specializing in Indian knowledge systems enhance learning opportunities. The college's commitment to preserving and promoting India's cultural heritage enriches the educational experience, empowering students with a profound understanding of their roots and heritage.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	6	1	8	7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	17	7	6	12

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

3.3.2

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

Response: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	5	1	0

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

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, A. P. C Roy Govt. College has been actively engaged in contributing to the development of the neighbouring community through various extension activities. These initiatives have yielded significant outcomes, showcasing the college's commitment to societal welfare and student development.

With a deep-seated concern for the escalating drug menace in society, our students have spearheaded numerous drug awareness programmes in the local area. These initiatives aim to educate the community about the perils associated with substance abuse and to eradicate drug consumption. Additionally, our students have championed road safety awareness campaigns on adjacent roads, imparting essential knowledge on safe practices such as seat belt usage, adherence to speed limits, and the avoidance of distractions. These efforts have not only sensitized students to their own safety but also fostered a culture of responsible road behaviour within the community. Keeping in mind about the abundance of snakes in this locality, our students also conducted an awareness programme on snake bite. Awareness was also created among the local peoples on the harmful effects of excessive usage of cell phones.

In addressing healthcare concerns, the college has organized various health awareness programmes like lecture on AIDS involving local people, physical, mental and spiritual awakening programme, blood donation camps and initiatives to combat diseases such as dengue, flu, and chickenpox. There was a significant focus on raising awareness about women's health and hygiene, coupled with self-defence training programs aimed at empowering women to protect themselves in challenging situations. Our students have actively participated in these programmes, not only raising awareness among local residents but also equipping themselves with essential health safety measures for such critical situations.

Furthermore, the college has been at the forefront of promoting social empowerment, particularly through women empowerment camps. These initiatives provide our female students with valuable insights into the socio-cultural dynamics of the neighbouring society, empowering them to effect positive change in various spheres. Such efforts have significantly benefited local women, fostering greater inclusivity and socio-economic development. A camp focused on raising awareness about child sexual abuse prevention was conducted, aiming to foster a safe and secure environment for children's upbringing.

In line with our commitment to environmental stewardship, the college has organized numerous initiatives to raise awareness about socio-environmental issues in the community. These include tree plantation drives, Swachh Bharat campaigns, preservation of local streams and cleanliness initiatives along with the spraying of bleaching powders, where students have played a pivotal role in fostering a cleaner and greener environment.

Additionally, the college has extended financial assistance to underprivileged students in neighbouring schools through the distribution of educational kits, bolstering their morale and providing them with essential support for their educational journey.

Overall, these extension activities have not only contributed to the holistic development of our students but have also made a tangible impact on the immediate neighbourhood. Looking ahead, the college, in

collaboration with the IQAC, is committed to furthering such initiatives to promote community welfare and student growth.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Acharya Prafulla Chandra Roy Government College, Siliguri, exemplifies a profound commitment to the well-being and development of its students. Over the years, our students have reciprocated this care by presenting numerous gifts to the college as tokens of gratitude. Encouraging active participation in extracurricular activities is a cornerstone of our educational philosophy.

To instill political awareness and knowledge in our youth, our college consistently participates in the "Youth Parliament Competition" organized by the Department of Parliamentary Affairs, Government of West Bengal. Recently, our students achieved an outstanding feat, securing the first position in the district at the Youth Parliament Competition 2022-23, surpassing their previous achievement of third position in 2019. In 2022-23, our students have participated in the cleanliness drive at Bengal Safari in collaboration with HNAF and earned a token of appreciation for this cleaning operation. Based on the Green, Environment and Energy audit carried out by this institution in 2022-23 Jalpaiguri Science and Nature Club gave an appreciation entitled the global standards for environmental responsibility with academic accountability for the college.

In 2021, our college was honored with the second prize in the district for its successful implementation of the "Kanyashree Prakalpa," a visionary initiative of our Honorable Chief Minister, Srimati Mamata Bandyopadhyay, aimed at enhancing the social and financial status of female students. This underscores our commitment to empowering female students and propelling them towards success.

To nurture cultural, intellectual, and athletic pursuits among our students, our college actively encourages participation in various state, national, and international events. Our students have showcased their talents in competitions such as "Yuva Utsav," quiz contests, state and national carrom tournaments, Bharat Sanskriti Utsav, and many more. Their achievements include securing second and third positions in Yuva Utsav, first and third positions in the state-level Quiz Contest, first place in Bharat Sanskriti Utsav at the international level, and first place in the State Carrom Tournament held at the national level.

In the year 2018-2019, our student Rohit Saha secured 1st and 2nd position respectively in the state level

Quiz contest and “Yuva Utsav”. In the year 2019-2020, again Rohit Saha got 3rd position in both the programmes mentioned above. In the year, 2021-2022, our student Parijat Bhattacharjee hold 1st place in “Bharat Sanskriti Utsav” held at international level. During the session 2022-2023, Papia Biswas got 1st place in state Carrom Tournament and she also played in the 8th national Carrom tournament.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	04	0	7	10

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

3.5 Collaboration

3.5.1

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

Response: 32

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Teaching – learning and ICT – enabled facilities

- 33 classrooms and 7 staff rooms with sufficient space, distributed in three floors of the main building, are distributed among 11 undergraduate departments for effective learning process. Among these classrooms 13 are ICT enabled and 2 are smart classrooms. Floor plan is mounted at the centre of each floor.
- An ample number of computers linked with internet connection executing teaching-learning methods and administrative works.
- Administrative office is on the ground floor containing the Principal Chamber, meeting room, non-teaching & DEO's staff room.
- Central examination cell is located at the first floor.
- Dept. of Botany has 2 laboratories which are enriched with a number of instruments like Laminar air flow, UV-VIS spectrophotometer etc.
- Dept. of Chemistry has 4 laboratories with instruments facilities like conductivity meter, Electronic balance etc.
- Dept. of Computer science has fully AC laboratory with 14 computers. This laboratory is also accessed by the Depts. of Mathematics and Economics.
- Dept. of Physics has 4 laboratories including computer laboratory. Many instruments like Digital storage oscilloscope, 4 probe Apparatus for measurement of energy band gap etc. are present
- Dept. of Zoology has 4 laboratories of which 2 are financed by BOOST Scheme, Dept. of Biotechnology, GoWB, housing many instruments like Gel Documentation System, Cryo-centrifuge machine. Dept. also housed Animal Museum.
- For needs of distance learners, the study centre of Netaji Subhas Open University is available in the college.
- Central library is located in the Annexe building in addition to the seminar library located in each department.
- Faculties and students both enhance their skill through the Learning management system (LMS), through online portal. Teachers also uses Google classroom facilitates to execute their lesson plans.
- VIDWAN ID is also available for all faculties.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc

