



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KALIPADA GHOSH TARAI MAHAVIDYALAYA

**KALIPADA GHOSH TARAI MAHAVIDYALAYA, P.O.- BAGDOGRA, DIST.-
DARJEELING - 734014, WEST BENGAL
734014**

www.kgtm.ac.in

SSR SUBMITTED DATE: 06-06-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established on November 21, 1988, Kalipada Ghosh Tarai Mahavidyalaya in Bagdogra, Darjeeling District, stands as a beacon of undergraduate Commerce education. Accredited by the UGC under sections 2f and 12B of the UGC Act, 1956 (Ref No F.8-101/90 (OPP-I), January 1994), and affiliated with the University of North Bengal (Ref No. 98/UG/93 dated 29/06/93), this institute serves as a grant-in-aid college from the Government of West Bengal.

Nestled in a rural-tribal belt within the plains of the Darjeeling Hills, West Bengal, the college spans approximately 2.22 acres. As a co-educational institution, it caters to the educational needs of a diverse student body, with a particular focus on underprivileged communities.

Kalipada Ghosh Tarai Mahavidyalaya has a noble mission of spreading undergraduate education among rural underprivileged sections, including tea garden laborers and economically disadvantaged families. Recognizing the socio-economic challenges, especially early marriage among girls, lack of education, and limited access to higher education, the college endeavors to provide quality education within reach of these communities.

Offering a variety of undergraduate programs, including Arts, Science, and Commerce, the college provides a conducive environment for holistic growth. Extracurricular activities such as NSS, NCC, sports, and cultural programs further enrich the student experience, fostering all-round development.

Having earned a B-level accreditation from the NAAC in 2006, the college continues its pursuit of excellence. Recommendations from the NAAC peer team have been diligently implemented, including infrastructure expansion, introduction of new academic streams, faculty augmentation, and the enhancement of NSS and NCC units.

With a commitment to empowering first-generation learners through higher education, the college aims to equip students with the skills and values necessary for employment, self-employment, and social responsibility. Through initiatives promoting gender sensitization, education for girls, and the cultivation of social and human values, Kalipada Ghosh Tarai Mahavidyalaya endeavors to lead its students towards a brighter future.

Vision

The Vision of Kalipada Ghosh Tarai Mahavidyalaya is carefully crafted to align with evolving national and global educational trends while remaining steadfast in its commitment to serving the community. In light of this, the college's vision is redefined as follows:

"To pioneer quality higher education accessible to economically underprivileged students, with a particular focus on Scheduled Castes and Scheduled Tribes, alongside all segments of society in the region. Our vision is to promote moral, social, and human values, prioritizing the holistic development of individuals."

This vision encapsulates the college's dedication to bridging educational gaps and fostering socio-economic

progress, emphasizing inclusivity, and nurturing well-rounded individuals poised for success in a rapidly changing world.

Mission

The mission of Kalipada Ghosh Tarai Mahavidyalaya is deeply rooted in its vision of providing inclusive and holistic education to all. The college's mission is redefined as follows:

"To offer quality education to every student, regardless of caste, creed, religion, or socio-economic background. We aim to empower students with essential knowledge, skills, and creativity necessary to excel in diverse fields.

We strive to cultivate a compassionate and socially responsible youth, dedicated to serving the underprivileged and marginalized sections of society. Our mission also encompasses fostering environmental stewardship and promoting sustainable development.

Through these endeavors, we endeavor to nurture individuals who are intellectually adept, spiritually enriched, socially conscious, and committed to fostering national integration and community participation."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Despite facing socio-economic challenges, our students have emerged as our greatest asset, securing many University ranks in undergraduate exams.
2. The college offers a diverse array of undergraduate programs spanning across 16 disciplines in Arts and Humanities, Science, and Commerce.
3. Additionally, the college hosts Learner Support Centers for postgraduate courses under the Directorate of Distance Education: Netaji Subhas Open University.
4. Through meticulous fund mobilization efforts, both internally and externally, the college has developed extensive infrastructural facilities from the ground up.
5. Nestled within a picturesque, green, and immaculate campus, the college provides an ideal environment conducive to learning.
6. Our dedicated faculty and staff, driven by a passion for academic excellence, tirelessly strive to overcome the challenges present in our social setting.
7. A harmonious relationship prevails among the teaching, non-teaching, and management personnel, fostering a culture of mutual motivation and growth.
8. Our robust internal evaluation system stands as a testament to our commitment to maintaining high academic standards.

9. Adhering strictly to the regulations set forth by the Department of Higher Education, Government of West Bengal, and UGC, the college ensures total transparency in admissions and appointments.

10. Despite financial constraints and the rural setting, the college provides modern teaching aids such as audio-visual virtual classrooms, smart classrooms, a well-stocked library, fully-equipped laboratory, computer facilities, and Wi-Fi internet access.

11. The college takes pride in its three NSS units, extensive medicinal plant collection, vermi-compost production, and utilization of solar power.

12. In addition to academic pursuits, the college places a strong emphasis on fostering the holistic development of students through a blend of curricular, co-curricular, and extension activities.

13. Establishing MOUs with various institutions enables our students to enhance their employability skills.

14. It is encouraging to note that many of our students are pursuing higher education and securing satisfactory employment opportunities, despite their humble origins.

15. The institution has successfully promoted an inclusive and gender-sensitive campus environment.

16. The College has implemented an ICT-enabled system for the management of administration, finance, student support services, and examination processes, enhancing efficiency and accessibility.

Institutional Weakness

1. Introducing professional courses is challenging due to the majority of students facing financial constraints, making such programs financially unfeasible.

2. In addition to general poverty in the locality, the lack of parental education and awareness further discourages many aspiring first-generation learners from pursuing higher studies.

3. The college faces an urgent need for permanent teaching and non-teaching staff due to the slow recruitment process by the Government.

4. The shortage of sanctioned faculty positions increases the workload on existing teachers, making it difficult for them to engage in research activities, thereby resulting in lower research output.

5. Performance in national-level exams such as NET/SET and competitive exams among students adversely affects their placement prospects.

6. Increased participation and contribution from alumni are necessary to enhance the college's resources and support networks.

7. The absence of industries in the vicinity, coupled with the lack of interest from existing ones in establishing active industry-institution liaison, presents a major limitation.

8. Insufficient collaborative activities and interdisciplinary research within the institute and with other esteemed

institutes and industry partners hinder academic growth.

9. The limited on-campus consultative and placement opportunities for students, due to the lack of interest from reputed organizations, demotivate students and hinder their career prospects.

10. Language incompetence among students acts as a barrier to their job prospects, limiting their opportunities for employment.

11. There is a pressing need for more funding agencies and increased funding for infrastructural strengthening to address the college's resource deficiencies and support its developmental initiatives.

Institutional Opportunity

1. Improve the Computer Lab facilities and increase the student-to-computer ratio to enhance the learning experience.

2. Develop indoor sports infrastructure to encourage physical well-being and recreational activities among students.

3. Expand the availability of ICT-enabled classrooms and smart classrooms to foster interactive and engaging learning environments.

4. Facilitate scholarship programs like Kanyashree, Swami Vivekananda Scholarship Scheme, and the Student Credit Card Scheme by the West Bengal Government to support economically disadvantaged students in pursuing career-oriented courses.

5. Embrace innovative teaching methodologies inspired by the challenges posed by the COVID-19 pandemic, leveraging online platforms such as Zoom, Teachmint, and Google Meet to enhance traditional education.

6. Offer faculty development courses for both teaching and non-teaching staff to upgrade their professional skills and effectiveness.

