



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**SANCHAMAN LIMBOO GOVERNMENT DEGREE  
COLLEGE, GYALSING**

**GYALSHING DISTRICT WEST SIKKIM  
737111**

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

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Sanchaman Limboo Government Degree College, Gyalshing formerly known as Sikkim Government College, Gyalshing was established on 28th June 2011 in western part of Sikkim, India. The institution is located in Gyalshing district of Sikkim occupying an area of 26 acres. The institution provides quality education to young, aspiring students that not only addresses the needs of the community but ensures that they are attuned to the changing times. The learners are educated to face the economic, social and environmental challenges that come along their way. The institution strives to generate and impart knowledge to empower the youth and prepare them to become active participants in shaping the future of the state and the country.

It is a co-educational institute and is affiliated to Sikkim University. It follows the Semester system (Odd and Even) and the medium of teaching is English. The institution offers B.A. Honours in English, Economics, History, Geography, Sociology, Tourism, Physical Education, Education, Political Science, Lepcha, Bhutia, Nepali and Limboo. It also offers other programmes like Bachelors in Commerce and Post Graduation in Political Science. At present there are 56 teaching faculty, 1521 students and 28 non-teaching staff.

Since the college is under the administrative control of the Government of Sikkim, the policy of the state to provide free and fair education is applicable to this institution as well. Free education is provided to the local students possessing Sikkim Subject or Certificate of Identification and a negligible amount of fees is charged to non local candidates. The college consists of well qualified faculty members committed to the development of curriculum and research, involving themselves wholly in the process of institution building besides initiating various extracurricular activities.

### **Vision**

Sanchaman Limboo Government Degree College, Gyalshing is committed in creating and sustaining conditions that enables all its students to experience an unparalleled educational journey that is intellectually, socially and personally transforming which aims at moral, ethical and academic development of the students.

The college is dedicated to fostering gender equality and empowerment through its comprehensive initiatives and inclusive environment, where it strives to create a society where individuals of all genders can thrive and contribute positively.

Keeping into consideration the significance of skill development in today's world, the college seeks to make every effort to enhance skills among its learners for their holistic growth.

The College also seeks to promote a society based on love, freedom, liberty, justice, equality and fraternity.

### **Mission**

- To become a centre of excellence in Higher Education;
- To excel in all areas of teaching-learning, research, outreach and consultancy;
- To contribute to the creation of knowledge and aid in the process of personal development;
- To be a bridge between the rural-urban divide, deploying the benefits of education to the poor and the marginalized and empowering them;
- To become a home of culture and to consciously promote communal harmony and cultural integration creating an atmosphere of dialogue in the campus;
- To promote academic exchange and academia-industry interfacing, taking advantage of the latest technology;
- To mould young men and women to become competent, committed, conscientious and compassionate;
- To empower female students to be at par with her male counterpart and become self reliant contributing for the betterment of the nation.
- To nurture students to become empathetic, responsible and open minded citizens in order to serve society, their state and the nation.

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

### **Institutional Strength**

- Situated in the lap of mighty Kanchendzonga with Khechupalri wish fulfilling lake in the north, Sangachoeling Monastery in the northwest, Pemayangtse Monastery in the north-east and Kirateshwar Mahadev Mandir in the south lies a beautiful village “Aarigaon, Yangthang” a place where Sanchaman Limboo Government Degree College, Gyalsing is located. It is three kilometers away from the district headquarter Gyalsing with a sprawling campus of 26 acres located away from the din and tumult of city life which offers a great ambience for studies.
- The College is affiliated to Sikkim University, A Central University established by an Act of Parliament of India in 2007. Students are well-disciplined and the teaching fraternities are equally dedicated. Students are encouraged to be responsible, regular and punctual at work and are trained to develop capacity to think objectively and discuss freely.
- The strength of the College at present comprise of 56 teaching faculty, 28 non- teaching staff, 1521 students and 13 Departments offering BA (Hons) Programme. It also offers B.Com. and Post Graduation programme in Political Science. The teacher pupil ratio is very healthy which is 1:27 as a result of which individual attention is given to every student and the performance of the students can be tract easily over some time.
- One of the biggest strengths of SMLGDC is its young workforce. The majority of our teaching faculty are under the age group of 38 years. This demographic dividend holds immense potential for the growth of the institution in the long run.
- The college is blessed with numerous infrastructural amenities like an Academic block, Auditorium hall, Health Center with an ambulance, Quarters for employees, gymnasium hall, playground, badminton court, volleyball court, library building, Administrative building, Cafeteria, Basketball court, Guest house etc.

### **Institutional Weakness**

- As compared to other Government colleges in Sikkim, SMLGDC Gyalsing is located in one of the remote villages in Sikkim thereby making it largely inaccessible.
- Inadequate manpower (teaching and non-teaching staffs) is one of the areas that needs to be addressed by the government. Although we have a bunch of young and dynamic faculty, we lack the expertise of seasoned and experienced academicians usually, the senior faculties of the state shy away from joining the college due to its remoteness and inaccessibility when compared with other higher educational institutions that are nearer to the capital city.
- Connectivity- wise, the college has internet facilities from 3 service providers, due to erratic weather conditions characteristics of the region, internet service usually remains disturbed.
- Currently, the institution does not have a hostel facility for the students. however, we have signed a MOU with private players. it also needs to be mentioned that the construction of Girls and Boys' hostels for the college students is in the pipeline and will soon begin.

### **Institutional Opportunity**

- Due to sprawling campus comprising of 26 acres, the College has ample scope and opportunities to introduce multiple disciplines and future expansion which may help in the upward mobility of college into a university;
- The college acts as a bridge to the gap between the rural and the urban divide.
- Infrastructure-wise wise, SMLGDC has a fertile future to be the leading center higher learning not only in the state but also in the entire region.
- SMLGDC gyalsing started with 50 students in a rented private building in 2011. Today, in terms of enrollment, the college stands 3rd among 14 Government colleges in the state. As the state is gearing up for the implementation of NEP 2020, the enrollment rate will certainly go even higher.

### **Institutional Challenge**

- Due to its distance from the Education Department, Higher Education and Sikkim University, both located at Gangtok, East Sikkim sometimes leads to delay in administrative work;
- Due to its location and accessibility to Capital City, The institution has not been able to attract meritorious students on a large scale;
- Brand has a face value and therefore parents and guardians would like to send their wards to reputed colleges for upward mobility instead in colleges like ours and therefore the onus lies on every stakeholder like students, teachers and parents to work collaboratively to further improve on the quality of education imparted in the institution.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Sanchaman Limboo Government Degree College, Gyalshing, West Sikkim affiliated to Sikkim University, strives for academic excellence keeping with the college motto 'Emancipation through Knowledge'. The college has been fostering to be a centre of learning aiming at moral, ethical and academic development of the students. As such the college adheres to the curriculum and academic calendar designed by the university. The College prospectus, academic calendar offers the idea about the delivery and transaction of the curriculum.

Conventional face to face method coupled with ICT teaching tools are adopted in the teaching learning process. Assignments, student seminars, field visits, invited lectures on various issues from different institutions are organized for student – centered learning methods.

The curriculum is designed and implemented taking cognizance of the educational policies of the State and Central Government, and the global needs, while serving the cause of national development and regional requirements. The design and development of the curriculum is a democratic process with all the faculty contributing to the introduction, innovation, and revision of the syllabi. The culture of academic freedom and flexibility provides immense scope for introducing innovations in the curriculum to achieve the institutional vision and mission of striving for academic excellence.

The college also plays a significant role in nurturing civic-minded and just individuals. Committees like the National Service Scheme, Eco Club and Internal Complaints Committee, Gender Sensitization Unit, Grievances Redressal Cell ensures equality on campus. Regular feedback from the students, alumni and faculty ensure appropriate action towards addressing any gap in students' progression and the overall development of the college.

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

Sanchaman Limboo Government Degree College, Gyalshing is affiliated to Sikkim University. It offers Undergraduate (BA Honours and B.Com Honours) Programme and a Post Graduate Programme (MA Political Science). It enrolls students from the entire state of Sikkim and few from West Bengal and Nepal. The institute focuses on student-centered approach and participative learning process like hands on training experience, field visits, excursions, term papers, workshops etc., to cater critical thinking and holistic learning among the students. The college incorporates new methods of instruction along with the traditional method of classroom teaching; such as online classes and ICT facilitated learning. Orientation programme is held during the commencement of every new session to help the students understand the course, course outcomes, rules and regulations of the college and also to familiarize the students with the faculty members.

There is a continuous evaluation system at place, which is monitored by the Examination Cell. The college follows the Sikkim University Academic Calendar for the internal and external examinations. The internal examinations are divided into Sessional A and Sessional B which is a total of 50 marks (the rest 50 marks are allotted for the external End-Term University examinations). The internal evaluation is done through tests, written assignments, term papers, presentations and viva voce. The evaluation and question paper setting for the internal examinations are carried out by the concerned subject teachers. For the End Term Examinations however, the teachers from Sanchaman Limboo Government Degree College are also appointed by the affiliating university for paper setting, moderation and evaluation.

The institution also carefully records the feedback it receives from the students during the Student

Satisfaction Survey and takes the initiative to make necessary changes and facilitate the needs of the students after much analysis and discussions.

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

The College management encourages its teachers to submit research proposal, conduct research for which a research committee has been in place to facilitate the research and extension activities. The committee with the help of teachers organizes workshops and sensitization programs to create research spirit among teachers and students. Many teachers in the college have published their research paper in reputed National and International journals with good impact factors, UGC recognized, peer reviewed and many conference processing books.

The institute is also actively involved in extension activities to help society by its services. The college has two NSS units and a contingent of NCC through which college renders social and community services. Besides organizing blood donation camps, environmental and social awareness program and helping in disaster management, the college has also adopted a village and has been working continuously for the betterment of that area.