- An air- conditioned seminar hall equipped with LCD projector for different activities.
- College with basketball court. Volleyball, Cricket, Football, Carrom, badminton, table tennis facilities are available.
- College equipped with javelin, long jump, high jump and other track and field related sports.
- Gymnasium–cum-fitness centre is also available.
- Two-wheeler stand and a car parking area are available in the college premises.
- Boys’ common room and Girls’ common room are in the ground floor. Magazine stand is also available. A sanitary vending machine installed in the Girls’ common room and incinerator is also available.
- Drinking water facilities are available in each floor including library building.
- Campus is equipped with LED & solar lights.
- Garbage bins are kept to collect food, paper and plastic wastes separately.
- Wheel chair, stretcher is kept at the ground floor.
- The entrance of the college building has ramps and handrails.
- Fire extinguishing system is present in each floor of the main and annexe building.
- IQAC office, Sick-room, Yoga room, Sports room, Alumni room are located in the annexe building. Accessible toilet for Divyangjan is also in the building with ramp facility.
- The college runs one canteen where healthy foods and pure drinking water facilities are available. Disposable wastes are segregated into biodegradable and non-biodegradable categories and then this biodegradable waste is used for vermicomposting and the manure obtained is applied for maintenance of campus beautification.
- Rain water harvesting unit is also installed in the campus.
- College campus is under the CCTV surveillance.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 59.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.95253	4.71018	00	107.30184	76.14851

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library automation process of APC Roy Government College is continuing using Athen OS online library management Software using <https://library.aprcgc.org>. College is in the process of procurement of other integrated library management software. The database of more than 8000 circulated books has been entered in the library management database and is continually being upgraded. All the books are bar coded digitally and it is available in the college website through Online Public Access Catalogue (OPAC). Students are using barcoded digital library card for accessing the books. A dynamic webpage with full service information is highly acclaimed by the user communities. Students and staffs are utilizing the several open educational resource repositories (OER) such as Swayam, e-Pathshala, virtual labs, NPTEL, Vidyamitra, Swayamprabha, Shodhganga, A-view etc. The website is connected to several e-newspaper sites, such as The Hindu, The Times of India, Employment News, Karmakhetra Online, etc., enriching students with a wealth of educational content and also serving as a valuable resource for employment-related information. In the library computers are available to utilize the OER as well as to read the e-newspapers. In addition to the central library, all departments have seminar libraries. Students are highly benefited from the cosy collection of books in the seminar library. In 2022-23, the institution purchased books utilizing Rs.43,165/-. Total amount used up for purchase of books in the five year span (2018-19 to 2022-23) is Three lakh sixty four thousand three hundred and eighty eight only (Rs. 3,64,388/-). Installation process is going on with “koha” software for Radio frequency identification system at the library. Action already been taken for installation of RFID as early as possible to use of latest technology for the students and staffs.

Library facilities are frequently accessed by teachers and students make a vivid use of book. In addition students of the college can freely access the library in search of e-books, e- journals and academic databases. In addition to all these, a large well equipped Reading Room provides provision for

cultivating healthy reading habits among the student community.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The pandemic has spurred the integration of IT into our teaching, learning, and evaluation processes. Platforms like Google Classroom, online examination systems via Google Forms, and digital worksheets have significantly reduced health risks by allowing remote education. Additionally, the adoption of Zoom for webinars and special lectures has broadened academic outreach.

- The College is committed to leveraging IT as a learning aid for both students and faculty members. Each department and the Library are well-equipped with ample desktops, laptops, scanners, LCD projectors, and laser printers. Reprographic facilities in the library support study and research activities.
- Local Wi-Fi, now upgraded to optical fiber (FTTH) network with an average bandwidth of 125 Mbps, covers every corner of the college, facilitating seamless internet access for teaching and learning.
- Two smart classrooms equipped with technical facilities enhance interactive learning experiences.
- HD CCTV cameras installed in the Central Library, Principal's Office and also throughout the campus to ensure security.
- The Principal's Office employs updated technology for administrative tasks, aiming for a paperless administration by disseminating notices and circulars wirelessly to all departments.
- All computers and requisites are connected to uninterrupted power supply and high-performance computing servers.

- The college prioritizes IT infrastructure upgrades, regularly updating curriculum-based software and emphasizing cyber security through initiatives like the Cyber Security Pledge.
- Thirteen wall-mounted LCD projectors are distributed across departments, along with portable ones for shared use.
- The Computer Science Laboratory is well-equipped, and servicing of computers and peripherals.
- The college has purchased laptops and multimedia projectors in recent years to enhance IT-centric teaching.
- Being a Wi-Fi-enabled campus with a registered domain for its website, the college promotes online classes and admissions processes.
- Broadband internet connections of 125 Mbps capacity serve administrative and student computers, ensuring fast and reliable internet access all over the campus including library.
- Smart classrooms and departmental facilities are empowered with internet connectivity, fostering innovative teaching methods.
- Regular updates to internet connections ensure optimal performance, and cybersecurity measures are diligently enforced.
- Environmental conservation is prioritized through the circulation of notices and documents via wireless means.