7. Conduct orientation programs on professional ethics and yoga for students to promote holistic development and well-being.

8. Cultivate partnerships with industries and non-governmental organizations to expand campus placement opportunities for students.

9. Improve seminar and auditorium facilities to accommodate academic and extracurricular activities effectively.

10. Establish Memoranda of Understanding (MOUs) with various government and non-governmental organizations to facilitate student and teacher exchange programs.

11. Create avenues for interdisciplinary research projects and upgrade research facilities to elevate the standard of academic research.

12. Increase the number of teaching and non-teaching staff to alleviate workload issues and enhance administrative efficiency.

Institutional Challenge

1. The college faces challenges in infrastructure and financial constraints, which can discourage teachers from actively pursuing research.
2. Meeting global academic standards is difficult due to the college's location, limited resources, and socio-economic challenges.
3. Poor internet connectivity creates obstacles in conducting effective online programs and teaching activities.
4. High dropout rates among program course students, mainly due to poverty, pose a significant challenge.
5. Securing placements for students in a constrained environment remains a daunting task.
6. Inadequate financial resources relative to maintenance and growth requirements are a significant challenge.
7. The slow recruitment policy of the government hampers the college's ability to fill additional sanctioned teaching and technical positions.
8. Implementing the National Education Policy (NEP) 2020 from the 2023-24 academic session is crucial for aligning with national education standards.
9. Despite limited local prospects, efforts should be made to enhance employment opportunities for students.
10. Introducing job training programs and establishing coaching centers for competitive exams like JAM and UPSC can broaden students' career prospects.
11. Conducting ICT-enabled training programs for non-teaching staff can enhance operational efficiency.
12. Expanding the number of ICT-based classrooms is essential to facilitate modernized teaching methods.
13. Creating research opportunities within the campus can encourage faculty and students to engage in research activities and contribute to academic growth.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kalipada Ghosh Tarai Mahavidyalaya (KGTM) is dedicated to providing a comprehensive educational experience that prioritizes academic excellence, holistic development, and social responsibility. The institution begins each academic session with a meticulously prepared academic calendar, ensuring alignment with the

University of North Bengal and the Higher Education Department of the Government of West Bengal. Through orientation sessions, students are familiarized with syllabi, evaluation processes, and faculty members, facilitating a smooth transition into college life.

Classes at KGTM blend traditional teaching methods with modern techniques, including audio-visual aids and occasional online sessions. Departments maintain an optimal mentor-mentee ratio and focus on essential learning outcomes, supported by a well-stocked library and regular distribution of study materials. Continuous evaluation, remedial classes, and student satisfaction surveys ensure ongoing improvement in teaching and learning practices.

The college adheres to the University of North Bengal's curriculum and actively contributes to its enhancement through faculty participation in the Board of Studies. Beyond academics, KGTM fosters holistic development through diverse co-curricular activities, including sports, NCC & NSS initiatives, cultural programs, and certificate add-on courses. The institution prioritizes effective communication with students through various channels, including WhatsApp groups and social media platforms.

KGTM is deeply committed to integrating critical crosscutting themes such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum. Through workshops, campaigns, and experiential learning opportunities, students are empowered to navigate ethical dilemmas, challenge stereotypes, cultivate compassion, and promote environmental sustainability. Feedback from stakeholders informs continuous improvement efforts, ensuring KGTM remains at the forefront of academic excellence and social responsibility.

Teaching-learning and Evaluation

Kalipada Ghosh Tarai Mahavidyalaya (KGTM) is dedicated to providing quality education and nurturing a supportive environment for students, particularly those from economically disadvantaged backgrounds. With many first-generation learners, the college tailors its approach to meet the unique needs of its diverse student body. The academic year begins with detailed induction sessions, setting the stage for a productive and engaging learning experience. Rigorous assessment methods, including continuous internal assessments and various evaluation techniques, ensure that each student's progress is closely monitored and supported.

A wide array of teaching methods, including lectures, project-based learning, and experiential activities, enrich students' educational journey. Technology plays a vital role in facilitating learning, especially during the COVID-19 pandemic, with online platforms being utilized effectively. The college also encourages community-oriented programs to instill social responsibility among students.

KGTM adheres to the curriculum of the University of North Bengal and actively participates in its enhancement. Through detailed guidelines and orientation sessions, faculty members and students alike are well-informed about the program outcomes and course outcomes, ensuring alignment with educational goals.

Assessment at KGTM is comprehensive and adaptive, promoting students' development while maintaining fairness and transparency. Continuous evaluation, attendance monitoring, and online submissions ensure that students receive timely feedback and support. The college is committed to continuous improvement, with feedback mechanisms and academic audits contributing to ongoing enhancement.

The structured approach to syllabus distribution, teaching methods, and assessment strategies ensures that

students are well-prepared for success in their chosen fields. Internship and placement opportunities further enrich students' educational experiences, equipping them with the skills and knowledge for future endeavors. Overall, Kalipada Ghosh Tarai Mahavidyalaya prioritizes academic excellence and holistic development, empowering students to achieve their fullest potential.

Research, Innovations and Extension

Kalipada Ghosh Tarai Mahavidyalaya (KGTM) is dedicated to fostering innovation and expanding the intellectual horizons of its students. Through strategic partnerships and innovative academic initiatives, the college provides students with opportunities to engage in real-world experiences and cultivate creativity.

Research Activity: Accidental Synthesis of Trimer of Pyrazolone & Comparison of its antioxidant Activity – An investigatory report . Disodium Anacardate – A Bio-Based Catalyst for room temperature synthesis of new, Fluorescent 1, 4-Benzoxazinone & Benzophenoxazinone Derivatives , Optimization and characterization of Bio-Oli produce by Pyrolysis of Coconut shell through responses surface methodology .

Patent: Medical Nano Instrument for targeting rogue cell .

Strategic Partnerships:

- Collaborations with organizations like IIRS Outreach Programmes and Peak Chemical Industries Pvt. Ltd. provide students with access to resources and expertise in areas such as remote sensing, green technologies, and bio-fertilizers.

Innovative Academic Initiatives:

- Interactive learning platforms, annual college magazine 'Arani,' and initiatives like medicinal plants and herbs gardening and dramatic arts encourage students to explore diverse interests and talents.
- Faculty engagement in research publications, cultural events, and programs on Indian Knowledge Systems (IKS) and Intellectual Property Rights (IPR) enriches the academic environment and promotes scholarly activities.

Community Engagement and Social Responsibility:

- KGTM's NSS and NCC units conduct various community outreach activities focusing on environmental hygiene, healthcare, gender equality, girl child education, and sanitation.
- The college actively participates in national and international events, sports competitions, and cultural festivals, earning recognition and accolades for student achievements.

Summary of Awards and Recognitions:

- KGTM has received numerous awards and recognitions for its contributions to community engagement, sports, cultural events, and academic excellence, showcasing the college's commitment to holistic student development and social responsibility.

Overall, Kalipada Ghosh Tarai Mahavidyalaya's efforts in nurturing innovation, promoting knowledge exchange, and fostering community engagement demonstrate its dedication to preparing students for success in

a rapidly changing world while upholding values of social responsibility and academic excellence.

Infrastructure and Learning Resources

Kalipada Ghosh Tarai Mahavidyalaya in Bagdogra is dedicated to providing top-notch educational and extracurricular facilities. Let's delve into its robust infrastructure and amenities:

Classrooms and Laboratories:

- The college boasts 37 classrooms including three computer lab and three Chemistry lab three phy laboratories for and one Geography lab, facilitating hands-on learning experiences.