### **Infrastructure and Learning Resources**

Sanchaman Limboo Government College is well equipped with the necessary resources to carry on and support contemporary pedagogy. Facilities like Smart Screen, Computer Processors and Digitally equipped classrooms have made the institution possible to facilitate blended learning; this ensures online and offline sessions whenever required.

The institution is well connected with high speed internet facilities and Wi-Fi to support remote access to online libraries and academic database.

The institutions have the facilities for outdoor and indoor sports such as football, volleyball, boxing, badminton, table tennis etc., The college facilitates the overall development of students through its enriched management practices and well equipped infrastructure.

During the last five years, the college has invested its time and resources to build new facilities which is on the verge of completion resulting in improvement in transportation facilities inside the campus area, connecting footpath and resting sheds.

### **Student Support and Progression**

Sanchaman Limboo Government Degree College, Gyalsing has had a short yet illustrious and chequered history. Formed in the year 2011, the institution had a very humble beginning. For about 7 years, the college operated from a private-building situated near the town. The sprawling campus might be one of the largest in the state, with a spacious and well-constructed campus, the college today can very well boast of having the most well-made campus in the state.

The institution today has a large campus nestled across 26 acres of land surrounded by lush mountains and rich

vegetation. Spacious, well-ventilated and IT integrated classrooms, well-equipped library, auditorium, gymnasium hall, football stadium, basketball and volleyball courts, health center, radio studio, 5G lab, staff quarters, the list comes off as nearly inexhaustible.

In its one-and-a-half-decade long existence, the institution has played a pivotal role in nurturing multitudes of young minds equipping them with knowledge and skillsets required to excel in today's complex job market. Beside imparting the curriculum, the college tirelessly strives to inculcate moral and ethical values in the minds of the students so that they become responsible citizens.

Significant number of our students opt for higher studies after completion of the UG programme offered by the college, while a significant few take up jobs, both in government and private sector. A good number of students who once studied in the college have secured jobs in the college itself, both in teaching and non-teaching positions.

The alumni association of the college thus is a vibrant one. The association meets at regular intervals to discuss and deliberate on various matters concerning the development and well-being of the institution. From donating books to the college library, to actively assisting the college to organize various extra-curricular events of local and national importance, the alumni of the college are an engaged and involved lot.

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

Sanchaman Limboo Government Degree College is situated in Gyalshing district of Sikkim. The college is built as a model higher educational institution in the region. The college since its establishment in the year 2011 has been working towards achieving its motto "Gyana Vigyana Vimuktye".

The College has been supported and guided by the affiliating university, Sikkim University, Gangtok. Directorate of Higher Education, Govt. of Sikkim holds a sole authority not only in building the institution but also in formulating its short- and long-term plans to catering the educational, social, cultural and economic needs of students.

The college has been offering B.A course in various subjects, and have been able to introduce P.G course in Political Science and B.Com courses within the last five years. The college is looking forward to introduce other courses such as B.Sc and other professional courses in near future.

The college is headed by the Principal, supervised by the Director (Higher Education), Education Department, Government of Sikkim, along with the Vice Principal and the Dean of Student Affairs looking after the administration of the institution. College Management Committee with few of its faculty as its members, headed by the Principal is also there to look into the management of the college. The college also have various committees comprising of faculties across the department to strengthen the overall growth and development of the institution.

The college has qualified faculty members committed in the process of institutional building. With highly structured management system and leadership quality, the college is working towards fulfilling the gap by bringing the benefits of education to the underprivileged and the disadvantaged groups of the region and the State as a whole.

## **Institutional Values and Best Practices**

Sanchaman Limboo Government Degree College in Sikkim is deeply committed to addressing gender inequality through various initiatives. The institution's Gender Sensitization Unit conducts programs to raise awareness among students, inviting guest speakers to highlight women's contributions to society. The Women's Development Cell collaborates with local organizations to provide information on government schemes for women and conducts awareness programs.

International Women's Day is celebrated to honor women's rights and values, while safety measures such as security checkpoints and separate facilities for male and female students ensure a secure environment. Counseling services are available through the Career Counseling and Mentoring Cell, addressing academic and personal issues.

The college integrates gender studies into its curriculum, offering subject areas that examine gender roles in society. Co-curricular activities foster inclusivity and harmony among students, while environmental sustainability is prioritized through plantation drives and waste management practices.

Inclusivity is emphasized through barrier-free access and facilities for individuals with disabilities. Various committees organize programs promoting cultural diversity, and courses in regional languages promote linguistic diversity.

Skill development is a priority, with certification courses and practical training opportunities offered in sports, craftsmanship, and entrepreneurship. The establishment of the Sanchaman Limboo School Radio provides students with a platform aimed towards developing communication skills.

Gender sensitization efforts include the Gender Sensitization Unit, Women's Development Cell, and Grievance Redressal Committee, which address issues of harassment and discrimination. Mentorship programs empower students to make informed decisions and pursue their goals confidently.

In conclusion, Sanchaman Limboo Government Degree College is dedicated to fostering gender equality and empowerment in higher education. Through its comprehensive initiatives and inclusive environment, the institution strives to create a society where individuals of all genders can thrive and contribute positively.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Sanchaman Limboo Government Degree College, Gyalsing
Address	Gyalshing District West Sikkim
City	Gyalshing
State	Sikkim
Pin	737111
Website	<a href="http://www.smlgcgyalshing.in">www.smlgcgyalshing.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	KISHOR KUMAR RAI	03595-250050	9733076162	03595-250050	gyalshingcollege2011@gmail.com
Associate Professor	KESSNG WANGMO BHUTIA	03595-	9832695115	03595-250050	kesang1319@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Sikkim	Sikkim University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	22-06-2016	<a href="#">View Document</a>
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gyalshing District West Sikkim	Rural	26	20344.46

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Political Science,POLITICAL SCIENCE	36	Class XII Pass	English	50	58
UG	BA,Economics,ECONOMICS	36	Class XII Pass	English	50	17
UG	BA,History,HISTORY	36	Class XII Pass	English	50	58
UG	BA,English,ENGLISH	36	Class XII Pass	English	50	59
UG	BA,Sociology,SOCIOLOGY	36	Class XII Pass	English	50	31
UG	BA,Education,EDUCATION	36	Class XII Pass	English	50	15
UG	BA,Nepali,NEPALI	36	Class XII Pass	English	50	50
UG	BA,Lepcha,LEPCHA	36	Class XII Pass	English	30	37
UG	BA,Bhutia,BHUTIA	36	Class XII Pass	English	30	4
UG	BA,Limboo,LIMBOO	36	Class XII Pass	English	50	50
UG	BA,Physical Education,PHYSICAL EDUCATION	36	Class XII Pass	English	50	59
UG	BA,Tourism,TOURISM	36	Class XII Pass	English	50	56
UG	BA,Geography,GEOGRAPHY	36	Class XII Pass	English	50	53

	PHY					
UG	BCom, Commerce,	36	Class XII Pass in Commerce	English	50	22
PG	MA, Pg Pol Sc,	24	B.A. Honours in Political Science	English	15	13

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				78			
Recruited	0	0	0	0	0	0	0	0	31	25	0	56
Yet to Recruit	0				0				22			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				54
Recruited	16	11	0	27
Yet to Recruit				27
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				2
Recruited	0	1	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	7	5	0	13
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	22	15	0	37
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	270	7	0	0	277
	Female	285	7	0	0	292
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	5	0	0	0	5
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	3	14	10
	Female	10	7	14	5
	Others	0	0	0	0
ST	Male	73	88	96	90
	Female	91	132	110	152
	Others	0	0	0	0
OBC	Male	54	106	89	90
	Female	82	114	108	82
	Others	0	0	0	0
General	Male	2	3	5	8
	Female	4	4	2	13
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>316</b>	<b>457</b>	<b>438</b>	<b>450</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Sanchaman Limboo Government Degree College (SMLGDC), Gyalshing is making significant strides towards aligning with the objectives of NEP 2020 and actively preparing to introduce multidisciplinary/interdisciplinary courses under the guidance of Sikkim University and the Directorate of Higher Education, Government of Sikkim. The institute, under the supervision and collaboration with Sikkim University and the Directorate of Higher Education, is nearing completion on developing a policy framework that emphasizes the value of integrating knowledge across various disciplines. This framework will serve as a guiding document for the institution's approach to</p>
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	<p>multidisciplinary/interdisciplinary education. Presently, It is also actively involved in designing the curriculum for multidisciplinary/interdisciplinary courses in collaboration with the university's NEP Committee and group of experts from each department of different colleges of Sikkim to ensure that the curriculum is comprehensive and aligned with the principles of interdisciplinary teaching. This includes revising existing course structures and creating new interdisciplinary programs. Faculty members are also being provided with opportunities for professional development through workshops and Faculty Development Programs (FDPs) organized by the Higher Education Department and the University. Additionally, the college itself is organizing workshops to enhance faculty understanding of multidisciplinary/interdisciplinary teaching practices. SMLGDC have also established collaborations with various institutes and organizations, such as the Indian Institute of Entrepreneurship, AMTRON, and the Indian Himalayan Center for Adventure and Eco-tourism, Chemchey etc. to enrich interdisciplinary education. These collaborations involve conducting programs and planning future initiatives to provide students with practical learning experiences. Our institute is also focusing on research initiatives, with the formation of a research committee and the proposal for translation work from English to three regional languages viz. Bhutia, Lepcha and Limboo under RUSA funds is on pipeline. This initiative not only promotes research but also enhances accessibility to educational resources in regional languages. During the last 5 academic years, our institute implemented workshops aimed at enhancing student skills through RUSA equity and vocational grants. These workshops covered diverse topics such as Waste Paper Recycling, Radio Production, Beekeeping, Badminton, and Boxing. The initiative reflects our commitment to providing practical learning experiences beyond traditional academics, fostering creativity, innovation, and holistic development among our students.</p>
2. Academic bank of credits (ABC):	<p>In response to the changing landscape of higher education, many institutions, including our college, have adopted innovative approaches to enhance the learning experience for students. The implementation of the Academic Bank of Credits (ABC) represents a</p>