These initiatives demonstrate the college's commitment to modernizing education through IT while ensuring security, accessibility, and environmental responsibility.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 14.26

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

Response: 46

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 30.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.14108	6.76957	8.3762	59.3702	12.82331

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
282	640	719	124	120

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 42.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
656	640	10	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 58.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	109	97	104	61

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	228	218	106	105

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

5.2.2

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

Response: 29.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	26	17	12	3

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

5.3 Student Participation and Activities

5.3.1

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

Response: 6

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

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

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 19.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	10	19	15

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

5.4.1: Alumni involvement towards college

The college, established in 2010, has seen its first batch graduate in 2013. Since then, its alumni have made significant contributions to various fields, including science, academia, research, government services, and societal leadership, bringing pride to their alma mater. These alumni maintain strong ties with the college, regularly visiting and engaging with the current educational system. College and alumni collaborate frequently, organizing discussion sessions to strategize the institution's future development. Alumni offer valuable suggestions and feedback, aiding the college's growth trajectory. To facilitate these interactions, an alumni room has been designated within the institution, providing a space for personal discussions and meetings.

The alumni's contributions to the college are diverse and impactful:

- They provide ideas to enhance the teaching-learning process, contributing to academic excellence.
- Active participation in organizing annual programs strengthens the college's community bonds.
- Interactions with current students serve as a source of motivation and guidance.
- Donations, such as a “computer” for the library and a “grass cutter” for campus maintenance, enhance infrastructure and facilities.
- Instrumental involvement in developing a modern "sick room" reflects a commitment to student welfare.
- Contributions to campus beautification, including setting up of a lawn to enhance the college's aesthetic appeal.
- The alumni delivered an engaging lecture on science and humanities, offering valuable insights into current developments.

In April 2023, the alumni formalized their association by forming an informal alumni society, subsequently registering it with the number S0040107 of 2023-2024 under the West Bengal Act XXVI of 1961. This step solidifies the alumni's collective efforts to support their alma mater and underscores their ongoing commitment to its advancement.

Furthermore, the alumni have pledged to establish a free coaching centre for competitive examinations on the institute's premises to assist economically challenged students. This initiative reflects their commitment to providing equal opportunities for all students and supporting those facing financial constraints in pursuing their academic aspirations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Activities at Acharya Prafulla Chandra Roy Government College are meticulously aligned with its vision and mission, evident in the institution's robust governance and effective leadership. Policies governing academic and administrative endeavors are crafted with the aim of fostering the holistic development of students. In adherence to the University's guidance and in alignment with the National Education Policy (NEP), the institution is gearing up to implement the Four-Year Undergraduate Programme (FYUGP). This program places emphasis on skill development, embraces distance/online education, encourages multidisciplinary learning, and incorporates short-term certificate/add-on/value-added courses to address evolving educational needs.

The institution's growth is quantified through its excellence in academic achievements and career success. Furthermore, the progression of students into higher education, their performance in various competitive examinations, and their successful placement in esteemed positions within our state are testimony to the institution's success. Moreover, the institution actively promotes eco-friendly practices to ensure sustainable development of its green-clean campus.

Participation in institutional governance is fostered through the empowerment of employees to contribute to decision-making processes. The inclusion of external and student representatives in committees such as the Internal Complaints Committee (ICC), Internal Quality Assurance Cell (IQAC) and Governing Body underscores the institution's commitment to participative management under insightful leadership.

Decentralization is pivotal, enabling collective decision-making through regular meetings aligned with the institutional perspective plan, encompassing both short and long-term objectives. Administrative duties are efficiently handled by the Office of the Principal, with support from subcommittees comprising both teaching and non-teaching staff. Academic affairs are overseen by various subcommittees on a regular basis and are monitored by the Teachers' Council as necessary.

Departmental responsibilities are delegated to faculty members.

Committees facilitating the college's functioning can be broadly categorized as follows:

1. Academic Affairs:

- College Routine Subcommittee
- Examination Subcommittee
- CBCS Subcommittee
- UGC/DST Project Monitoring Unit Subcommittee

- College Journal & Publication Subcommittee
- Environmental Studies (ENVS) Subcommittee
- Library Development Subcommittee
- 2. Students' Support and Activities:
 - Scholarship & Record-Keeping Subcommittee
 - Student Health & Hygiene Advisory Subcommittee
 - Career Counselling & Placement Cell Subcommittee
 - Cultural Subcommittee
 - Equal Opportunity Cell
 - College Games, Sports & Gymnasium Subcommittee
 - NSS Subcommittee
- 3. Students' and Staff Welfare:
 - Grievance Redressal Cell
 - Internal Complaint Committee
 - OBC/SC/ST, Minority Cell Subcommittee
 - Anti-Ragging Committee
 - WB Health Scheme Subcommittee
- 4. Social and Environmental Affairs:
 - College Campus Environmental Subcommittee
- 5. ICT, Instrumentation, and Data Management:
 - Website Management Subcommittee
 - Central Instrumentation Facility Monitoring Subcommittee

This comprehensive structure ensures the efficient functioning of the college while addressing various academic, administrative, and social aspects in line with contemporary educational standards and policies.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

This college, operating under the jurisdiction of the Department of Higher Education, Government of West Bengal, adheres to administrative protocols, appointment procedures, and service regulations outlined by the department. Faculty members belong to the West Bengal Education Service (WBES)

cadre, while the Principal is part of the West Bengal Senior Education Service (WBSSES). Their recruitment is overseen by the Public Service Commission, West Bengal, in accordance with UGC guidelines. However, appointments and transfers within government colleges are managed by the Department of Higher Education, Government of West Bengal. Service rules for faculty and non-teaching staff follow the West Bengal Service Rule (WBSR), while Career Advancement Scheme (CAS) benefits comply with UGC directives, executed by the Department of Higher Education, Government of West Bengal.