Library Resources:

- With over 18,000 books, including textbooks and reference materials, the library caters to diverse academic needs.
- Library automation through SOUL streamlines access to resources, ensuring efficient management and online accessibility.

IT Infrastructure:

- The college is committed to enhancing IT facilities, with 21 laptops for faculty and 23 computers for students and administrative use.
- Efforts towards e-governance streamline admission processes and fee payments, reflecting the college's modernization drive.

Security and Amenities:

- The campus is under 30 CCTV cameras, ensuring safety.
- A well-maintained canteen offers nutritious meals, and rainwater harvesting initiatives promote sustainability.
- Adequate drinking water facilities and provisions for differently-abled students underscore the college's inclusivity.

Sports and Fitness:

- Indoor and outdoor sports facilities, including table tennis, football, volleyball, and yoga workshops, promote physical well-being and sportsmanship.

Cultural Programs:

- Room No. 10 and the college ground serve as venues for cultural events, fostering creativity and cultural appreciation among students.

ICT Facilities:

- Five ICT-equipped classrooms and library automation through SOUL highlight the college's

commitment to modern teaching methodologies and resource accessibility.

Upgraded Library Resources:

- The library's modernization efforts, including barcoding and digitization, enhance resource management and accessibility.
- Access to N-LIST and e-Shodh Sindhu expands digital resources, enriching research opportunities for students and faculty.

Enhanced IT Facilities:

- A robust internet connection with 200 MBPS bandwidth and 125 computers ensures seamless connectivity and access to digital resources.
- Networking peripherals, presentation equipment, and cloud storage facilities further elevate the college's IT infrastructure.

Through these initiatives, Kalipada Ghosh Tarai Mahavidyalaya demonstrates its commitment to providing a conducive learning environment, blending traditional academic excellence with modern technological advancements.

Student Support and Progression

The institution demonstrates **a strong commitment to supporting students** from diverse socio-economic backgrounds by offering various government scholarships and freeships. Moreover, it **prioritizes capacity development and skills enhancement activities tailored to nurture students' abilities**. These include soft skills development sessions, workshops focusing on language and communication skills, life skills workshops covering yoga, physical fitness, and health and hygiene awareness, along with training programs in ICT/computing skills.

KGTM students receive personalized guidance for competitive examinations and career counseling, significantly boosting their prospects and overall career readiness. The institution has established a robust framework for addressing student grievances, including cases of sexual harassment and ragging, through institution-wide awareness campaigns, mechanisms for online/offline submission of grievances, and timely redressal through dedicated committees.

KGTM has a commendable track record in facilitating placements for outgoing students and supporting their transition to higher education. Additionally, many students excel in state/national/international level examinations, earning recognition through awards and medals in sports and cultural activities.

Established in 1988, Kalipada Ghosh Tarai Mahavidyalaya's Alumni Association plays a crucial role in enriching the college experience by actively participating in events such as Nabin Baran Utsab and annual sports events, fostering a strong sense of community and upholding cherished traditions.

Furthermore, alumni significantly contribute to students' academic and professional development by organizing career guidance sessions and job opportunity programs. Through workshops and practical advice, alumni equip students with the necessary skills and confidence to navigate the job market effectively.

To ensure inclusivity and support for students facing financial challenges, KGTM provides access to various government scholarships and schemes such as KANYASHREE PRAKALPA and OASIS. Dedicated committees uphold a safe and harmonious learning environment, addressing grievances promptly.

Over the past five years, several alumni have earned MA, M.sc. & M.Com. degrees and pursued careers in education and entrepreneurship. The college also offers add-on courses focusing on basic ICT skills to enhance students' employability.

The institution remains committed to promoting holistic development through cultural and sports events, encouraging students to showcase their talents and participate in competitions, fostering growth, recognition, and personal development.

Governance, Leadership and Management

Kalipada Ghosh Tarai Mahavidyalaya, situated in Siliguri, District Darjeeling, was founded in 1988 with a mission to elevate education for the lower middle class and weaker sections, guided by the principle "**Tamaso Maa Jyotirgamaya**" (Lead me from darkness to light). The institution is affiliated with the University of North Bengal and is committed to empowering women through education. Its vision revolves around holistic education, humility, and humanity, aiming to cultivate intellectual vigor, empower women, and foster social responsibility.

The college has established a three-tiered administrative structure, including a Governing Body, operational levels, and Principal's coordination, ensuring effective policy formulation and decision-making. Adopting a three-tiered planning approach, it has made significant strides despite challenges, including the recent pandemic.

Key achievements in the past five years include the establishment of MoUs with educational institutions, active engagement of NCC and NSS units, regular organization of cultural and competitive events, implementation of NEP 2020, and pursuit of opening a Women's Studies unit.

The institution's vision, mission, and motto underscore its commitment to educational empowerment and social transformation. Its institutional plan focuses on upgrading facilities, implementing comprehensive student support systems, ensuring transparency in evaluation processes, strengthening community outreach, and promoting practical learning.

Decentralization is facilitated through operational autonomy, dynamic leadership, oversight of academic administration by established committees, and participative management. Adherence to mandates and guidelines by regulatory bodies ensures structured academic governance and ethical standards, with recruitment and appointment policies following rigorous procedures.

Various decision-making bodies, including the Governing Body, Principal, IQAC, Finance Committee, and Academic Subcommittee, oversee different aspects of institutional functioning. Committees and support structures ensure efficient service delivery and resource management.

Teaching and non-teaching staff appraisal processes, gratuity, and welfare measures contribute to a supportive work environment. The mobilization and utilization of funds are meticulously managed, with strategic planning aimed at infrastructure development and academic enhancement.

The college's Internal Quality Assurance Cell (IQAC) plays a pivotal role in quality enhancement across various domains, ensuring regulation, curriculum development, quality benchmarks, workshops, seminars, supplementary examinations, promotion under CAS, communication with university bodies, pedagogical innovations, monitoring teaching-learning processes, orientation programs, and annual academic administrative audits.

Through these efforts, the institution maintains high standards of governance, academic excellence, and continuous improvement, positioning itself as a leading higher education institution in the region.

Institutional Values and Best Practices

Kalipada Ghosh Tarai Mahavidyalaya: Commitment to Equity and Fairness

Mission and Vision

KGTM promotes fairness, justice, and equity through educational practices, valuing diverse talents, and addressing disparities.

Dedicated Committees for Equity

- **Sexual Harassment Prevention Cell:** Ensures a safe environment.
- **Internal Complaint Committee (ICC):** Addresses grievances.
- **Grievance Redressal Cell:** Provides a platform for concerns.

Cultural and Social Programs

Organized by the Cultural Committee, NSS Wing, and ICC to promote inclusivity and awareness.

Health and Hygiene Initiatives

- **Female Students:** Common room and sanitary napkin vending machines.
- **Male Students:** Health and hygiene education.

Safety and Security Measures

- **CCTV Surveillance:** Extensive campus coverage.
- **Female Attendant:** Provides support and ensures well-being.

Kanyashree Prakalpa Scheme

- **Financial Assistance:** Supports girls aged 13-18 in their education.
- **Social Empowerment:** Prevents child marriages and reduces dropout rates.

Gender Equity Initiatives

- **Balanced Gender Ratio:** Increased female enrollment since 2018-19.
- **International Women's Day:** Annual event with relevant discussions.

- **Curriculum Integration:** Includes "Gender Studies" in line with NEP guidelines.

Holistic Development and Inclusion

KGTM focuses on the holistic development of students, especially first-generation learners from socially and economically backward communities.

Outreach Programs and Social Responsibility

NSS units and NCC cadets lead health, hygiene, and environmental awareness campaigns, and community service projects.