significant advancement towards a more flexible and student-centric education system. The ABC system operates on the principle of recognizing and valuing individual learning achievements through the assignment of credits. These credits can be accumulated and transferred across various academic programs, providing students with the flexibility to design personalized learning paths. A key feature of the ABC system is its emphasis on transparency and flexibility. Students earn credits not only through traditional coursework but also through diverse learning experiences such as internships, workshops, and certifications. These credits are stored digitally, enabling seamless transfer between courses, programs, or institutions. This flexibility empowers students to pursue interdisciplinary studies and align their education with their career goals while recognizing the value of prior learning experiences. Moreover, the implementation of ABC streamlines administrative processes by reducing bureaucratic hurdles associated with credit transfers. This enhances efficiency and makes the system more student-friendly. Clear credit transfer policies ensure that students understand how their credits can be applied, facilitating informed decision-making about their academic and career paths. Our college, Sanchaman Limboo Government Degree College, Gyalsing, is committed to implementing the ABC system as outlined by our affiliated university, Sikkim University. Significant progress has been made with the successful registration of students from the academic sessions of 2021 and 2022 in the university portal. Students are provided with unique ABC IDs, granting them access to the portal where they can view and manage their accumulated credits and academic records. The utilization of ABC IDs facilitates easy navigation of the portal, ensuring students have access to important information. The implementation of the ABC system has received positive feedback from both faculty and students, reflecting its transformative impact on our education system. The successful implementation of the Academic Bank of Credits signifies a shift towards a more adaptable and student-centered education system. It demonstrates our commitment to providing an education that prepares students for the challenges of the future, fostering engagement and positive outcomes.

### 3. Skill development:

The college is currently prioritizing skills development as a strategic initiative to bolster students' employability and prepare them for a competitive job market. Recognizing the importance of skill-based learning in fostering economic independence, the institute has established partnerships with various government departments in and around Gyalshing District, as well as numerous non-governmental organizations. These collaborations provide students with opportunities to acquire diverse vocational skills. The college has actively engaged with government departments, leveraging resources and expertise to develop robust skill development programs. Additionally, dedicated entities such as the NCC, NSS, and Career Counseling Cells within the institute play crucial roles in imparting skills to students. Under the Rashtriya Uchchar Shiksha Abhiyan (RUSA) equity initiatives, the college has successfully implemented various skill development projects. These projects are tailored to meet the evolving demands of the job market and equip students with practical skills aligned with industry requirements. Vocational grants further enhance the scope and impact of these initiatives. An integral part of the skills development strategy is the integration of real-world experiences into the academic curriculum. For example, students from the Tourism department are required to undergo internships in various hotels in Pelling. This hands-on experience enhances theoretical knowledge and bridges the gap between classroom learning and industry practices. Workshops conducted during the academic year 2022-23 have played a pivotal role in honing a spectrum of skills among students. Funded under RUSA equity and vocational grants, these workshops cover a wide range of subjects, including Waste Paper Recycling, Online Radio Production, Beekeeping, Basic Mountaineering, Adventure Tourism, and specialized courses like Badminton and Boxing. Each workshop is designed to impart practical knowledge, cultivate expertise, and enhance students' overall skill set. In essence, the college's commitment to skills development is evident in its collaborative efforts with government departments, NGOs, and the diverse and impactful workshops conducted. By aligning educational initiatives with the demands of the contemporary job market, the

	<p>college enhances students' employability and contributes to broader socio-economic development in the region. This comprehensive approach ensures that students are not only academically proficient but also equipped with the practical skills necessary for success in their chosen fields. Additionally, SMLGDC has collaborated with various institutions such as the Indian Institute of Entrepreneurship, AMTRON, Guwahati for the 5G lab, and the Indian Himalayan Centre for Ecotourism for the benefit of the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In order to discover the self of Bharat, the exploration of Indian wisdom is the only key. Since the inception of NEP 2020 in Indian Education, IKS - the Indian Knowledge System, has been a focal point of discussion. For the last two centuries, the western perception has been a primary influencing factor in our education. The Indian origin knowledge is either rejected or ignored in mainstream education, Indian world view is missing in society. Change in direction remains a challenging job until complete integration of Indian Knowledge System takes place in nation's Education. Understanding the value of Indian Knowledge System and keeping in mind the importance of teaching in Indian language, culture, various departments from our institute like English, Bhutia, Lepcha and Limboo join their hands together to accomplish the said goal. They invite guest speakers from various literary backgrounds to share their experiences and impart their viewpoints on Indian Knowledge System amongst our pupils. The NSS wing of the College collaborates with these departments and showcase various cultural programmes from time to time which will definitely help in preserving our culture and costume. Teachers are also encouraged to use local languages as much as possible to explain the concept to the students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Sanchaman Limboo Government Degree College, Gyalshing, has undertaken a strategic shift towards Outcome-Based Education (OBE) as part of its commitment to enhancing the quality of education and ensuring alignment with contemporary standards. Several key steps have been implemented to facilitate the successful adoption of OBE: Curriculum Design: The college is currently redesigning its curriculum in accordance with directives from its affiliated university, Sikkim University. This process involves</p>

comprehensive curriculum mapping and alignment with the National Education Policy (NEP) 2020. The revised curriculum is scheduled for implementation from the academic session 2024-25, reflecting a meticulous and phased approach to ensure a smooth transition. Assessment Strategies/Rubrics: Recognizing that outcomes encompass a range of knowledge, skills, abilities, attitudes, and understanding, the curriculum incorporates dissertation requirements across various subjects. Internal evaluation comprises two components, encompassing written exams and practical projects. The integration of presentations to external evaluators enhances students' personalities and engagement in learning. Specialized approaches, such as lab-based studies for Geography students and internships for Tourism students, further enhance the learning experience. Additionally, traditional classrooms have been transformed into smart classrooms, and a focus on group discussions contributes to a dynamic and participatory learning environment. Continuous Feedback and Improvement: The college has established various feedback mechanisms, including surveys, suggestion boxes in buildings, and a Student Representative Council. These avenues provide valuable insights into student experiences and concerns, facilitating regular reviews and continuous improvements in the educational process. Faculty Development Programme: Recognizing the importance of faculty development, the college encourages faculty members to participate in workshops and seminars. These professional development opportunities familiarize instructors with the principles and practices of OBE, ensuring they are well-equipped to deliver effective outcomes-based education. Student Involvement: In addition to academic pursuits, the college places significant emphasis on co-curricular activities to enhance students' skills across various areas. Activities such as debates, extemporaneous speeches, quiz competitions, and sports tournaments contribute to holistic skill development. Workshops conducted under RUSA equity and vocational grants, including those on Waste Paper Recycling, Radio Production, Beekeeping, and sports courses like Badminton and Boxing, further enrich students' skill sets. In summary, the college's commitment to Outcome-Based Education is evident through its

	<p>comprehensive approach. From curriculum redesign to varied assessment strategies, continuous feedback mechanisms, faculty development, and diverse student involvement activities, the institution actively fosters an educational environment aligned with modern pedagogical practices, preparing students for success in their academic and professional endeavours.</p>
<p>6. Distance education/online education:</p>	<p>In the contemporary landscape of higher education, Distance Education and Online Learning have emerged as transformative approaches that transcend geographical barriers and provide unprecedented access to quality education. These modes of learning offer flexibility, convenience, and inclusivity, making education accessible to a diverse range of learners, irrespective of their physical location or personal circumstances. Distance Education, often facilitated through online platforms, opens up opportunities for individuals who may face constraints in attending traditional brick-and-mortar institutions. It caters to a broad spectrum of learners, including working professionals, individuals in remote areas, and those with familial or professional commitments that preclude full-time, on-campus attendance. One of the key advantages of Distance Education is its flexibility. Learners can pace their studies according to their own schedules, allowing them to balance education with work, family, and other responsibilities. This flexibility is particularly beneficial for adult learners seeking to advance their careers or acquire new skills without disrupting their existing commitments. Initiatives at the College - Setting up IGNOU Study Centre: Recognizing the transformative potential of Distance Education, our college has taken a pioneering initiative by establishing an IGNOU Study Centre since 2012. This strategic move aims to bring education to the unreached, catering to a diverse student population that may face challenges in pursuing conventional on campus learning. The IGNOU Study Centre at our institute has witnessed a significant increase in the number of candidates undertaking distance education programs. It offers a diverse array of diploma courses, certificate courses, and degree programs in humanities, commerce, and science subjects. Furthermore, the centre provides postgraduate courses in various humanities disciplines,</p>

contributing to the holistic development of learners. In line with the college's commitment to staying abreast of modern educational trends, students are also encouraged to enroll in online courses offered through platforms like Swayam. This not only supplements their traditional learning but also equips them with valuable digital skills and a familiarity with online learning environments. In conclusion, the establishment of the IGNOU Study Centre and the promotion of online courses at our college underscore a commitment to providing accessible and quality education. These initiatives align with the broader goals of inclusivity, flexibility, and leveraging technology to reach a wider audience, ensuring that education becomes a transformative force for individuals regardless of their geographical location or personal circumstances.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

The Election Commission for Student Representative Council (SRC) elections was established in 2015, serving as a pivotal entity within the college's governance structure. While there isn't a specific Electoral Literacy Club (ELC), the Election Commission assumes a similar role by not only organizing and overseeing SRC elections but also by conducting diverse programs aimed at promoting electoral literacy and awareness among students. Since its inception, the Election Commission has played a crucial role in fostering a culture of democratic participation and responsible citizenship within the college community. Through various initiatives and awareness programs, it educates students about their voting rights, the significance of participating in elections, and the broader democratic processes. These efforts extend beyond mere election management; they aim to cultivate informed and engaged student citizens who understand the importance of their role in shaping the future of their institution and society at large. The Election Commission's multifaceted approach encompasses organizing debates, workshops, and campaigns that not only encourage students to exercise their voting rights but also facilitate discussions on pertinent