The college's organizational structure embodies democratic, decentralized, and participatory governance in alignment with its vision and mission. The Principal / Officer-in-Charge spearheads the administration, formulating development plans in consultation with the Internal Quality Assurance Cell (IQAC). These plans are then executed with support from the Teachers' Council and Office of the Principal. The Teachers' Council, chaired by the Principal and facilitated by the Teachers' Council Secretary (TCS), comprising of all permanent faculty members to monitor several academic activities. The administrative office, led by the head clerk, plays a pivotal supporting role.

Furthermore, the institution establishes various cells and committees involving faculty, non-teaching staff, and students as necessary to facilitate both on and off-campus academic and administrative activities. These bodies convene as needed, offering recommendations to formulate effective policies. Committees such as the Service Book Update & Pay Fixation Committee, Central Purchase & Tender Sub-Committee, and Grievance Redressal Cell ensure adherence to government employment and service condition policies, while Student Activity Cells cater to students' holistic development. In addition, Cultural and Sports Committees organize events and activities, promoting cultural and athletic events. The Website Management Committee regularly updates college website.

The institution diligently endeavours to develop and execute Five-Year Plans (short-term, mid-term and long-term) and to implement policies and guidelines issued by the competent authority. This fosters an environment conducive to academic excellence and holistic development.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**

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

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

Acharya Prafulla Chandra Roy Govt. College, Siliguri, operates as a key institution under the Department of Higher Education, Government of West Bengal, facilitating the professional growth and welfare of its esteemed faculty and staff. The institution has implemented a comprehensive Self-Appraisal Report (SAR) system via the IFMS portal, ensuring meticulous documentation of faculty activities throughout the fiscal year.

Under this system, faculty members are required to log in to the IFMS portal to submit their SAR, detailing their attendance, leave records, teaching assignments, and other academic and administrative endeavours both within and outside the college premises. Subsequently, the SAR is reviewed by the Reporting Officer, typically the college Principal, before being forwarded to the Reviewing Officer, the Director of Public Instruction (DPI), Govt. of West Bengal. Finally, the Senior Special Secretary of the Higher Education Department, Government of West Bengal, acts as the Accepting Officer, ensuring compliance and accuracy in the appraisal process. Any discrepancies identified prompt iterative revisions until satisfactory resolution.

Additionally, a self-appraisal report is maintained internally to monitor daily faculty performance, ensuring ongoing quality assurance. Non-teaching staff appraisals are overseen by the Principal in consultation with the Head Assistant of the Office, ensuring equitable evaluation and recognition of their contributions.

As a government institution, Acharya Prafulla Chandra Roy Govt. College, Siliguri, extends a spectrum of welfare measures to all faculty and staff members, aligned with the policies and guidelines established by the Department of Higher Education, Government of West Bengal. These include coverage under the General Provident Fund (GPF) rules and Group Insurance Scheme (GIS), entitlement to pensionary benefits, gratuity, and leave encashment.

Furthermore, employees enjoy access to the West Bengal Health Scheme (WBHS) for cashless medical treatments for themselves and their dependents. Various types of leave, including earned leave, child care leave, and medical leave, are available as per government regulations. Faculty members are granted on-duty leave to participate in Faculty Development Programmes, fostering continuous professional growth.

In cases of unfortunate demise while in service, compassionate recruitment provisions are in place through proper channels. Additionally, employees have the opportunity to avail festival advances and bonuses before Durga Puja, a widely celebrated festival in West Bengal. Home Travel Concession (HTC) is available every five years, while Leave Travel Concession (LTC) can be availed every ten years, facilitating periodic rejuvenation and familial bonding.

Moreover, the institution actively supports career development initiatives for both teaching and non-teaching staff, enabling them to attend various courses, orientation programs, and short-term training sessions in accordance with UGC guidelines. Faculty members are encouraged to participate in international, national, and state-level seminars as resource persons or paper presenters, with financial assistance provided for conference attendance. The institution also facilitates non-teaching staff members' participation in administrative training programs to enhance efficiency in official duties.

In recognition of the importance of research and academic pursuits, faculty members are encouraged to seek research project funding from various agencies, with the institution providing necessary support and granting No Objection Certificates (NOCs) for in-service Ph.D. pursuits, thereby fostering career advancement and scholarly contributions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 50.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	7	6	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	3	4	3

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution implements its financial strategies in consultation with the Central Purchase Committee. As a government institution, it is entirely financed by the Government of West Bengal. The yearly allotment received from the government can be classified under two heads: Non-Plan & Plan

Non-Plan Head:

- Salary
- Wages
- Allotment to West Bengal Health Scheme (WBHS)
- Medical allowance (for NON-WBHS members)
- Bonus
- Electricity Bill
- Telephone Bill
- Office Expenses
- Maintenance charges including allotment to PWD (Electrical & Civil) for infrastructure maintenance
- Charges for Security guards

Plan Head:

- Development grant: Books, Equipment, Chemicals and glass wares, Furniture, Computer and peripherals

- Infrastructure augmentation: Allotment to PWD (Electrical & Civil)

In order to utilize resources optimally, the head of departments after consulting with other faculty members of the department gives requisitions to the Principal of the college for rational utilization of financial resources as per the requirement. The central purchase and tender sub-committee then prepares a budget, considering the suggestions of the IQAC and in concurrence with the Principal, finally submitting it to the Higher Education Department, Government of West Bengal. This is supplemented by the non-plan budget prepared by the college office in consultation with the Principal. The Government of West Bengal grants annual allotment for non-plan requirements in due time and also allots Development Grant to the college to meet various needs. This process involves inviting e-tender/paper tender quotations, placing work orders, and finally, the supply of articles by vendors for the effective and efficient use of financial resources.