Environmental Sustainability

KGTM promotes environmental stewardship through green campus initiatives, renewable energy sources, and sustainable waste management.

Faculty and Staff Ethical Attitude

Faculty and staff maintain high ethical standards, fostering a cohesive and enriching environment focused on academic excellence and life lessons.

Strategies for Student-Centric Teaching-Learning

KGTM focuses on outcome-based education, assessing student learning levels, and customizing teaching processes. Experiential learning through practical case studies and an E-content portal enhances education.

Women Empowerment through Education

KGTM supports women from underprivileged backgrounds through legal awareness programs, self-employment workshops, and participation in NSS and NCC. The college emphasizes women's safety, organizes cultural activities, and promotes sports participation.

Campus Safety and Facilities

- 24/7 CCTV Surveillance
- Guarded Campus
- Internal Complaint Committee
- Anti-Ragging Committee

Support Facilities through Scholarships

The Kanyashree, Oasis, Swami Vivekananda Merit Cum means, Aikyashree etc Scholarship provides financial support to girls, promoting higher education and preventing early marriage.

Student Performance and Progression

Female students show better performance and higher progression rates to higher education.

Outcome

KGTM ensures a safe, supportive, and empowering environment for all students, emphasizing academic excellence, personal growth, critical thinking, and social responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KALIPADA GHOSH TARAI MAHAVIDYALAYA
Address	Kalipada Ghosh Tarai Mahavidyalaya, P.O.- Bagdogra, Dist.- Darjeeling - 734014, West Bengal
City	Siliguri
State	West Bengal
Pin	734014
Website	www.kgtm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Minakshi Chakraborty	0353-9434020400	9434020400	-	prinkgtm@gmail.com
IQAC / CIQA coordinator	John Breakmas Tirkey	0353-9932979583	9932979583	-	iqackgtm@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	
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State	University name	Document
West Bengal	University of North Bengal	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-02-1994	View Document
12B of UGC	01-02-1994	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kalipada Ghosh Tarai Mahavidyalaya, P.O.- Bagdogra, Dist.- Darjeeling - 734014, West Bengal	Rural	2.2	2746.131

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ba General,	36	Higher Secondary	English + Bengali	1670	1264
UG	BCom,Bcom General,	36	Higher Secondary	English + Bengali	305	63
UG	BCom,Commerce,	36	Higher Secondary	English + Bengali	180	111
UG	BA,History,	36	Higher Secondary	English + Bengali	122	88
UG	BA,Bengali,	36	Higher Secondary	Bengali	96	74
UG	BA,English,	36	Higher Secondary	English + Bengali	96	86
UG	BA,Geography,	36	Higher Secondary	English + Bengali	48	42
UG	BA,Political Science,	36	Higher Secondary	English + Bengali	81	74
UG	BA,Nepali,	36	Higher Secondary	Nepali	64	11
UG	BA,Sociology,	36	Higher Secondary	English + Bengali	64	45
UG	BA,Hindi,	36	Higher Secondary	Hindi	72	59
UG	BSc,Bsc General,	36	Higher Secondary	English + Bengali	39	15
UG	BSc,Mathematics,	36	Higher Secondary	English + Bengali	10	5
UG	BA,Philosophy,	36	Higher Secondary	English + Bengali	30	20

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	1				6				50			
Recruited	0	1	0	1	4	2	0	6	23	25	0	48
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						20
Recruited	7		1		0	8
Yet to Recruit						12
Sanctioned by the Management/Society or Other Authorized Bodies						20
Recruited	15		5		0	20
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	2	0	7	9	0	21
M.Phil.	0	0	0	1	0	0	7	5	0	13
PG	0	0	0	1	0	0	9	11	0	21
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	854	17	0	0	871
	Female	1079	7	0	0	1086
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	211	240	218	238
	Female	278	256	318	256
	Others	0	0	0	0
ST	Male	41	67	54	60
	Female	75	71	87	73
	Others	0	0	0	0
OBC	Male	55	121	85	57
	Female	62	147	88	52
	Others	0	0	0	0
General	Male	564	699	679	592
	Female	671	765	787	640
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1957	2366	2316	1968

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Kalipada Ghosh Tarai Mahavidyalaya (KGTM) is committed to fostering well-rounded personalities in our students through a holistic and multidisciplinary educational approach. This methodology develops a diverse set of skills—academic, intellectual, aesthetic, social, physical, emotional, and ethical—within a robust interdisciplinary framework. Various departments, including English, Bengali, Sociology, History, and Political Science, actively collaborate to create a dynamic learning environment. These departments participate in faculty exchanges and joint classes with other Language and Literature Departments, enriching the educational experience. For instance: In line with the National Education Policy (NEP), KGTM has introduced vocational and professional training courses in areas such as Yoga and Self-Defense, highlighting their interdisciplinary appeal. Additionally, several Humanities departments offer certificate courses and specialized programs focused on skill development and humanitarian growth. The Career Counselling Cell regularly conducts workshops and seminars to prepare students for the job market, while NSS and NCC units work tirelessly to instill a sense of social responsibility. Our strategic objective is to integrate this multidisciplinary approach into all undergraduate programs, spanning basic, professional, and vocational disciplines. We aim to expand departments like Languages, Literature, Philosophy, Arts, Cultural and Social Activities, ICT-based learning, Sociology, Sports, Translation, and Interpretation. These areas are crucial for fostering a holistic educational environment that stimulates comprehensive student development. KGTM plans to leverage open and distance learning modes to complement our existing semester-based offerings. This will enhance practical learning experiences through internships with local industries and businesses, thereby increasing practical knowledge and employability for our students. Through our holistic and multidisciplinary approach, KGTM ensures a rich educational experience, preparing students effectively for their future careers while fostering personal growth, critical thinking, and social responsibility.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Kalipada Ghosh Tarai Mahavidyalaya (KGTM) is actively preparing to implement the Academic Bank</p>

of Credits (ABC) as outlined in the National Education Policy. This flexible academic structure will allow undergraduate students multiple entry and exit points during their course, enabling them to manage education alongside employment opportunities and potentially reducing dropout rates. Under this scheme, students can exit a program after achieving any level of qualification and return later to complete their studies within a specified period. The ABC system promotes a blended learning approach, enabling students to earn credits from various higher education institutions registered with the scheme through platforms like SWAYAM, MOOCs, and NPTEL. KGTM encourages both faculty and students to register and participate in these national schemes, enhancing their academic and practical knowledge. While we await authorization from the relevant authorities, we have initiated dialogues with our affiliating university to incorporate the ABC in our skill-oriented programs as a preliminary step. We have also signed Memoranda of Understanding (MOUs) with several institutions and are exploring both traditional and online channels to maximize the benefits of ABC for our students and those from other colleges under a unified system. Implementing ABC at the degree level will require extensive collaboration among institutions and regulatory bodies. It offers the potential to revolutionize credit transfer across universities and acknowledge credits earned through non-traditional courses. KGTM has partnered with numerous academic and research institutes to offer a variety of certificate programs and value-added courses, aligning with the fundamental objectives of ABC. The affiliating university's admission advisory has highlighted the potential introduction of ABC, underscoring its importance for modernizing and enhancing the flexibility of higher education. KGTM has established its own digital locker system where students have already started entering necessary details, setting the groundwork for a smooth transition to ABC. Since 2021, we have been considering forming clusters with other colleges to further benefit our students and potentially introduce ABC through these collaborative clusters. By registering on e-learning platforms such as SWAYAM, NPTEL, and other MOOC sites, our students are poised to gain significant advantages. Additionally, many of our faculty members have

registered on these platforms to mentor and assist students with their academic pursuits, further enriching our educational environment. The implementation of the ABC system at KGTM signifies a transformative step towards a more flexible and inclusive educational framework. By embracing blended learning, enhancing credit transfer mechanisms, and fostering collaborations, we aim to provide our students with a robust, adaptable, and comprehensive education that prepares them effectively for the future.