	<p>issues and policies. By empowering students with knowledge and skills related to electoral processes and democratic principles, the Election Commission contributes significantly to building a vibrant and participatory campus community.</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 Election Commission's commissioner and members are appointed by the Head of the institution and the student's coordinators are elected by the students themselves. Since the appointment of both Faculty coordinator and its members, Students coordinator and its members are appointed in a democratic way and is representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<ul style="list-style-type: none"> <li>• Election Commission (ECs) for Student Representative Council (SRC) conduct awareness campaigns to highlight the importance of voting rights, democratic values, and civic responsibilities. These campaigns often utilize various mediums such as posters, social media, and interactive activities to reach a wider audience.</li> <li>• ECs facilitate voter registration drives to ensure eligible individuals are registered to vote, thereby increasing voter participation and inclusivity in the electoral process.</li> <li>• ECs conduct SRC (Student Representative Council) election every year in the college.</li> <li>• ECs collaborate with election authorities, such as the Election Commission, District Administrative Centre to support voter education initiatives and ensure adherence to electoral laws and regulations and also conduct various programme.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Election Commission (ECs) for Student Representative Council (SRC) organize various educational workshops and training sessions to educate students about the electoral process, including voter registration, voting procedures, and the significance of elections.</li> <li>• ECs organize debates, panel discussions, and forums where students can engage in informed dialogue about political issues, candidates, and electoral reforms.</li> </ul>
<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>The college under the aegis of Election Cell, District Administrative Centre, Gyalsing has been conducting various campus booths for Voter registration drives for above 18 years of age students every 03 months. The EC with the help of BLO conducts a mass drive in the campus to register the young eligible students as voters.</p>



## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1521	1313	1060	1109	898

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

### 2 Teachers

#### 2.1

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

Response: 80

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	59	46	51	47

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.15	9.40	3.09	14.99	23.65

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Sikkim Government College, Gyalshing, recently renamed Sanchaman Limboo Government Degree College, Gyalshing, West Sikkim (as per the notification **No. 01/Home/2023**) affiliated to Sikkim University, strives for academic excellence keeping with the college motto '**Emancipation through Knowledge**'. The college purports to be a centre of learning excellence aiming at moral, ethical and academic development of the students. The college came into existence in the year 2011 as an affiliate campus of Vinayaka Mission Sikkim University. Since 2012, it has been functioning as one of the affiliated colleges of Sikkim University. The institution follows the academic regulations, programme structure and syllabus as prescribed by the University. Annual calendar and certification are done as per university norms. The institution offers programmes in B. A, B. Com and M.A Political Science with two specializations in International Relations and State Politics. Functioning under Sikkim University, for operational convenience the teaching curricula are divided into semester wise for all the programmes which are extending from July-November known as Odd Semester and February-June known as Even semester. The modules are imparted through interactive classroom teaching, project works, practicals, field studies and dissertation. The institution adheres to the academic calendar, including the conduct of Continuous Internal Evaluation (CIE). The institution has its own examination body that handles all examination-related activities in order to conduct an internal evaluation more efficiently and effectively. The body administers an Internal assessment in accordance to the affiliated University's Academic Calendar. When the semester commences, the institution convenes a general body meeting and on the basis of which respective department plans the process of teaching-learning. Education regulations are made available to students on institutional Website which consists of all the particulars of internal/external evaluation, rules of examination and promotion criteria. Syllabus, theory and practical, text books and reference books are made available to students in the college library and the semester schedule are displayed on the departmental notice-boards. The college strictly observes examination rules and the examinations are conducted under the guidelines offered by the University. Continuous Internal Evaluation ensures that assessment and evaluation are standard and transparent, and enable the students to achieve the minimum number of Credits to get promoted to the next Semester. Setting of question papers, seating arrangement and invigilation duties are taken care by the Examination Committee. In each Semester, two internal assessments are conducted. Minimum attendance, academic activities and student-teacher interaction form the major criteria for continuous internal assessment. Internal examination theory answer scripts are shown to the students to ensure transparency. The institution has been efficiently been using ICT enabled classrooms to facilitate the effective delivery of curriculum. The teaching learning processes, however, underwent a significant alteration during Academic Years 2019-20 and 2020-21 as a result of the global pandemic and the techniques switched from the conventional "talk and chalk" method to digital platforms. In fact, the institution has efficiently worked to facilitate the effective delivery of curriculum and to improve teaching practices using various online modes. Despite

the various challenges, the institution works hard to maintain the efficient operation of academic activities.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 8

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 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:** 21.67

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
290	60	260	469	200

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### **Response:**

In order to integrate the cross-cutting issues relevant to gender, environmental sustainability, human values and professional ethics, the Institution has imbibed different types of courses in the curriculum, some enhance professional competencies while others aim to inculcate general human values and environmental sustainability etc., thereby leading to the holistic development of students. The courses related to Ethics, Human Values and Environmental Studies are embedded in the curriculum of UG programs as well as in PG program. Apart from these, various internal college committees like NSS unit, NCC unit, Eco-Tourism Club, Disaster Management Cell, GSU etc., not only inculcates but also practices human & ethical values, as well as gender related values.

**Gender sensitivity and gender sensitization** is accomplished through various gender related Courses introduced in **B.A Sociology, SOC-UG-C401: Social Stratification**, focused on social inequalities; class, gender, caste, poverty and race.

Similarly, in view of **Human Values and Professional Ethics**, the institution has formulated a specific course in **B.A Geography GEO-UG-C602: Disaster Management with special reference to India**. To inculcate the human values, ethics and socially responsible qualities, the curricula comprises courses like **POL-PG-E403: Human Rights; concepts and issues**, **POL-PG-C30: Research Methods in Political Science** etc.,

Also, to sensitize students about the **environment and sustainability issues**, a number of courses like **ENV-UG-F105: Environmental Studies** and **EHS-UG-F106: Eastern Himalayan Studies** are included into the curriculum. Other than outcome based courses, the college Internal committees seamlessly conduct various activities like Cleanliness Drives, Sensitization Programmes, Environment Day, Earth Day, Swachh Bharat Mission Day, National Mental Health Day, Drug Abuse Day, Tree Plantations, Yoga Day, Constitution Day etc.,

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

**1.3.2**

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

**Response:** 15.45

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

Response: 235

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

**1.4 Feedback System****1.4.1**

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

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

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 71.82

##### 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
652	461	466	457	316

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

2022-23	2021-22	2020-21	2019-20	2018-19
675	675	625	650	650

#### 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:** 77.03

##### 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
610	430	438	431	311

#### 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
630	630	518	552	552

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 27.16

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The Institution promotes experiential and participative learning so that the students get hands-on practical experience that deepen their understanding and knowledge retention.

a. Real-World Applications: The teachers make use of real-life situations and examples while explaining and teaching concepts and theories to enhance relevance and understanding.

b. Project/Field-Based Learning: There are many departments that have a field-based study as a part of the curriculum. This requires the students to understand, solve, and experience real problems and apply what they have learned in the field.

c. Hands-on training and experiences: The institution provides the students with many opportunities that provide hands-on training and experiences. Some of the notable experiences are "10 Days workshop on Waste Paper Recycling" , "10 Days Workshop on Radio Production Process for SC, ST, and Women Students" and "One-day field-study on Disaster Management". In addition to these three events, the institution also regularly provides programs and drills on Disaster Management.

The teachers of the institution make use of ICT tools as a part of their regular classes and lectures. The tools used by the teachers are:

a. Interactive whiteboards: The teachers make use of smartboards to enhance the classroom presentations.

b. E-books and Digital resources: The Institutional Library has access to a number of online resources. The teachers make use of these resources to prepare for the classes.

c. Online Learning Platforms: The Pandemic taught the world of education the importance of Online Learning Platforms; since then the teachers of this institution have made regular use of Google Classroom to share notes and assignments. The teachers try and maintain a balance between technology and traditional teaching methods so that the students are provided with a well-rounded learning experience.

d. Teacher Training: The Institution ensures that the teachers receive training and support to enhance their teaching methods. For instance, in the academic session 2022-23, the Institution organized a "5 days' Workshop on NEP 2020 in Higher Education: Focussing on Curriculum, Pedagogy and Assessment". The institution also encourages teachers to attend workshops, seminars etc., so that they can upgrade their knowledge, teaching mechanisms and techniques.

d. Projectors, Microphones, Speakers, Computers, and Internet Facility: The Institution regularly updates the ICT tools in the classrooms in order to facilitate the teaching-learning process. Every department has been provided with computers and internet facilities.

The pandemic affected the teaching-learning process globally, during this time the institute continued to provide a platform (if not many) of participative learning for the students by continuing the field and project based learning (Dissertation). The discussion, submissions and the evaluation of the same was conducted online via Google Meet, Gmail and Whatsapp Groups.

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

## 2.4 Teacher Profile and Quality

**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 77.08**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
78	78	72	54	54

**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:** 62.55**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
40	42	27	27	26

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The Internal Assessment is carried out in a systematic manner. The Exam Cell of the institution is dedicated towards conducting and organizing successful Internal Assessments. The Cell conducts the assessments as per the University Academic Calendar. There are two Internal Assessments every semester. Sessional A is a written examination (Objective and Subjective) that is conducted centrally by the Exam Cell: Sessional B is a term paper assignment. The various departments submit the scores of both the Sessional to the Exam Cell which is then carefully recorded and uploaded by the Cell into the University portal. There is a dedicated body in the institution ie. the Grievance Redressal Cell (GRC), which is responsible for taking care of all the grievances in the institution. The GRC as a body deals with many types of grievances and one of them is grievance related to internal examinations. There is a methodical process followed by the Cell when a grievance is reported: the Coordinator calls for a meeting with the members, discusses and deliberates the issue at hand and then draws a plan of action. The Cell plays a role of a mediator (in the case of internal examinations) between the student and the concerned authority. The Cell works efficiently to address the issues that are reported and keeps its working transparent by including the Head of the institute in their meetings and submitting timely reports of their workings. The Coordinator and the members of the GRC are changed every two years to minimize chances of partiality.