The college ensures both internal and external auditing of the funds received from various governmental and non-governmental sources. Internal audit is performed by the audit committee as suggested by IQAC. Utilization of non-government fund from JBNSTS towards the financial support to the faculties to attend the seminars/workshop/symposium was internally audited. The Heads of the lab-based Departments and the library committee of the college look after the laboratory and library stocks, respectively. The college office submits IT and GST returns regularly within stipulated time. External Audit is performed by the registered Chartered Account Firm with the utilization certificate. Comptroller and Auditor General (CAG) audit generally carried out at 5-year intervals. This task is performed by auditors assigned by the Office of the Principal Accountant General (A&E), West Bengal under CAG in consultation with the Directorate and Department of Higher Education, Govt. of West Bengal.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC (Internal Quality Assurance Cell) of the college serves as a cornerstone in maintaining the quality of the teaching-learning process and fostering an enriching academic environment. Through diligent oversight, it continually monitors and evaluates various facets of academic functioning, including the teaching-learning process, infrastructural facilities, and students' performance. Regular interactions with Heads of Departments ensure that the educational processes remain uninterrupted and

are consistently refined to enhance their quality. An integral aspect of the IQAC's role lies in soliciting feedback from students, alumni, faculties and non-teaching-staff, meticulously analyzing the collected data, and implementing necessary actions to address identified areas for improvement.

Furthermore, the IQAC serves as a catalyst for innovation by inspiring the introduction of Add-on courses, Value-Added programs, and Certificate courses, thus diversifying and enriching the academic offerings. Embracing technological advancements, the IQAC spearheads initiatives such as the introduction of a Learning Management System (LMS) to facilitate effective communication in the teaching-learning paradigm. Additionally, it advocates for the holistic development of students by promoting initiatives like Students' profile mapping to understand their socio-economic backgrounds, and by encouraging departments to evaluate student attainment in Course Outcome (CO) and Programme Outcome (PO) mapping.

Moreover, the IQAC plays a pivotal role in fostering a culture of research and scholarly inquiry among faculty members, motivating them to actively engage in research endeavors and publish in reputable journals. By organizing Faculty Development Programs (FDP), and National level Webinars, the IQAC nurtures a conducive environment for continuous professional development and knowledge dissemination. Collaborative efforts are also undertaken to establish partnerships with academic institutions and businesses, further enriching the academic landscape and providing valuable opportunities for students and faculty alike. We sincerely pursued for inclusion of the courses on "Pharmaceutical chemistry" and "Sericulture" in the curriculum and thereafter in concurrence with the affiliating University succeeded in introducing the as a paper in CBCS curriculum and finally, both the topics as Skill Enhancement Courses (SEC) in the Four- Year Undergraduate Programme (FYUGP) under NEP.

In alignment with its commitment to quality assurance, the IQAC advocates for various audit initiatives such as Quality Audit, Green Audit, Academic Audit, Energy Audit, Environment Audit, and Gender Audit, ensuring compliance with established standards and fostering a culture of accountability and transparency. Through its multifaceted approach, the IQAC serves as a driving force for academic excellence and institutional advancement, continually striving to uphold and enhance the quality of education provided by the college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented

2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Acharya Prafulla Chandra Roy Government College (APCRGC) is rooted in a strong set of institutional values and has a deep commitment toward fulfilling its social responsibilities as an institution of higher learning in the region. One of the core values of APCRGC is the promotion of gender equity. It condemns all kinds of gender-based discriminatory practices and strives towards the establishment of a fair, free and safe teaching-learning environment for each and every individual. A six-member team, including two internal and two external members, along with the Officer-in-charge and Coordinator of the Internal Quality Assurance Cell (IQAC) as Chairman and Vice-Chairman respectively, conducted a Gender Audit of the college from 2018 to 2023 to assess gender balance, ensure equal access to facilities regardless of gender, and prevent mental/physical harassment of students on college premises. According to the audit report, the gender ratio amongst students has been consistently positive with female students slightly outnumbering the male students in every academic session in the last five years. This achievement reflects our unwavering commitment to fostering gender equity. Some of the measures undertaken by the college to ensure gender equity are:

- The formation of Equal Opportunity Cell
- Constitution of Internal Complaint Committee (ICC) in the college.
- Creation of the “TISTA” Cell for redressal of Women harassment.
- Constitution of Grievance Redressal Cell.
- Campus well monitored by security cameras to ensure safety of students and staff.
- A well-lit, comfortable and beautifully arranged common room for boys’ and girls’ separately.
- Clean washrooms, clean drinking water.
- Sanitary napkin vending machine: An event for the installation of sanitary pad vending machine was organized by “TISTA” committee in the girls’ common room.
- Celebration of International Women’s Day by organizing various programmes (e.g. seminar on cancer awareness and its prevention)
- A special camp on self-defence training was organised since 2018 in collaboration with “Shotokan Kai Karate-Do” association to empower girls and help them to gain confidence for self-protection at any unfavourable circumstances.
- Various committees such as Kanyashree Committee, Anti-ragging Committee, Students Welfare and Discipline Monitoring committee and Students Service Centre lend support and guidance to the students.
- Emphasis on gender issues in the syllabi also help educate the students about its different facets. (e.g. A special lecture was delivered by Prof. Sunita Lama, Darjeeling Government College, on ‘Mary Shelley’s Frankenstein as a Feminist Novel’ to 4th semester students of the English

Department).

- Conducting various outreach programmes (e.g. Socio-economic survey, child sex abuse protection awareness, women empowerment programme, sensitization programme on women's education and rights etc.)
- Offering different value-added course on gender equity.

These initiatives underscore our dedication to fostering an environment where all individuals, regardless of gender, can thrive and succeed. We remain steadfast in our commitment to promoting gender equity and will continue to explore innovative ways to further this cause within our institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

Motivated by the firm belief that education must be based on human values, the college, through a diverse array of initiatives, seeks to promote socio-economic inclusiveness, peace, tolerance and communal harmony. Nestled in the foothills of the Himalayas, our institution thrives on its rich linguistic and cultural diversity (e.g. Nepali, Rajbangshi, Punjabi, Tibetan, Assamese, Lepcha, Bihari, Bhutia, Urdu, Bengali etc.), which is proudly showcased in our student and faculty demographics. Each year, we celebrate our cultural mosaic and honour linguistic diversity by observing International Mother Language Day as "Bhasha Diwas" on 21st February. The message of harmonious co-existence and unity in diversity is sounded through the commemoration of days of national importance such as Independence Day, Republic Day, Annual Sports Day, Netaji's birthday, Swami Vivekananda's birth anniversary (National Youth Day), Rabindra Jayanti, Agomoni Utsav, Basanto Utsav, Saraswati Puja, Rabindra Proyan Diwas, International Yoga Day, Constitution Day, National Voter Day, International Women's Day, World Environment Day, Birth celebration of Acharya Prafulla Chandra Roy, Bhanu Bhakta

Jayanti and Teachers' Day. In 2018 the college was selected by the Government of West Bengal as a nodal college for the observance of "Sampriti Saptaha", a week-long programme promoting communal harmony to mark the 125th anniversary of Swami Vivekananda's Chicago Address. This responsibility allowed us to host district-level inter-college competitions in various domains like quiz, singing, dancing, poster making, etc., fostering camaraderie and cultural exchange.