3. Skill development:

In alignment with the National Education Policy (NEP) and the objectives of Atmanirbhar Bharat, the departments at Kalipada Ghosh Tarai Mahavidyalaya (KGTM), in collaboration with the Internal Quality Assurance Cell (IQAC), are dedicated to the holistic development of youth by enhancing skill development and increasing the Gross Enrollment Ratio. KGTM has introduced a range of skill development activities to enrich knowledge and soft skills among students. These activities include:

- Spot Reading and Grooming for Language Skills: To enhance communicative abilities.
- Debate Competitions: "Speech Completion" sessions to foster critical thinking and public speaking.
- Career Counseling: Assisting students in integrating these skills into their resumes effectively. We offer life skills courses such as yoga and photography, open to all students, to create a broad spectrum of job market opportunities and enhance employability. The curriculum is designed to prepare students for the practical demands of their careers, incorporating:
- Entrepreneurship and Internships: Providing hands-on experience.
- Experiential Learning: Through certificate programs, add-on courses, and fieldwork.
- Career Services: Workshops, training camps, and seminars to develop professionalism and a passion for skill acquisition. The Career Counselling and Placement Cell, guided by IQAC, has organized week-long skill development programs in collaboration with local organizations, providing students with practical experiences. Partnerships with businesses and organizations in the skill sector are key to this initiative. Mentoring sessions offer guidance on developing various skills to enhance employability prospects. KGTM collaborates with reputable academic and business organizations like

RICE, Bandhan Bank, and SBI Bank to foster a proactive and futuristic approach to skill development. Activities such as gymnasium and yoga contribute to students' mental strength, health, and positive outlook. The Institution's Innovation Council (IIC) has established an Incubation Centre, providing hands-on training and organizing sessions to develop entrepreneurial skills. KGTM's commitment to skill development ensures that students are well-prepared to meet future challenges. Through comprehensive skill-building activities, life skills courses, practical experiences, and strategic collaborations, we strive to enhance our students' employability and overall development, aligning with the goals of the NEP and Atmanirbhar Bharat.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Kalipada Ghosh Tarai Mahavidyalaya (KGTM) is dedicated to promoting the growth and preservation of Indian languages and culture, ensuring their continued vibrancy and relevance. We prioritize the use of the mother tongue as a medium of instruction while also emphasizing English to enhance the global reach of Indian languages. Our curriculum includes twenty-seven diverse courses, with a special focus on Sanskrit and Philosophy, which explore the values of the Vedas, Upanishads, Bhagavad Gita, and other foundational texts of the Indian Knowledge System (IKS). Aligned with IKS principles, our college adopts a holistic educational approach that integrates physical, mental, emotional, and spiritual growth. Recognized by the University of North Bengal, our courses cover subjects such as:

- Yoga and Meditation: Promoting physical and mental well-being.
- Self-Defense: Enhancing personal safety skills.
- Certificate/Add-on/Value-added Courses: Including Painting, Art and Crafts, aimed at fostering comprehensive development.

We plan to establish a Research Centre dedicated to IKS to deepen and extend our engagement with traditional knowledge systems. At KGTM, we celebrate diversity and pluralism, core tenets of the Indian Knowledge System. Our honors courses in Political Science, History, Geography, and Sociology are designed to foster an understanding of diverse philosophical viewpoints and encourage intellectual coexistence. Departments such as Economics, Geography, and Political Science focus on encouraging intellectual growth in alignment with IKS, helping students

understand varied economic and geopolitical contexts. KGTM continually adapts, integrating new concepts, theories, and technological advances into its strategic planning while maintaining a strong connection to foundational values and beliefs. In addition to our core curriculum, we offer eighteen Certificate/Add-on/Value-added courses that convey knowledge of Indian heritage, scientific advancements, and professional skill development. These courses foster a deep appreciation for national and regional cultures and heritages, ensuring our students are well-equipped to contribute meaningfully to both local and global communities. KGTM's commitment to the appropriate integration of the Indian Knowledge System ensures a comprehensive educational approach. By emphasizing the use of Indian languages, incorporating cultural values, and offering a variety of courses aligned with IKS principles, we prepare our students to thrive in diverse environments and contribute positively to society.

5. Focus on Outcome based education (OBE):

Kalipada Ghosh Tarai Mahavidyalaya (KGTM) recognizes Outcome-Based Education (OBE) as a transformative approach in modern education, emphasizing learner-centered methods and prioritizing learning outcomes. With the implementation of the Choice Based Credit System (CBCS) and the guidelines of the National Education Policy 2020 (NEP), our college adapts education to fit the interests, abilities, and skill development of learners, fostering participative and innovative learning processes. Educational Framework and Methodology 1. Learning Process Segmentation: Our institution structures the learning process into planning, doing, checking, and acting segments. Academic plans align with the college's mission and vision, with Course Outcomes (COs) and Programme Outcomes (POs) designed by departments to align with North Bengal University's objectives. 2. Innovative Teaching and Interactive Learning: We employ various innovative and interactive teaching methods, including ICT-based teaching, extension lectures, seminars, workshops, field trips, group discussions, quizzes, and student-led presentations. These strategies promote academic flexibility, critical thinking, and efficient reasoning, reflecting our commitment to Outcome-Based Education.

	<p>Continuous Assessment and Feedback 1. Learner-Centered Evaluation: With a focus on continuous assessment, we ensure that educational outcomes meet objectives and students actively engage with the content. 2. Feedback and Action: Feedback from both students and teachers is integral to our OBE approach. This informs ongoing modifications and enhancements to curriculum delivery and teaching methods, ensuring an enriched learning experience.</p> <p>Quality Improvement and Curriculum Alignment 1. Maintaining Academic Standards: KGTM upholds high academic standards and is dedicated to continual quality improvement. Through continuous formative assessment and regular curriculum mapping, we address any issues in teaching and learning. 2. Mentor-Mentee System: Our well-organized mentor-mentee system supports personalized guidance and tracks student progress towards specified learning outcomes. Faculty members serve as instructors, trainers, facilitators, or mentors based on targeted outcomes. Through these comprehensive strategies, KGTM aims to develop students into rational individuals with a profound understanding of themselves, society, and culture, contributing significantly to national integration and personal growth.</p>
<p>6. Distance education/online education:</p>	<p>Amid the pandemic, the Internal Quality Assurance Cell (IQAC) of Kalipada Ghosh Tarai Mahavidyalaya (KGTM) advocated for the promotion of online education to ensure operational readiness under any circumstances. In response, we established a dedicated unit to enhance and oversee the deployment of various online educational tools and resources. Digital Initiatives Implemented We implemented several digital initiatives, including:</p> <ul style="list-style-type: none"> • Online Exams: Facilitating assessments remotely. • Digital Repositories: Centralizing educational resources. • Student Support Services: Through a Learning Management System (LMS) and an Academic Resource Bank. • MCQ and Entry in Service Portal: Assisting students in preparing for competitive examinations. <p>Flexibility in Learning Students are offered the flexibility to engage in synchronous virtual classrooms alongside other online course offerings. Additionally, hybrid courses that blend online learning with traditional in-person sessions are provided. Certificate courses, add-ons,</p>