During the pandemic, the workings of the Exam Cell and the nature of the Internal Assessments were different than the usual, but nonetheless, timely and seamless. All the Sessional Examinations (A and B) were conducted online via platforms like Google classroom, Google Meet and Gmail. Google classroom and Gmail was used in case of written assignments and tests whereas Google Meet was used in case of Viva. Office of the examination worked in close consultation with Sikkim University, the faculty and the Grievance Redressal Cell to make the examination and evaluation process seamless, transparent and context-driven.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

The Institution follows these steps to make the teachers and the students aware of the learning outcomes.

- a. The students are provided with an introduction to the learning outcomes and syllabus in the first class of every session. The teachers explain what the students are expected to achieve by the end of the course. The students are reminded of the outcomes throughout the course and made to understand the relation between their assignments/activities and those outcomes.
- b. The Institution checks that all the teachers have a detailed copy of the syllabus and learning outcomes once they join the Institution.
- c. The institution encourages teachers to have discussions and share strategies to achieve learning outcomes in their Departmental meetings.
- d. The teachers are encouraged to attend training programmes to update themselves so that they can help the students achieve the learning outcomes effectively. In this light, the Institution organised a "5 days' Workshop on NEP 2020 in Higher Education: Focussing on Curriculum, Pedagogy and Assessment" (27th March-3rd March 2023).

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

### 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

**Evaluation of the Attainment of Learning Outcomes:**

There is a regular evaluation made by the Institution to see that the Programme/Course outcomes are met by its Departments. The ways in which the Institution keeps a check on the attainment of the Programme/Course outcomes are:

- a. Attendance: The attendance of the students and faculty members is assessed by the institute on a monthly basis.
- b. Timely classes : The Institution is very serious about the timely dissemination of classes and the Head of the institute keeps a close eye on the extent of syllabus coverage.
- c. Assessment: The institute employs various assessment tools such as exams, assignments, projects, fieldwork, and excursions to measure the skills and knowledge of the students.
- d. Tracking Students' performances: The performances of the students are tracked by the assessment tools, which then allows the institution to track the slow learners and make required interventions. The slow learners are given remedial classes in order to aid their performance.
- e. Feedback: The feedback that the institution receives to enhance teaching-learning experiences is taken very seriously. For instance, the previous year's Student Satisfaction Survey suggested that microphones be made available for the teachers'; on the basis of this feedback speakers, amplifiers and microphones have been installed in 14 classrooms.
- f. External Evaluation: Like all the other colleges of Sikkim, the end-term examination of this Institution is also externally evaluated. This is another way that ensures that the course outcomes are met.

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

### 2.6.3

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

**Response:** 92.21

**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
394	346	173	182	196

### 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
405	379	211	186	219

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

#### Response:

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 1

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

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

#### 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:**

IPR Cell was set up in 2014 but due to financial and technical issues the cell is unable to function. However, there are number of workshops organised by the Institute in collaboration with national and state recognised institutions like School of Business Sciences University of Science and Technology, Meghalaya, School Radio, NGO, Vishakapatnam etc. Most of the workshops were conducted under the RUSA grants. Some of the important contributions from the institute has been imparting skill-based knowledge like waste paper recycling management for sustainable green and clean future. Concerted efforts have been made to preserve local knowledge and culture by training the students by setting up College Radio wherein all 14 departments were allotted with particular time slots where student participated by giving talk on their concerned subjects and relating to the local, national and international issues. This initiative has provided boon to especially to the endangered native languages like Lepcha, Bhutia and Limboo to preserve and promote their language and writing through speech and recording through college radio.

Institute has also taken initiative in organising National Education Policy 2020 workshop under RUSA grants in order to equip the faculties of our rural remote institute by engaging them to be in par with the changes taking place in Education sector. The workshop was conducted by well trained Resource Person from Sikkim University and IGNOU New Delhi helping the faculty to prepare the UG Curriculum/Course according to NEP 2020.

Similarly, Institute has also taken initiative to equip not only the teaching staff and student but has also engage non-teaching staff such as librarian of the college and also librarian of surrounding institute like District Institute of Education Training (DIET), Gyalshing, Bhanu Shalik Library, Kyongsa, Community Library, Gyalshing etc. on latest library technology and motivating student to take librarian as a carrier.

Thus, Institute has taken an initiative in transfer of knowledge by engaging the students, staffs and surrounding institute through workshop and seminars by involving well trained resource person form within and outside state.

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

### 3.2.2

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

**Response:** 8

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

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

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

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.29**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
08	04	03	04	04

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

**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:** 0.08**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
02	0	01	01	02

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 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:**

Sanchaman Limboo Government College, Gyalshing, has implemented a holistic approach to student engagement and development through various initiatives and programs aimed at fostering responsibility, leadership, and social consciousness among its students. Central to this endeavor is the establishment of the College Management Committee, which includes representation from third and fifth-semester students, facilitating active involvement in college activities and decision-making processes. The formation of such a committee serves multiple purposes: it cultivates a sense of ownership and responsibility among students, nurtures leadership qualities, and enhances communication channels between students, faculty, and the administrative unit.

A key focus of the institution's efforts is to encourage students to participate in welfare programs aimed at serving the community and addressing societal issues. Activities such as blood donation drives, fundraising for disaster relief efforts, and volunteering at orphanages exemplify the college's commitment to instilling a sense of social responsibility among its students. Additionally, the provision of financial assistance to underprivileged students underscores the institution's dedication to promoting inclusivity and equity within the student body.

Recognizing the importance of gender equality and women's empowerment, the institution has established a Gender Sensitization Unit to support the academic and overall development of female students. This unit ensures a safe and supportive environment for girl students while fostering their growth and participation in various aspects of college life.

The institution provides a platform for students to actively engage in a diverse range of extracurricular activities, including inter-collegiate festivals, plantation drives, National Service Scheme (NSS), National Cadet Corps (NCC), sports meets, debate and quiz competitions, and cultural programs. These activities not only promote physical fitness and cultural enrichment but also encourage teamwork, leadership, and personal development among students.

In a significant development, Sanchaman Limboo Government College, Gyalshing, has recently been empaneled for the Unnat Bharat Abhiyan, a nationwide initiative modeled upon the Gandhian notion of 'Hind Swaraj'. As part of this program, the college has adopted five villages in the vicinity, where students regularly visit to immerse themselves in rural realities and contribute to holistic community

development. This engagement with rural communities allows students to gain firsthand experience of social issues and challenges faced by marginalized populations, fostering empathy, understanding, and a commitment to social change.

Participation in extension and outreach activities not only sensitizes students to societal issues but also equips them with essential life skills such as critical thinking, time management, communication, and leadership. Working alongside diverse social groups encourages students to develop self-confidence, autonomy, and an appreciation for diversity. Through collaborative efforts, students learn to navigate complexities, manage conflicts, and effectively lead others, thereby preparing them to become responsible citizens and future leaders in their respective fields.

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

### 3.4.2

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

##### **Response:**

Sanchaman Limboo Government Degree College (SMLGDC), Gyalshing, has garnered recognition both within the state of Sikkim and beyond for its impactful contributions to various spheres, facilitated by the commendable efforts of its faculty and students. These accolades underscore the institution's commitment to holistic education and community engagement.

One notable achievement is the commendation received for the Mock Drill Exercise conducted by the Disaster Management Authority in Gyalshing. During this exercise, students from the college formed contingents and executed drills across different locations to educate the public on proper conduct during times of disaster. This initiative not only demonstrated the college's proactive approach to disaster preparedness but also showcased its role in promoting community resilience and safety awareness.

The collaboration with the Department of Tourism and IHCAE (Indian Himalayan Centre for Adventure and Eco-Tourism), Government of Sikkim, for a Mountaineering camp provided students with a hands-on experience in adventure sports and outdoor activities. Such initiatives not only broaden students' horizons but also offer insights into alternative career avenues beyond traditional academic pursuits.

A significant individual achievement includes a student from SMLGDC winning the AMF Miss India 2022 title, conducted by broadcasting partner Voot. This recognition highlights the talent and caliber of students at the college on a national platform, reflecting the institution's role in nurturing holistic development and grooming future leaders.

Moreover, the college's active participation in social initiatives, such as the Blood Donation Drive organized by the National Integrated Forum of Artists and Activists during the pandemic, exemplifies its commitment to serving the community in times of crisis. The collective efforts of students and teachers in contributing to this noble cause earned international recognition, including the International Lifesaver Award and acknowledgment in the World Book of Records, London. This accolade not only celebrates the humanitarian spirit of the college community but also underscores its impactful contributions to society.

Additionally, the Sensitization and Development Programme conducted by the Science and Technology Department, Government of Sikkim, played a crucial role in educating students about emerging technologies such as GIS (Geographic Information System) and Remote Sensing. Such initiatives equip students with relevant skills and knowledge, preparing them for future career opportunities and fostering innovation and technological advancement in the region.

SMLGDC, Gyalshing, has earned commendation and recognition for its exemplary contributions to various domains, including disaster management, adventure sports, talent promotion, community service, and technological advancement. These achievements underscore the institution's commitment to holistic education, community engagement, and the overall development of its students, thereby reinforcing its standing as a distinguished educational institution in Sikkim and beyond.

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

### 3.4.3

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

**Response:** 24

**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
12	06	01	01	04

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 10

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

#### **Response:**

The institution maintains and upgrades its facilities and teaching methodologies to meet higher education regulatory requirements, aligning with the college's motto 'Gyana Vigyana Vimuktye', which corresponds to 'Emancipation through Knowledge'.