The NSS volunteers have been actively involved in humanitarian work in the form of Blood Donation Camps, Free Medical Camp, serving of nutritional food to children and the elderly in nearby areas, distribution of Safety Kits at the onset of COVID to people in slum areas and the like. In 2018-2019 the NSS unit of the College adopted the nearby village of Ghoklajote where a 7-day long community-based programme was organised focusing on issues such as health, hygiene and the environment.

The college has also been taking measures to create awareness among students and staff regarding constitutional rights and obligations. The Electoral Literacy Club was formed in the college on 25th August, 2021, with the objective of sensitising the students and staff regarding the constitutional obligations of citizens with respect to their values, duties and rights. Awareness Programme on Voting Rights was also organised by the ELC. Youth Parliament is another way in which students gain practical knowledge about the functioning of our democracy. Students have been participating regularly in the inter-college Youth Parliament winning accolades for the college. It holds the distinction of being the district level champion in the competition held in 2022. Awareness programmes on Protection of Children from Sexual Offences (POCSO) law were organised by the NSS in 2019 and by the Bengali Department in 2022.

Through these initiatives, we strive to instill values of compassion, inclusivity, and civic responsibility, preparing our students to become active contributors to a harmonious and democratic society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: Sensitization of Students on Eco-friendly Practices and Entrepreneurship Skills

1. Title of the Practice: Sensitization of Students on Eco-friendly Practices and Entrepreneurship Skills

2. Objectives of the Practice:

In today's skill-oriented, market-driven society, besides acquiring relevant skills it is also necessary to keep the environment in mind. Eco-friendly practices sustain the earth for future generations and empower individuals to tide over a highly demanding job market. Thus, our objective is to inculcate the idea of sustainable practices and entrepreneurship skills among students.

3. The Context:

Integrating sustainability into daily practices today forms a moral obligation as well as a strategy for entrepreneurship. In this day and age of cut-throat competition in the job market, along with a regular degree, an extra edge is imparted to the students if they have an added qualification. To aid in making the students self-sufficient and also environment-conscious, the college has adopted several practices like:

4. The practices:

I. Eco-friendly Practices

a. Rainwater Harvesting

Since the institution is located in the foothills of Darjeeling Himalayas, the area receives adequate rainfall during most of the year. Rainwater harvesting is being done since 2018 to maintain the college garden.

b. Waste Management

The compostable kitchen waste of college canteen is used as organic fertiliser for gardening. The solid waste generated through day-to-day activities in the college is segregated at source. Each floor of each block of the college building has three bins– one for paper, one for plastic and one for food waste. The waste thus collected is disposed of through a standard disposal procedure.

c. Bio-compost and pesticide

(i) Vermicomposting

A vermicomposting unit was started in our college in the year 2021. The organic waste from the canteen is used here. Even the leaves fallen from trees on the campus are used to feed the vermicomposting unit. The compost thus produced is used in fertilising the plants in the college garden. MOUs with Center of Floriculture and Agri-business Management, University of North Bengal have also been signed on 31.03.2023 to upgrade the unit.

(ii) Jeevamrut

Jeevamrut is the use of microorganisms for increasing the fertility of the soil. It is derived from the words "Jeeva" and "Amrutha" meaning life and elixir respectively.

(iii) Neemastra

Neemastra is a residue free pesticide made from neem leaves having excellent fertilizer, anti-microbial and pesticidal properties.

Biocompost offers several benefits, like:

1. Educational Opportunities: it is being used as an educational tool. Students involved in the process learn about waste management, environmental sustainability, and biology.
2. **Reduced waste:** Biocompost has helped in diverting organic waste from landfills, reducing the environmental footprint of the college.

(iv) Vermiwash

Vermiwash, the liquid that is drained from a vermicomposting system, is rich in nutrients and can be used as an organic fertilizer for plants. Implementing vermiwash production in college can help reduce organic waste, provide nutrient-rich fertilizer for campus gardens or landscaping. Additionally, it can serve as an educational tool to teach students about composting, nutrient cycling, and sustainable agriculture.

II. Entrepreneurial Skill Development

(i) Mushroom Culture

Our college being in the foothills of Himalayas has an ideal environmental condition for mushroom culture. Cultivation of oyster mushrooms has been initiated in the session 2022-23 to encourage the students for a future investment in eco-friendly practices. A room along with requisite set up has been dedicated for the said purpose for hands on training of the students.

(ii) Training on Colouring of Flowers

Hands-on training was given to the students who were able to colour flowers like white chrysanthemum (Chandramallika) and tuberose (Rajnigandha). Coloured flowers have a remarkable market value, the students who learned this art would be able to start the practice on a small scale and in due course would be able to start their own business on a larger scale.

(iii) Cake Baking

A workshop was conducted with the collaboration with Siliguri Bodhi Bharati Vocational Institute for giving hands-on training for backing cakes to our students.

5. Evidence of Success

Evidence of success is seen in the campus which is clean and green. Both students and faculty members are conscious about maintaining the cleanliness and overall health of the environment of the institution and its surroundings. As a part of social responsibility, an awareness campaign was conducted by the college to identify the trees of the neighbouring area.