and value-added courses are frequently delivered in this hybrid format. Future Integration of Digital Learning** Looking ahead, KGTM plans to further integrate digital learning by conducting workshops connected to Massive Open Online Courses (MOOCs) in collaboration with leading online learning platforms. This initiative aims to expand the accessibility and variety of educational offerings. Virtual Learning Environments To replicate the interactive and collaborative experience of traditional classrooms, we have created virtual learning environments. These environments enable students to engage in real-time discussions, group activities, and seminar presentations. The virtual modes of learning are designed to be as rigorous and comprehensive as their in-person counterparts, ensuring all students receive a high-quality education regardless of the format. KGTM's commitment to advancing online education during the pandemic underscores our dedication to ensuring continuity in education and providing flexibility for students. Through the implementation of various digital initiatives and the ongoing integration of digital learning tools, we aim to provide a robust and inclusive educational experience that prepares students for the challenges of the future.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>While a formal Electoral Literacy Club (ELC) is in place, Kalipada Ghosh Tarai Mahavidyalaya (KGTM) also conducts additional electoral literacy initiatives, spearheaded by the Political Science department. Within this framework, the college actively observes events such as Voters' Day and Constitution Day. ELC members engage in campaigns both within the college and the surrounding community to underscore the importance of voting, understanding the political system, the nature of the right to vote, and the process of enrolling in electoral rolls. These endeavors are aimed at fostering a deeper understanding of democratic participation and civic responsibility among students and local residents.</p>
<p>2. Whether students' co-ordinator and co-ordinating</p>	<p>Kalipada Ghosh Tarai Mahavidyalaya (KGTM)</p>

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>believes in the importance of electoral literacy in shaping an informed and responsible electorate. Our commitment to this principle is evident through the Electoral Literacy Club (ELC), which operates in a neutral and non-partisan manner, ensuring the integrity of the electoral process. The ELC serves as a representative body where selected departments and cells nominate students to discuss and address broader socio-political issues, nurturing a democratic vision among the student body. While all students are members of the ELC, certain students serve as representatives. The primary objective of the ELC at KGTM is to cultivate a comprehensive understanding of democratic processes among students. Through various activities and discussions, the club aims to prepare students to be active, informed, and conscientious participants in electoral systems, both locally and nationally.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) of Kalipada Ghosh Tarai Mahavidyalaya (KGTM) meticulously prepares action plans in line with the guidelines provided by the Election Commission of India (ECI) and specific instructions from the District Election Officer (DEO) of Darjeeling. The primary goal is to enhance understanding and participation in democratic processes among students and the wider community. Here are some key initiatives undertaken by the ELC: 1. Awareness Program on Voter Registration and Empowerment: • Objectives: 1. Encourage voter registration among students and local community members. 2. Educate participants about the electoral process to ensure they are well-informed. 3. Empower voters by providing comprehensive knowledge about their rights and responsibilities. 2. Youth Parliament Collaboration: • Details: Organized in collaboration with the Department of Political Science, following guidelines issued by the District Magistrate's office. The Youth Parliament serves as a platform for students to engage in debates and discussions on critical national and international issues, simulating the parliamentary process. 3. National Voters Day Celebration: • Highlights: Annually organized events to celebrate National Voters Day, emphasizing the importance of every vote and encouraging active participation in the electoral process. Activities include workshops, guest lectures, and interactive sessions aimed at reinforcing</p>

	<p>the value of civic engagement. These activities not only foster a deeper understanding of democratic values among students but also actively engage them in practicing these principles. Through these initiatives, the ELC aims to cultivate a well-informed, responsible, and proactive electorate.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) of Kalipada Ghosh Tarai Mahavidyalaya (KGTM) collaborates closely with the District Election Office to support and enhance community engagement in the electoral process, particularly focusing on voter registration and enrollment. Here are the specific activities undertaken to achieve these objectives:</p> <ol style="list-style-type: none"> 1. Assistance to District Election Office: <ul style="list-style-type: none"> • Objective: To facilitate the registration process and ensure necessary enrollment in the voter's list for the community of the concerned ward. • Activities: ELC members, including faculty and student volunteers, provide hands-on assistance during voter registration drives. They help community members fill out registration forms accurately, provide information on required documentation, and address any queries about the electoral process. This initiative reduces barriers to voter registration and encourages greater participation in elections. 2. Awareness Drive with the District Election Office: <ul style="list-style-type: none"> • Venue: College premises • Details: In partnership with the District Election Office, the ELC organizes a meeting to raise awareness among students about their voting rights and the importance of participating in the electoral process. The meeting includes: <ul style="list-style-type: none"> • Educational Presentations: Detailed presentations on voter registration procedures, the significance of each vote, and an overview of the electoral process. • Interactive Sessions: Opportunities for students to interact with election officials, ask questions, and clarify doubts regarding voting and elections. • Enrollment Assistance: Provision of resources and guidance for students eligible to vote but not yet registered. This includes setting up registration booths and guiding students through the registration process. These efforts by the ELC promote a deeper understanding of democratic responsibilities among students and serve as a vital community resource for electoral engagement. Through such initiatives, the ELC aims to foster a more informed and active electorate, essential for sustaining the democratic

	fabric of society.
<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>Almost all students above 18 years of age are registered voters. Periodically, resource persons from the Election Office of the District Administration are invited to address the students for sensitization. These programs consistently yield positive outcomes and are highly successful in raising awareness and understanding among the student body.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5632	5766	5349	4492	4210

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

2 Teachers

2.1

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

Response: 57

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	56	56	26

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
44.94	11.99	8.57	24.56	30.93

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution commences each academic session by preparing and publishing the **academic calendar** on the college website. This calendar, which details the institution's academic activities, is prepared annually or each semester in accordance with notifications from the **University of North Bengal and the Higher Education Department of the Government of West Bengal**. Each department uses the academic calendar to plan and regularly update their departmental activities on the notice board.

An orientation session is held at the start of every session or semester for newly enrolled students. This session familiarizes students with the syllabus, **internal evaluation processes**, and examination systems, while also introducing them to the departmental teachers.

The routine committee prepares the master routine in strict accordance with the number of credit points specified in the university syllabus for each course. Once the master routine is finalized, each department notifies their departmental routine to the students via the noticeboard and the **official WhatsApp group**.

Classes are conducted using **conventional board-lecture methods as well as PowerPoint presentations and audio-visual techniques**. Occasionally, online modes of teaching are adopted. Departments maintain an optimal **mentor-mentee ratio and develop a curriculum plan** focusing on the most important learning outcomes for students. Classes are structured accordingly. The college library supports students by providing primary and reference books to supplement classroom learning. Study materials are distributed to students after the completion of each unit. Additionally, past year exam questions are shared and discussed to help students become familiar with the end-semester university examination patterns.

Students undergo continuous evaluation through a variety of activities and programs such as class **tests, viva voce, seminars, assignments, group discussions, and field visits or surveys**. Regular reviews of student progress enable the administration to identify **slow learners** and organize remedial classes to enhance their performance. The Internal Quality Assurance Cell (IQAC) conducts a **student satisfaction survey** to further enhance the teaching-learning process in each department.

The college aims to develop students into responsible citizens with advanced knowledge and moral values, contributing to a contented society. As an affiliated institution, we adhere to the curriculum of the University of North Bengal. Faculty members actively participate in the University's Board of Studies, contributing to the continuous improvement of the curriculum.

Beyond academics, the institution promotes holistic development through **various co-curricular**

activities, including indoor and outdoor sports, NCC & NSS activities, inter-college competitions, wall magazines, cultural programs, student seminars, group discussions, and Youth Parliament Competitions.