The institution is well-equipped to carry out online as well as offline classes, as and when required. All the classrooms are well-equipped with projectors and computer systems. The faculty members can take classes using digital content. Most of the faculty members are skilled enough to carry on classes using digital platforms and also have good command over the hardware and software required for ITC-based learning. At present, we are using Computers, Computer Lab, Projector, and Smart classes whenever required. After covid-19 pandemic, we are more inclined toward hybrid classroom setups. To carry on with the online classes and sharing the materials with students we are using teaching learning platforms such as Google Meet, Google Classrooms, Zoom, and other online tools. The students of our institution are provided with remote access by Sikkim University for academic resources through which they can browse articles, books, and other research materials giving leverage for overall academic acceleration.

Total Campus Area: 26 Acres

Built-up area in Sq. Mts.: 20344.4651

#### Classrooms:

All classrooms are well equipped with smart class equipments such as computers, projectors, speakers and smart TVs.

#### Seminar Hall:

With the capacity of 180 members at time, well equipped with projectors and speakers.

#### Computing Equipment:

45 nos of computers, speakers, printers and Xerox machines are available in the college.

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

The college provides facilities like Football ground, badminton hall, volleyball court, badminton court

along with the facilities for boxing practice.

Football ground:

9-sided football ground with gallery, stage, storeroom, washroom and changing room facilities

Auditorium Hall:

An auditorium hall with a capacity of 800+ members can be accommodated to conduct programs, yoga practices, badminton etc

Badminton court:

2 standard badminton courts + 1 Synthetic badminton court, moveable posts.

General facilities includes:

- Closed circuit surveillance cameras are installed in all the blocks.
- Water filters and vending machines have been installed in every block.
- CC Footpath

-Solar streetlights

- Adequate vehicle parkings

- waiting sheds

- College bus

- College Ambulance

Academic building (Floor area- 43,677 SFT)

-lecture halls with minimum capacity of 76-87 members

-HOD offices

-Seminar halls

-computer labs

-staff rooms

-toilets

-Lift

-Conference hall

Radio studio

Keeping in view the mandate of the New Education Policy, the college is gearing up for the introduction of Undergraduate courses in Science in the next academic session. The college has the following infrastructure.

-Mathematics lab

-Microbiology lab

-Botany lab

-Zoology lab

-Chemistry lab

-Physics lab

-Geography lab

-Record room

-Storeroom

-Principal Quarter: 2,490 SFT

- Type II Quarter: four storied 2BHK 8 units
- Type III Quarter: four storied 3BHK 8 units

- Girls' Hostel
- Dispensary Block: 1,333 SFT
- Cafeteria: 2,408 SFT
- Volleyball court cum gallery
- Basketball court cum gallery
- Gymnasium Hall
  
- Greenhouse

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

#### 4.1.2

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

**Response:** 100

**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
14.15	9.40	3.09	14.99	23.65

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

## 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:**

Sanchaman Limboo Government Degree College, Gyalshing, boasts a spacious and well-equipped library that serves the academic needs of its diverse student body, which includes 14 undergraduate programs and 1 postgraduate program. The library is a central hub for research, study, and intellectual engagement, catering to students, faculty, and researchers alike.

One of the key features of the library is its full automation, facilitated by the use of the SOUL 3.0 Integrated Library Management System (ILMS) platform. This advanced system streamlines library operations, including cataloging, circulation, and resource management, ensuring efficient access to information for library users.

The reading hall within the library is thoughtfully designed to accommodate the needs of undergraduate and postgraduate students, as well as teaching faculty. It provides a conducive environment for quiet study and research, equipped with comfortable seating and ample lighting.

In addition to its physical infrastructure, the library boasts an extensive collection of academic journals of national and international repute. These journals cover a wide range of disciplines, supporting research and scholarly inquiry across various fields of study.

Given the college's emphasis on indigenous languages and cultural diversity, the library houses a diverse array of books and reading resources focusing on the linguistic diversity, ethnic convergence, and cultural richness of the region. This includes resources in Bhutia, Lepcha, and Limboo languages, catering to students enrolled in the honors programs for these languages. Furthermore, there is a respectable collection of reading materials in Nepali, catering to students studying Nepali as a subject in the bachelor's honors program.

To keep abreast of current affairs and national news, the library subscribes to two national dailies, namely The Indian Express and The Hindu, in digital format. This allows students and faculty to access the latest news and analysis conveniently from within the library premises.

In addition to national newspapers, the library also provides access to local dailies such as the Sikkim Express and The Himalayan Mirror in physical format on a daily basis. This ensures that students have access to news and information relevant to the local context and developments within the state of Sikkim.

Furthermore, the college has acquired remote access to the Central Library of Sikkim University, further expanding the range of resources available to students and faculty members. This collaboration enhances the research capabilities of the college community, providing access to a wealth of scholarly resources and academic materials housed in the university's library.

Overall, the library at Sanchaman Limboo Government Degree College, Gyalshing, serves as a vital

resource center supporting teaching, learning, and research activities across various disciplines. With its comprehensive collection, modern facilities, and commitment to academic excellence, the library plays a pivotal role in enriching the educational experience of students and promoting intellectual inquiry within the college community.

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The institute has always given priority for upgradation of IT facilities. Sanchaman Limboo Government Degree College has also been equipped with free Wi-Fi of 200 bandwidth since 2014. Various blocks of the campus and departments have fast internet and students can access the wifi in the college campus. Since our college is located in Arigaon where the network is average, the installation of wifi facilitates better connectivity. Along with wifi, the students as well as the teachers can use the library to print and xerox their study materials. Since the majority of classrooms are ICT enabled, the wifi connectivity plays a pivotal part in timely updation of classroom equipments, library softwares, teaching learning aids, computer labs, biometric machine and other related equipments, the functioning of which rests solely on good network connectivity. The college has a provision of 45 computers, 5g technology lab, printers, xerox machines, advanced security cameras, Radio studio, smart TVs, speakers and other ICT friendly equipments. The college has a total of 14 departments which broadcasts programmes on various relevant or subject related topics on online school radio website (which is run by School Radio, Vishakapatnam, Andhra Pradesh).

The new academic block "Gyan Kunj" is equipped with interactive panels, Peoplelink/equivalent OPS, teacher tracking camera, e-podium, ceiling microphone with DSP, visualizer, e-learning software, etc

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

**4.3.2**

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

**Response:** 33.8

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

Response: 45

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**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:** 5.27

**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
2.42	0.42	0.35	0.25	0

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 16.08

**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
179	188	211	242	129

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

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

### 5.1.3

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

**Response:** 0

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

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

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

### 5.1.4

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

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

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

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 11

**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
21	21	32	00	68

**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
394	346	173	182	196

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

### 5.2.2

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

**Response:** 0.35

**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
03	0	0	01	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** 12

**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
09	00	00	02	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

**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:** 33.8

**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
8	2	0	100	59

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The educational institution at present possesses expansive, well-ventilated, and technologically integrated classrooms, a well-equipped library, an auditorium, a gymnasium hall, a football stadium, basketball and volleyball courts, a health center, a radio studio, a 5G lab, and staff quarters. The list of facilities seems to be almost endless.

Throughout its existence of thirteen years, the institution has played a crucial role in fostering numerous young intellects, equipping them with the knowledge and skills necessary to succeed in today's intricate job market. In addition to delivering the curriculum, the college diligently endeavors to instill moral and ethical values in the students' minds, ensuring that they become responsible members of society.

A significant proportion of our students choose to pursue further studies after completing the undergraduate program offered by the college, while a notable few secure employment in both the public and private sectors.

The college possesses a functional and active association of former students who have been playing a crucial role in the advancement of the institution. The alumni participate in several activities pertaining to the well-being of the college. From contributing books to the college library to providing their valuable perspective and feedback to enhance the overall educational process, the alumni association of Sanchaman Limboo Government Degree College, Gyalsing has been a highly engaged group.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

A higher education institution was a demand made by the people of this area to the state government for providing higher education opportunities to the students of far flung areas of western region of the State. The college since its establishment in the year 2011 has been catering to the educational, social, cultural and economic needs of students and has maintained and upgraded its infrastructural facilities and courses since its establishment. The College has been supported and guided by the affiliating university, Sikkim University, Gangtok and the Directorate of Higher Education, Govt. of Sikkim in building the institution, in its governance and in formulating its short and long term plans. The college targets the economically disadvantaged population of the region, providing them with free and fair education, also the policy of the state government. The institution is governed by holding the spirit of inclusiveness and empowering those who are at the margins of our society.

The college is headed by the Principal, supervised by the Director (Higher Education), Education Department, Government of Sikkim, along with the Vice Principal and the Dean of Student Affairs looking after the administration of the institution. The college has qualified faculty members committed to the curriculum development and innovation, involving themselves wholly in the process of institution building, providing knowledge to the students, besides initiating and organising various programs through their involvement in several committees of the college. Each subject department is headed by a faculty, with regular meetings conducted in intervals for the smooth functioning during each academic sessions. The faculty members are encouraged to participate and attend various FDPs, FIP/OP, Refresher Courses, workshops, seminars, webinars etc. in order to help them adopt innovative methods, ideas in teaching/learning processes. There are regular Student Representative Council (SRCs) elections conducted which encourages students to actively participate and to inculcate into them the idea about decentralization. The college has a College Management Committee with few of its faculty as its members, headed by the Principal, to look into the management of the college. The college has been offering B.A course in various subjects, and have been able to introduce P.G course in Political Science and B.Com courses within the last five years. The college looks forward in introducing other courses such as B.Sc and other professional courses in near future. The affiliating university, i.e Sikkim University has already implemented the New Education Policy 2020, with the introduction of ABC account among the college students. The faculty members are given responsibilities of various committees which help in the institutional governance. Its aim of providing basic facilities to its teaching, non-teaching and especially students, to build an environment of learning, growth and security has been achieved to a great extent. The important mission our institution has been able to fulfill is filling the gap by bringing the benefits of education to the underprivileged and the disadvantaged groups.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The Principal with the Vice-Principal, Dean of Student Affairs shares responsibilities of the entire administration, co-ordinating with the Directorate of Higher Education, Dept. of Education, Govt. of Sikkim and the Examination section of Sikkim University, with Joint Director as the administrator looking after the overall administrative departments. The position and responsibility of Vice -Principal and Dean, Student Affairs of the college is nominated through a general body meetings after completion of their two years of tenure. The Vice- Principal takes the sole responsibility of the examination procedure and is responsible of co-ordinating with the Sikkim University, while the Dean, student Affairs looks into students related matters.