Besides being responsible graduates, the college aims to make the students self reliant in future. Several seminars, workshop was held to sensitize the students for entrepreneurship skill development in future.

6. Problems Encountered and Resources Required

- a. Regular Government finances are required for the maintenance and upkeep of the existing facilities.
- b. More intensive training programmes are necessary for the development of entrepreneurship skill development.

Best Practice II: Student Profile Mapping

1. Title of the Practice: Student Profile Mapping

2. Objectives:

To objectively determine students' abilities and identify both slow and advanced learners for tailored support.

3. The Context:

Students face diverse challenges regarding their skill attributes, stemming from socioeconomic backgrounds, intellectual abilities, and emotional characteristics. A systematic assessment of these attributes can provide insights into students' strengths and weaknesses, enabling the institution to provide tailored support.

4. The Practice:

- Students login with their credentials to answer an online questionnaire.
- Scores on 'General Quotient (GQ)' and 'Empowerment Quotient (EQ)' are calculated based on their responses. GQ includes Academic, Intelligence, and Knowledge scores, while EQ assesses various abilities. A weighted average of GQ and EQ yields the final score, representing the student's capability.

5. Evidence of Success:

- Online mapping is faster, more accurate, and less time-consuming compared to manual methods.
- Online mapping provides insights into students' innate capabilities beyond class/internal test marks.
- Online mapping is effective for all students, including those who may be shy or introverted.
- Teachers' assessments align with profile mapping results, affirming the authenticity of the method.

6. Problems Encountered and Resources Required:

- Students from economically disadvantaged backgrounds may have limited access to high-speed internet.
- Some students require guidance from teachers to understand and complete the questionnaire.
- Resources needed include competent software developers and improved computer infrastructure.

This best practice effectively assesses students' abilities and provides valuable insights for tailored support, despite challenges related to internet access and infrastructure.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our college's distinctiveness lies not only in its facilities but in the transformative experiences it offers. Our college's unique blend of education, empowerment, and practical skills sets it apart and prepares students for a dynamic future.

1. Women Empowerment:

Our college remains committed to empowering women. In fact, Late Prof. (Dr.) Lalita Rai Ahamed (W.B.S.E.S.) was the only full-fledged principal of our college (in the year 2011) who was an inspirational lady and loved to lead from the front. It actively promotes gender equality, leadership, and self-confidence among female students. They are made possible by the methodologies given below:

- Initiative to hold programmes to develop awareness on improving women's health and well-being on four themes:
 - Women's cancer and gynaecological morbidity.
 - Women, health, and the environment
 - Prevention, identification, and treatment of non-communicable diseases (NCDs)
 - Human resources for health with a focus on female frontline workers and women's health leadership

In addition to the above, a fully equipped gym & fitness centre in college largely help to increase the overall fitness and strength of our girl students.

- Initiatives include holding workshops on women's rights, mentorship programs, and networking opportunities with successful women in various fields.
- By fostering an environment where women can thrive academically and personally, our college contributes to a more equitable society. This is validated by our girl students securing ranks in the

university results.

- Recognizing the importance of safety, our college provides self-defence training specifically for girl students.
 - Since 2018, our institute has taken a pioneering step towards fostering a safe and empowering environment for its female students through the implementation of "Teesta-Kanya" – a comprehensive self-defence training program. Designed with the utmost consideration for the safety and well-being of our female students, Teesta-Konya serves as a distinctive initiative aimed at equipping them with essential skills and knowledge to protect themselves in various situations.
 - The "Teesta-Kanya" program is conducted by the "Shotokan Kai Karate-Do India" association based in Siliguri, West Bengal. It encompasses a range of techniques and strategies drawn from various disciplines such as martial arts, Krav Maga, and situational awareness training. Through a series of structured classes and workshops, participants learn practical self-defence techniques tailored to real-life scenarios, including verbal confrontations, physical assaults, and attempts at abduction.
 - What sets Teesta-Kanya apart is its holistic approach towards self-defence. Beyond physical techniques, the program also emphasizes mental preparedness, assertiveness, and confidence-building. Participants are taught how to recognize potential threats, assess risks, and respond effectively under pressure. By instilling a sense of empowerment and self-assurance, Teesta-Kanya aims to cultivate a culture of resilience and safety among our female students.
 - Teesta-Kanya has received praise from parents, faculty, and external stakeholders for its proactive approach to addressing the safety concerns of female students.
 - These efforts collectively contribute to enhancing women's health and overall well-being.
 - The continued motivation to the female students to participate in the sports is validated by the gradual increase in their participation in the college sports as well as inter-college sports.

2. Participation in Multilingual Teaching & administrative work :

- Multilingualism enriches the educational experience. Our college's emphasis on teaching in multiple languages prepares students in a better way. We use English, Bengali, Hindi and Nepali to teach so as to make the students comprehend better. We believe that the teacher has not taught if the learner has not learnt.
- More than 75% staffs in the Principal office are female and belong to different ethnic communities.
- Languages cover not only communication skills but also cultural nuances and intercultural competence.
- Students benefit from exposure to diverse perspectives and develop a broader understanding of the world.

3. Academic Excellence:

1. Beyond traditional academics, our college's pursuit of excellence involves holistic development.
2. Faculty members engage in research, publish scholarly work, and mentor students. Rigorous coursework challenges students intellectually.

3. The focus is not just on grades but on critical thinking, creativity, and lifelong learning.

4. Practical Training in Cake Baking and Other Activities:

1. Our college stands out by offering practical skills alongside theoretical knowledge.
2. Cake baking training equips students with culinary expertise, creativity, and entrepreneurial skills.
3. Other activities, such as workshops on entrepreneurship, leadership, or community service, prepare students for real-world challenges.

5. Community Engagement:

1. Our college actively engages with the local community. Students participate in outreach programs, volunteering, and social impact initiatives.
2. Community service projects, environmental awareness campaigns, and health drives demonstrate our college’s commitment to societal well-being.