To provide students with a broad spectrum of knowledge, the institution offers a range of certificate **add-on courses and special lectures**. The college administration and faculty members effectively use the departmental WhatsApp group, the college's official Facebook page, and the college website (www.kgtm.ac.in) to disseminate information and quickly reach students.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 18

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

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: 17

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
2795	1531	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Kalipada Ghosh Tarai Mahavidyalaya (KGTM) is deeply committed to integrating critical crosscutting themes such as **Professional Ethics, Gender, Human Values, Environment, and Sustainability** into the curriculum in collaboration with the University of North Bengal. The institution is dedicated to holistic development and social responsibility, recognizing the significant impact these issues have in shaping the perspectives, values, and behaviors of students in both their personal and professional lives.

Professional Ethics:

KGTM emphasizes the importance of professional ethics, preparing students for the challenges and responsibilities they will face in their careers. The curriculum incorporates ethical principles and practices to foster integrity, honesty, accountability, and respect for diversity. Through **case studies, discussions, and experiential learning opportunities, students are encouraged to critically address ethical dilemmas and develop decision-making skills** that allow them to navigate complex professional environments with moral clarity.

Gender:

Gender equality and empowerment are central to the educational philosophy at KGTM. The curriculum integrates gender perspectives across disciplines to **promote awareness, challenge stereotypes, and combat discriminatory norms**. The college ensures an inclusive learning environment where **all students, especially women, have equal opportunities to succeed**. Beyond academic coursework, KGTM offers workshops in gender studies to cultivate a thought process among students regarding gender issues.

Human Values:

KGTM places a strong emphasis on the cultivation of human values such as **compassion, empathy, tolerance, and respect for human dignity**. Through value-based educational initiatives, the college nurtures students' **moral and ethical development, promoting social responsibility and fostering meaningful interpersonal relationships**. By weaving these values into the curriculum, KGTM inspires students to lead lives characterized by **kindness, integrity, and altruism, thereby making positive contributions** to society and the wider world. Various activities like the Save Girl Child campaign, essay and poster exhibitions, wallpaper presentations, and gender audits are conducted to reinforce these values.

Environment and Sustainability:

Acknowledging the critical need to address environmental challenges, KGTM actively promotes sustainability within its curriculum. Environmental education and sustainability principles are integral to academic programs, enhancing student awareness about **environmental issues, instilling a sense of ecological responsibility, and encouraging the adoption of sustainable practices**. All students are required to complete a compulsory environmental studies course, including a 100-mark paper in their first semester. Additionally, various departments and student groups like the NSS and NCC participate in initiatives such as tree plantation, plastic eradication campaigns, village cleanliness, and the promotion of cycling to cultivate a more sustainable community.

By **collaborating with the University of North Bengal**, Kalipada Ghosh Tarai Mahavidyalaya enriches its curriculum with vital topics like Professional Ethics, Gender, Human Values, Environment, and Sustainability. This endeavor not only enhances the academic experience but also equips students with the necessary skills and values to address global challenges, advocate for **social justice and equality**, and contribute to a sustainable and inclusive future for all.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 37.89

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

Response: 2134

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.67

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
1957	2366	2316	1968	1847

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2877	2877	2877	2877	2877

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](#)

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: 60.35

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
722	902	850	736	731

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
1306	1306	1306	1306	1306

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 104.3

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:

Kalipada Ghosh Tarai Mahavidyalaya: Empowering Students through Quality Education and Holistic Development

Kalipada Ghosh Tarai Mahavidyalaya is committed to delivering quality education and fostering a nurturing environment for **students from economically weaker sections of society**. Many of our students are **first-generation learners**. Acknowledging their unique needs, the college meticulously tailors its educational approach to serve them effectively. Our dedicated teachers guide and support students from diverse socio-economic and multilingual backgrounds.

Induction:

Each academic year commences with comprehensive induction sessions led by the Principal and faculty members, **introducing students** to the extensive opportunities available at the college. Departmental inductions provide detailed information on syllabi, course outcomes, and regular assessment plans, establishing a strong foundation and rapport between students and teachers.

Academic Development and Support:

The college conducts regular assessments through class tests, projects, assignments, viva-voce, seminar presentations, etc., to monitor each student's academic progress. **Mentor-Mentee groups** within departments help address student inquiries and categorize learning abilities. Customized curricula for slow and advanced learners ensure that each student receives the appropriate level of support.

Teaching-Learning Methods:

We employ a variety of teaching-learning methods, **including lectures, interactive sessions, project-based learning, ICT-based learning, and experiential learning**, to develop the interests and abilities of students. Experiential learning facilitates a better understanding of both laboratory-based subjects and social sciences like history, geography, and sociology. Laboratory classes, field trips, excursions, and industry visits build confidence and broaden students' horizons. Hands-on activities and real-life experiences help students grasp concepts, theories, and their applications.

Community-oriented programs like **cleanliness drives, blood donation camps, literacy campaigns, and tree plantations, primarily conducted by NSS volunteers and NCC cadets**, instill a sense of social responsibility among students. The college promotes **active collaboration** among students through interactive sessions, group discussions, quizzes, debates, poster and power-point presentations, mock parliaments, and interdisciplinary seminars/webinars. Publications such as newsletters and magazines, along with **certificate and add-on courses**, foster creativity, enhance writing skills, and improve

presentation capabilities. Problem-solving methodologies encourage critical thinking and prepare students to tackle real-world challenges.

Utilization of Technology:

Technology is integral to our teaching-learning processes. The pandemic highlighted the importance of **ICT-enabled** tools in providing quality education. Online classes were conducted via Google Meet and Google Classroom. Study materials and MCQ quizzes are occasionally distributed and conducted through Google Classroom and Google Forms as part of internal evaluation and regular feedback. The college offers uninterrupted Wi-Fi, a projector room, smart boards, and portable mini projectors for PowerPoint presentations. Teachers have access to the **NLIST INFLIBNET** portal for unlimited e-books and e-journals. The college collaborates with various commercial organizations to offer online certification in vocational courses, providing students with greater exposure to vocational and professional skills.

Through personalized support, innovative teaching methodologies, and comprehensive use of technology, we aim to equip our students to overcome socio-economic challenges and become well-rounded individuals and responsible citizens.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97.23

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
56	56	56	56	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 76.42

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
43	40	41	41	23

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

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:

An integral aspect of the teaching-learning process is the assessment mechanism for evaluating students' academic performance. As an affiliated institution of the University of North Bengal, Kalipada Ghosh Tarai Mahavidyalaya strictly adheres to the university's regulations for outcome-based learning under the Choice Based Credit System (CBCS) pattern, implemented since the Academic Session 2018-2019, in addition to the Annual System. The college employs a continuous internal assessment approach to

monitor students' performance throughout the semester. Below is a detailed outline of our comprehensive assessment mechanism:

Assessment Mechanism Overview

1. Weightage Distribution:

- Internal Assessment: 20%
- End Semester Examinations (ESE): 80%

2. Continuous Internal Assessment (CIA):

- At the beginning of each session, students are informed about the CIA system during their initial induction.
- Each department plans its evaluation procedures and tentative dates during departmental meetings.
- Notification of evaluation methods and schedules is communicated through departmental WhatsApp groups, class notices, and the college website.
- Various evaluation methods are employed, such as class tests, MCQ tests, quizzes, assignments, viva, class seminars, and group discussions. Additionally, excursions, field surveys, project work, lab exercises, and practical examinations are part of the assessment process.

3. Attendance Requirement:

- A minimum of 75% attendance is mandatory for eligibility to sit in examinations.
- Marks distribution for attendance:
 - 75% and above but below 80%: 02 marks
 - 80% and above but below 85%: 03 marks
 - 85% and above but below 90%: 04 marks
 - 90% and above: 05 marks

4. Internal Assessment Breakdown:

- 10 marks are allocated for internal assessment tasks.
- 5 marks are allocated based on attendance.