The appointments of the teaching staffs are done through the Sikkim Public Service Commission (SPSC), and of non-teaching staffs are done through the Education Department, Govt. of Sikkim. Both the teaching and the non-teaching staffs religiously are required to follow the Sikkim Government Service Rules, its rules and procedures are to be followed. General body meetings are regularly conducted in the presence of all the administrative heads in the beginning of every sessions and in regular intervals when required. Various administrative and academic departments of the college are effectively governed through a constitution of bodies such as Internal Quality Assurance Cell (IQAC), Admission Committee, Examination Committee, Discipline Committee, Library Committee, Research & Innovation Committee, Magazine Committee, Gender Sensitization Unit/ Internal Complaints Committee, College Management Committee, Career Counselling Cell, Eco-Tourism Club, Cultural Committee, Red Ribbon Club, Disaster Management Committee, National Service Scheme Unit I & II, Anti- Ragging Committee, National Cadet Corps- Female & Male wing, Health Club, etc. having well-defined roles and principles working in accordance with the vision and mission of the college. The Principal and the governing body form the committees under the convenorship of one faculty member and several others as its members for overall management of the various operations of the college, such as admission, examination invigilation duties, organizing workshops and programs on career counselling, gender issues, culture, sports, NSS, NCC, blood donation camps etc.

Each subject department is headed by one faculty who with the support of other members execute the strategic and perspective plans in their respective departments. Every departments conducts general meetings of their own, formulate plans, organise programs for the students. The college conducts annual elections for Student Representative Council, strengthening the idea of participative decision-making among student fraternity. All the major stakeholders of the college including the Administrator,

Principal, Teaching and Non-Teaching Staff, Parents, Students and Alumni collaborate executing their assigned duties and responsibilities for the welfare of the college.

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

### 6.2.2

*Institution implements e-governance in its operations*

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

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

File Description	Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The teaching and non-teaching staffs of the college requires to furnish a self evaluation form supported with relevant documents at the end of the month of June, each academic session. The college has Performance Based Appraisal System (PBAS) under the Career Advancement Scheme (CAS), under which all the relevant teaching staffs are required to submit the documents of all the FDP programs,

Refresher Courses, Faculty Induction Programs/ OPs, Paper presentations in International & National Seminars and Conferences, their publications along with their participation and organising certificates of programs conducted in college to the Directorate of Higher Education, Govt. of Sikkim. This provides an insight into one's own assessment of progress made in professional development. It also makes known the involvement of the teacher in both academic and administrative activities. Through this form, a teacher can showcase his/her continuous professional development through paper presentations, publications, seminars and conferences attended etc. Departments collect the data for appraisal of teaching learning activities of teachers in the form of departmental reports which are forwarded to the Principal which is further after assessment is forwarded to the Director, Higher Education section, Govt. of Sikkim for Career Advancement of the teachers who are updated about their performance at each level. The IQAC of the college assesses the report submitted by the faculty/department and does an academic audit which is then shared with the departments. The administrative heads support and encourage the staffs to upgrade themselves by adjusting their attendance while attending such programs which is crucial for the career development, other teaching staffs of the department shares responsibility during one's staffs absence during such programs. The institution, head as well as the departmental colleagues support each other in avenues for career development which eventually is helpful for the college in the long run. In case of non-teaching staffs, their annual performance details are prepared and evaluated by the Head of the Institution and forwarded to the concerned higher authority for annual increment in their salary. Other than these, the college also provides other governmental welfare schemes to its faculties.

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

### 6.3.2

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

**Response:** 0

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

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

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

**6.3.3**

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

**Response:** 40.15

**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
65	15	21	05	00

**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
02	01	00	01	01

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

**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 Administrative Officer and the Principal for the purpose of clarity, authenticity, transparency, and

financial accuracy, scrutinize the records and financial documents at regular intervals. The Institution is liberal, yet follows the strategy of restraint as far as the expenditure is concerned. The proper procedure for purchases is adopted. Quotations are called for and prices are compared before purchases are made. Financial matters of the College is looked after by the Accounts Officer, Education Department (West), Government of Sikkim, who is also entrusted with the responsibility as a Drawing & Disbursing Officer for the College. Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Project Monitoring Unit (PMU) and the College Management Committee (CMC) too look into matters related with finance and internal audit is conducted twice a year. For financial and accounting transparency, the institution relies on the Public Financial Management System (PFMS). Also, e-based governance makes it simpler for various governing bodies to work together and openly exchange information, both of which have a direct impact on the institution's financial operation. The funds received from the PMUSA by the college to conduct programs, utilization certificates are prepared and submitted according to the expenditure under various heads after the conduct of such programs. The external audit takes place annually after the completion of every financial year. An auditor visits the college and auditing of bills and vouchers of expenditure made by the college are checked which sometimes goes on for a week during the month of May.

- Funds received by the college under RUSA are deposited in a separate bank account. The utilization of these funds is ensured through financial auditing at the end of each financial year.
- The Project Monitoring Unit (PMU) actively participate on the following: Advice on the utilization of funds maintained outside the Government account and shall prioritize and evolve requirements of the institution and utilize the fund in a transparent manner. Expenditure of all kinds should ultimately lead to overall improvement in educational growth and the betterment of the institute.
- Library services are strengthened and new books are purchased.
- Sports items are purchased in consultation with the Physical Education teachers.
- Number of workshops and awareness programs are organized. Short distance field trips, visits are organized for students.
- Each item is purchased by comparing a minimum of three quotations received from different vendors.
- All purchases are done through a tender system. Each and every transaction is supported by the vouchers.
- All the collections are deposited in the bank and all expenditure, recurring and non-recurring, are incurred through Cheques/Electronic mode.
- Only authorized persons by management can operate the transaction through the bank.
- For each and every financial transaction proper permission is taken from the Principal of the College.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

Since the last NAAC visit in the year 2019, the Internal Quality Assurance Cell (IQAC) of the institution has been careful in contributing and adopting assured quality strategies in providing education through delivering high-quality instructions, implementing cuttingedge teaching-learning strategies, and evaluating them. The primary goal of the cell is to create a system for deliberate, consistent, and catalytic action to enhance the institutional performance in terms of academics and administration and to support measures for institutional functioning towards quality enhancement through internalization of a quality culture and institutionalization of best practices. Since the inception of the New Education Policy in 2020, the IQAC have been informing the staffs to attend several programs on the policy, and inform the students about changes brought in the higher education institutions. The IQAC after constant consultation with the Research and Innovation Committee was successful in organising a five day workshop on NEP 2020, focusing particularly on formulation of curriculum for the 4 year B.A Course. The IQAC in collaboration with some of the departments and with RUSA, have organised workshops for the benefit of the students, few among them being 'Introduction to Statistics and Data Analysis using Statistical Software' in collaboration with the Department of Economics, and in collaboration with RUSA conducted 10 days long workshop on Waste Paper Recycling from 17th February 2023 to 23rd February 2023. During the Covid 19 pandemic, the IQAC team of the College had been successful in publishing academic calendars for all the previous academic sessions (2018-2023); and in consultation with the Research & Innovation Committee was successful in conducting a five day workshop on New Education Policy 2020 for all its faculty members. The cell conducted Administrative and Academic Audit of all the required documents for the academic year 2021–2022, and was also successful in conducting Student Satisfaction Surveys. The IQAC looks into timely conduct of relevant programs by each committee, and timely reports to be submitted to the cell after the completion of the program. The cell with College Management Committee makes routine visits to look into proper use of the facilities provided in the college such as, smart classes, sanitary vending machines, water filter facility, sports items are properly utilised, etc.

From time to time IQAC has been successful in conducting academic and administrative audit of all the departments functioning in the College and organizing workshops for the teaching faculty on keeping departmental administrative records.

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

**6.5.2**

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

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

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

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Gender Equality is one of the key challenges facing society today. The Institution has Gender Sensitization Unit which conducts gender equity promotion programs to create awareness among the students. Guest Speakers from prominent field are invited to speak on various topics which highlights the importance and contribution of women in society. Women's Development Cell is an important organization of the Institution which works under the guidance of District Level Centre for Women, Mahila Shakti Kendra, West District, Gyalshing. This Cell provides knowledge regarding various schemes for women in India. The Cell conducts awareness program to the students along with women faculties where the student volunteers are trained by the Resource Person to reach out the rural women in the community. International Women's Day is celebrated to commemorate the values and rights of women marking the importance and presence of women in society.

There are various safety and security measures taken by the institution with security checkpoints along with extensive surveillance network. Different avenues for counseling male and female students and staff for academic and other issues under Career Counselling and Mentoring Cell. Grievance Redressal Committee addresses the problems faced by the students in the institution. There are separate lavatories for male and female students in the campus along with separate common room for boys and girls. Focusing on the safety of women, the institution has set up a Sick Room where the faculties appointed under Health Club who deals with the problem of female students. Also, Dispensary has been set up in the Campus where a Nurse is appointed by the Government to ensure the smooth functioning of the dispensary. The Institution has installed two Sanitary Vending machines looking at the emergency faced by the female students and staffs.

Other measures for the promotion of gender equity includes curriculum and coursework under Department of Sociology where the students study the forms of stratification and their interrelationships in class and gender. Also, various departments including English, History, Education and School of Languages provides courses dealing with the position of women in society. Additional initiatives ensure active participation of students in co-curricular activities including sports where Department of Physical Education in collaboration with Sikkim Amateur Boxing Association organized three months Certificate course on Boxing for women students. As a part of NSS activities, many community outreach programmes are conducted which help transform rural women in building awareness about health, hygiene and importance of education of education which provides better opportunities in future.