6. Inclusive Campus Culture:

1. Our college fosters an inclusive environment where diversity is celebrated.
2. Events, and cultural festivals promote cross-cultural understanding and appreciation.
3. The multilingual and multicultural diversity of our college creates a ‘Mini India’ and at the same time the inclusive environment of the institution develop the tolerance and harmony among the students, faculties and staff towards cultural, regional, linguistic, communal and socioeconomic diversity.
4. Students learn from each other’s backgrounds by breaking down stereotypes and building empathy.

In summary, our college’s distinctive features create a dynamic and enriching learning environment for all students, emphasizing women empowerment, multilingualism, academic excellence, practical skills, and safety.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Darjeeling district is situated in the northern part of the Indian state of West Bengal. Nestled in the Eastern Himalayas, it shares its borders with Nepal to the west, Sikkim to the north, and Bhutan to the east. The district is renowned for its picturesque landscapes, tea gardens, and the majestic Mount Kanchenjunga, the third highest peak in the world.

Socio-Economic Conditions: Darjeeling district presents a unique socio-economic landscape shaped by its diverse cultural heritage, rich natural resources, and historical significance. Here's an overview of its socio-economic conditions:

1. **Tea Industry:** The tea industry is the backbone of Darjeeling's economy, with its globally renowned Darjeeling tea fetching a premium in international markets. The district boasts numerous tea estates that provide employment to a significant portion of the population.
2. **Tourism:** Tourism is another vital sector driving the economy of Darjeeling district. Its breathtaking natural beauty, coupled with attractions like the Darjeeling Himalayan Railway (a UNESCO World Heritage Site), draw tourists from across the globe. The tourism industry supports various businesses, including hotels, restaurants, and handicrafts.
3. **Agriculture:** Apart from tea cultivation, agriculture is practiced in the rural areas of Darjeeling. Small-scale farming is prevalent, with crops like rice, maize, millets, and vegetables being cultivated. However, agricultural productivity faces challenges due to limited arable land, uneven terrain, and dependence on monsoon rains.
4. **Education and Literacy:** Darjeeling district has a relatively higher literacy rate compared to the national average, owing to its emphasis on education. The presence of prestigious educational institutions like Don Bosco, Nirmala Convent School, St Joseph School and APC Roy Government College reflects its commitment to quality education.
5. **Infrastructure:** While urban centers like Darjeeling and Siliguri have relatively better infrastructure in terms of roads, electricity, and healthcare facilities, rural areas often lack basic amenities. Improving infrastructure, especially in remote villages, is crucial for ensuring equitable socio-economic development across the district.
6. **Socio-Cultural Dynamics:** Darjeeling district is home to diverse ethnic communities, including Gorkhas, Lepchas, Bhutias, Bengalis and Nepalis each contributing to its vibrant cultural tapestry.
7. **Environmental Conservation:** Preserving the ecological balance of Darjeeling's fragile Himalayan ecosystem is paramount for sustainable development. Efforts to conserve forests, biodiversity, and water resources are essential to mitigate the adverse effects of climate change and promote eco-tourism.

In conclusion, Darjeeling district presents a blend of economic opportunities, cultural diversity, and environmental challenges. Addressing socio-economic disparities, promoting inclusive growth, and fostering sustainable development are key imperatives for ensuring a prosperous future for the region and its inhabitants.

Concluding Remarks :

We have been maintaining core values and establishment limitations but innovating in all areas based on newer realities and challenges to achieve goals. With a focus on Outcome-Based Education (OBE) and Experiential Learning, the college ensures that its curriculum remains relevant and aligned with institutional goals. Leveraging digital resources and a robust Learning Management System (LMS), the college facilitates effective curriculum delivery and student access to diverse learning materials.

The college's commitment to holistic development is reflected in its emphasis on extracurricular activities, student support services, and campus infrastructure. Through research, innovations, and community engagement, faculty members contribute to the academic and societal advancement.

Decentralized governance, financial audits, and quality assurance initiatives ensure transparency, accountability, and continuous improvement in institutional practices. The college also prioritizes staff welfare and development, promoting a conducive environment for growth and professional excellence.

Embracing values of social responsibility, inclusiveness, and environmental consciousness, the college actively promotes awareness about constitutional duties, rights, and responsibilities.

Initiatives such as eco-friendly practices, entrepreneurship skills development, and outreach to underprivileged communities underscore the institution's commitment to sustainable development and societal welfare. In conclusion, Acharya Prafulla Chandra Roy Government College, Siliguri, remains steadfast in its dedication to providing a nurturing and empowering environment for students to excel academically, personally, and as responsible members of society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>297</td> <td>226</td> <td>266</td> <td>286</td> <td>245</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>297</td> <td>226</td> <td>265</td> <td>286</td> <td>244</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>392</td> <td>392</td> <td>352</td> <td>352</td> <td>352</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>392</td> <td>392</td> <td>352</td> <td>352</td> <td>352</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	297	226	266	286	245	2022-23	2021-22	2020-21	2019-20	2018-19	297	226	265	286	244	2022-23	2021-22	2020-21	2019-20	2018-19	392	392	352	352	352	2022-23	2021-22	2020-21	2019-20	2018-19	392	392	352	352	352
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3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>05</td> <td>00</td> <td>11</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>04</td> <td>0</td> <td>7</td> <td>10</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	10	05	00	11	16	2022-23	2021-22	2020-21	2019-20	2018-19	6	04	0	7	10																				
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Remark : DVV has made necessary changes basis the institutional data provided

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

Answer before DVV Verification :

Answer After DVV Verification :32

Remark : DVV has made changes as per prescribed format shared by HEI and has downgraded since we have not considered the with which are not continued

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	32	15	21	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	10	19	15

Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	40	2	4	6

Answer After DVV Verification :

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

Remark : DVV has considered, since none of the teachers have received the financial support above 2000 so it will be not considered

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made changes as per prescribed format and supporting documents shared by HEI.</p>
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2.Extended Profile Deviations**Extended Profile Deviations**

No Deviations