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

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

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

**7.1.3**

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

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

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

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

#### 7.1.4

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

#### **Response:**

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like Women's Day, Yoga Day, AID's Day along with regional festivals like Bhanu Jayanti, Bhasa Manyati Diwas, are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds.

There are different Grievance Redressal Cells in the institution like Student Grievance Redressal Cell and Women Grievance Redressal Cell which deals with various grievances without considering anyone's racial or cultural background. Insitute has code of ethics for students and a seperate code of ethics for faculties and other staffs which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

Various committes including NSS, NCC and Culture Committee of the Instidtution organizes different program promoting cultural harmony with different themes associated with the culture of Sikkim and India. The Institution provides courses unde the School of Languages including Lepcha, Bhutia, Limbbo and Nepali which promotes the linguistic and regional knowledge of Sikkim. Further, Scholarship Cell guides the students regarding various Scholarship schemes provided by the Government for SC, ST and minority students along with their equal seat distribution for thr Undergraduate course. Dispensary and Ambulance has been provided by the Government. The Institution reaches out not only to the students and staffs but also to community for providing better health care. Ambulance ply regularly from the college during emergency irrespective of their caste, creed, color, sex or socio economic background.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

When assessing our institution's best practices, it's evident that we've strategically prioritized inclusivity, empowerment, and skill development, excelling in two key areas:

Firstly, our commitment to fostering inclusivity and equity is exemplified through our Organized Program for ST, SC, and Women's Empowerment. This comprehensive initiative uplifts individuals from marginalized communities, including Scheduled Tribes (ST), Scheduled Castes (SC), and women. It includes various impactful components: We provide tailored mentorship and counseling services to ST, SC, and female students in navigating academic challenges, career decisions, and personal growth. Regular awareness workshops on topics like gender equality, social inclusion, and diversity promote mutual respect among all students. Our reservation policy allocates a percentage of seats in various courses for ST, SC, and women, enhancing classroom diversity. Gender Sensitization Unit has successfully conducted various awareness programs on gender equity and women empowerment with the theme on Breaking the Barriers focusing mainly on the importance and role of women in the society. Further, women are empowered in the Institution by providing general awareness program on Various schemes for women under Government of India. With such knowledge, the students get a vision of being empowered in the society. Mentorship and Counselling Cell of the Institution successfully conducted Entrepreneurship Sensitization and Development Program in collaboration with University of Science and Technology, Meghalaya under Aspirational District Project 2019-2020 where hundred students along with the members of neighbouring Self Help Groups attended. Such program encouraged the students to take step into entrepreneurial world and being empowered. Adding to it, Mentoring Cell in order to minimize dropouts and encourage them to improve their performance, provides personal counselling and Remedial Class. As the students undergo, various problems of stress and are new to professional college life. Keeping in mind and putting extra efforts on the students from educationally weak background. In such case, mentoring is required for such students to encourage and achieve emotional stability to promote clarity in thinking and decision making in overall progress. To empower and encourage the students not only in their academic performances but also personal growth, every Department of the institution works effortlessly by appointing one mentor to eight students. They meet once a month to discuss, clarify and share various problems which may be personal or academic. The students are given proper counselling to help them progress and become an independent empowered individual in future. The evidence of success of such practice includes university ranks, better results in the examinations, taking active participation in extra curricular activities with improved attendance and better discipline on campus and having a healthy relationship with the staffs.

Secondly, our institution places great emphasis on skill development, recognizing its importance in today's competitive job market. Our comprehensive skill-based training program includes: Facilitating on-the-job training to allow students to apply theoretical knowledge in real-world settings. Offering certification courses (such as boxing and badminton) in addition to regular academic programs, enhancing students' skill sets and competitiveness in their chosen fields. These initiatives underscore our commitment to nurturing a diverse, inclusive, and skill-oriented learning environment. Basic Computer course along with academic course as a part of skill based training has been prioritized and successfully implemented in the institution. Also, waste paper recycling courses were undertaken by IQAC to provide training to the students and nurturing the skill in making recycled paper, paper bags etc. The Institution has launched Sanchaman Limboo School Radio giving platform to the students to forecast on various educational and social topics which encourages them in speaking and are trained to be Radio Jockey in future. School of Languages including Lepcha, Bhutia, Limboo and Nepali imparts skill development learning where the students attend workshop on bamboo craft making and other traditional crafts. The students also practice the methods of making traditional cuisine of Sikkim and are encouraged to display and sell during College fest and functions. The students of Tourism Department undergo Certificate course and skill based trainings on Mountaineering and Rock Climbing, giving them a better platform for their future job perspectives. Most of the students choose to become a Tour Guide during trekking season. Likewise, the students from Physical Education Department undergo trainings on Boxing, Badminton, Athlete etc. which empowers them to choose a better future goals.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

Promoting gender equity and sensitization is a paramount priority for our institution, and we have undertaken a multifaceted approach to address gender-related issues effectively. The establishment of various committees and the initiation of workshops and awareness programs for both students and faculty members serve as crucial components of our strategy. Gender Sensitisation Unit (GSU): The GSU is a dedicated body that actively promotes awareness and education on gender issues. It conducts workshops, seminars, and awareness campaigns throughout the academic year. Women's Development Cell (WDC): The WDC provides a platform for female students and faculty to voice their concerns, seek support, and access resources. The WDC also organizes workshops on personal development, leadership, and career opportunities. Grievance Redressal Cell: It serves as a confidential space for individuals to report any form of harassment, discrimination, or unfair treatment. It ensures that all complaints are thoroughly investigated and resolved in a timely and sensitive manner. Career Counselling: Career counseling sessions are conducted with a focus on promoting gender-neutral career choices. Mentorship Cell: The

Mentorship Cell pairs students, particularly women, with experienced faculty members who provide guidance and support. These mentors offer academic and personal advice, helping students navigate challenges and make informed decisions.

The Institution is a beacon of hope and empowerment for women from all strata of society across India in the field of higher education. It has a stellar track record in transforming the lives of the countless young women students that have passed through its portals. The Institution continues to challenge itself to stay ahead of the curve and address the changing needs of its students and society in the most innovative, engaged, compassionate way while providing cutting edge, competitive education. Our vision has been to provide the kind of transformative education that will enable our students to create a just, humane and inclusive society develop as women of competence, compassion and conscience pursue the goal of social transformation as empowered individuals realize their potential and self-worth so that they evolve as leaders and transforming agents who make a significant contribution in all spheres of national and global life. Gender Sensitization within and outside the Classroom in the Institution prioritize creating a safe space for our students to gain a gender sensitive and empowering education. All courses at the Institution offer papers that are gender oriented, though the pedagogy of gender sensitization extends beyond the classroom. We take pride in having created a vibrant campus environment that allows students to think critically, to question, act and resist creatively. The vast and open Smart Classroom, the Common Room, and the various gazebos provide spaces to students to hold public discussions and interactive sessions. Gender Sensitization Unit organises events that reinforce the institution's larger vision and mission to provide empowering education to young women. Sensitivity to Mental Health Issues and Provision of Counsellors on Campus Special attention has been paid to issues relevant to women in the 21st century, especially those of mental health, sexual identities, and sexual harassment in the workplace. For more personal and individualised help, the statutory body of GSU, INTERNAL COMPLAINTS Committee (ICC) ensures the safety and confidentiality of any women who faces harassment in the campus. Mentorship and Counselling Cell has engaged counsellors to be available to students. These counsellors not only meet students for individual sessions but also meet with teachers to further help them to create a gender sensitive and enabling classroom environment. The Women's Development Cell (WDC) and Its Specialized Role in the Institution plays a critical role in fostering gender sensitivity and women empowerment on campus. Programmes in the form of lectures, conferences, and workshops are organised throughout the year to create an intersectional awareness amongst undergraduate students about the inequalities confronting different genders. From 2021 the WDC has been focused on providing adequate space for students to think critically and engage in open discussions about various issues such as: 1. women and labour 2. gender and sexuality 3. violence at home 4. influence of media 5. laws and rights 6. health and hygiene. The college has constituted an ICC in accordance with the guidelines delineated by the UGC pertaining to the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressed) Act, 2013. ICC comprises of elected students and nominated members from the teaching and administrative communities. It registers complaints of workplace sexual harassment and undertakes formal proceedings to resolve them. Every year GSU (ICC), organizes a special session on what constitutes sexual harassment and explains the procedure of filing a complaint with the ICC.

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

## 5. CONCLUSION

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### Additional Information :

- The number of female students is more than the male students in our college.
- The infrastructure of our college will be one of the best in the state among all the government colleges in Sikkim in the days to come.
- To encourage and acknowledge the meritorious students of the institute they are provided with the opportunity to tour places of Historical significance such as Delhi, Jaipur Agra etc.
- To equip our students with modern skills sets required to excel in the complex 21st-century job market, the institution has a functional radio cum training center, 5G ab cum training center and entrepreneurship incubation center to name a few.
- The boys football team of the college won college level football tournament organised by Sikkim University last year. The winning team later had the opportunity to represent SU in University level football (National) tournament held in Guwahati, Assam. The college also won the coveted intercollege cultural competition (dance) organised by Sikkim University as a part of their annual university fest (Ramailo Sukim 2022-23)
- The students of SMLGDC Gyalshing participated in the 1st ever state level students Assembly organised by Sikkim Legislative Assembly Secretariat, Government of Sikkim.
- As a collective fight against Covid Pandemic, SMLGDC, Gyalshing registered its name in World Book of Records, London for Participating in Largest one day Blood Donation Campaign on 23rd March 2021.

### Concluding Remarks :

Sanchaman Limboo Government Degree College Gyalshing is committed for excellence in academics, research and governance with its young dynamic faculties and aspiring students. This college is the outcome of meticulous planning, clear vision and concepts conceived and groomed by visionary leaders, academicians and civil society. A detailed analysis of the criteria that are the indicators of an institution is given in the Self Study Reports of the College, uploaded on the NAAC website.