5. Online Submission and Transparency:

- Internal assessment marks are submitted online via the Marks Capture Portal of NBU.
- During the COVID-19 pandemic, the college adopted digital platforms to reach out to all students. This included using WhatsApp groups, Google Meet, Google Classroom, Google Forms, etc., for internal evaluations. This blended mode continues to be used.
- Students are informed about their performance and marks obtained. Evaluated answer scripts are shown to them, and their doubts and queries are resolved. Teachers provide guidance for further improvement.
- Any grievances related to internal examinations, such as marks, dates of class tests, or inability to take an exam on time, are addressed efficiently, transparently, and in a timely manner by departmental teachers.

- Additional dates and times are provided for class tests and assignment submissions in genuine cases to help improve performance if required.
- Students are encouraged to approach departmental teachers at any time regarding any doubts or grievances related to internal evaluation. For critical issues, direct communication with the University is maintained for necessary actions.
- During the pandemic, an examination help desk was established to provide quick solutions to students' queries. Additionally, the college's technical team assisted students facing technical issues with online internal examinations.

Commitment to Fairness and Transparency

Overall, our assessment processes are designed to promote students' development and ensure fairness and transparency. Our comprehensive and adaptive evaluation methods aim to support students in achieving their academic goals while maintaining the highest standards of educational integrity.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In the pursuit of academic excellence, it's crucial for educational institutions like Kalipada Ghosh Tarai Mahavidyalaya to have a clear grasp of the desired outcomes of their programs. The Internal Quality Assurance Cell (IQAC) at the institution plays a pivotal role in ensuring faculty members and students are well-versed in Program Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). Through detailed guidelines and orientation sessions, faculty members are empowered to understand the importance of these outcomes, while students are educated about the goals of their chosen programs. These details are effectively communicated through the college prospectus and the institution's website, ensuring that all stakeholders are informed and actively engaged in the educational process.

Here's a breakdown of the Program Outcomes and Course Outcomes for Science, Arts, and Commerce:

Science:

Program Outcomes (PO):

- Foster a comprehensive understanding of scientific principles across disciplines such as physics, chemistry, and mathematics.

- Develop critical thinking, analytical skills, and scientific reasoning through laboratory experiments and projects.
- Prepare graduates for diverse career opportunities in academia, research institutions, industries, healthcare, and technology sectors.

Course Outcomes (CO):

- Demonstrate proficiency in scientific methodologies, experimental techniques, and data analysis.
- Apply theoretical knowledge to practical situations and scientific research projects.
- Collaborate effectively with peers in laboratory settings to achieve research objectives.
- Develop specialized knowledge in chosen scientific disciplines through elective courses and research opportunities.

Arts:

Program Outcomes (PO):

- Encourage a holistic understanding of human culture, society, and expression, fostering cultural awareness and appreciation for diversity.
- Enhance critical thinking, interpretive, and communication skills through the analysis of literature, history, philosophy, and social phenomena.
- Encourage creative expression and original thought in artistic and intellectual endeavors.
- Equip graduates for diverse career paths in education, media, journalism, public service, and cultural organizations.

Course Outcomes (CO):

- Analyze and interpret various forms of cultural expression, including literature, art, music, and film.
- Engage in critical discourse and debate on historical, social, and philosophical issues.
- Utilize research methodologies to investigate topics within the humanities and social sciences.
- Appreciate diverse perspectives and cultural contexts across different historical periods and geographical regions.

Commerce:

Program Outcomes (PO):

- Gain comprehensive knowledge of business principles, economics, accounting, finance, marketing, and management.
- Develop analytical, quantitative, and problem-solving skills essential for decision-making in corporate and entrepreneurial contexts.
- Cultivate leadership, teamwork, and communication abilities for effective management and collaboration.
- Prepare graduates for careers in finance, banking, consulting, entrepreneurship, international trade, and corporate governance.

Course Outcomes (CO):

- Apply economic theories and principles to analyze market dynamics, consumer behavior, and business strategies.
- Utilize accounting techniques for financial analysis, budgeting, and decision-making.
- Develop marketing strategies, conduct market research, and communicate effectively with stakeholders.
- Understand legal and ethical considerations in business operations and transactions.

The Bachelor degree programs offered by the college aim to equip students with the knowledge, skills, and values necessary for success in their fields, fostering intellectual curiosity, creativity, and a sense of social responsibility.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Kalipada Ghosh Tarai Mahavidyalaya adopts a systematic approach to syllabus distribution and completion, with departments meticulously following well-structured plans for the teaching-learning process.

Teaching Methods:

Departments adhere to detailed curriculum/lesson plans to ensure comprehensive syllabus coverage. The teaching-learning process is intricately organized, prioritizing student engagement and participation.

Assessment Strategies:

1. Monitoring and Continuous Evaluation:

- Regular monitoring of student attendance and participation to ensure active engagement.
- Scheduled tutorial sessions to reinforce learning and offer personalized support.
- Measurement of Program Outcomes and Course Outcomes throughout the semester via various assignments, evaluated by faculty members.
- Conduct of both scheduled and surprise class tests and viva-voce assessments for continuous understanding evaluation.
- Evaluation of applied skills through review reports, projects, micro-teaching sessions, and seminar presentations.
- Coordination of experiential and participative learning activities such as fieldwork, laboratory work, quizzes, and group discussions to assess student performance.

2. Result Analysis and Mentoring:

- Detailed analysis of class tests and end-semester results to identify trends, slow and advanced learners, and areas for improvement.
- Provision of post-result mentoring sessions, remedial measures, and guidance to address identified weaknesses and enhance student performance.

Information and Guidance:

Students receive comprehensive information regarding the benefits of each course and its relevance to their future careers. Departments maintain contact with alumni to track their progress in higher education, employment, or other fields.

Feedback System (Indirect Methods of Evaluation):

Structured questionnaires are utilized department-wise to gather comprehensive feedback on teaching quality, library facilities, and overall learning experiences. Feedback reports from students and teachers serve as valuable tools for assessing satisfaction and identifying areas for improvement.

Academic Audits:

Regular internal and external academic audits conducted by the Internal Quality Assurance Cell (IQAC) provide feedback to faculty members for ongoing improvement. Observations from faculty members are also shared with students.

Key Indicators of Attainment:

- End-semester university examinations conducted according to University of North Bengal norms.
- Internal assessments including attendance, internal assessments, and practical examinations.
- Practical assessments conducted by external experts appointed by the University of North Bengal.
- Result analysis conducted at the end of each semester.
- Progression of students towards higher studies observed through the number of students pursuing higher education in different educational institutes, showcasing successful attainment of Program and Course outcomes.
- Internship and placement opportunities facilitated by the Career Counselling Cell to provide career awareness, practical experiences, and industry exposure.

This structured and comprehensive approach ensures continuous improvement in the teaching-learning process, fostering academic excellence and holistic development for all students.

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

2.6.3

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

Response: 76.15

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
407	1344	1089	1216	1109

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
1476	1443	1143	1237	1484

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.6

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5

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
2	0	2	1	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:

Kalipada Ghosh Tarai Mahavidyalaya: Nurturing Innovation and Broadening Knowledge Horizons

Kalipada Ghosh Tarai Mahavidyalaya is dedicated to providing high-quality academic knowledge while adapting to the evolving educational landscape. Recognizing the importance of innovation, the college has focused on creating an ecosystem that fosters creativity and broadens the intellectual horizons of its students.

Strategic Partnerships for Enhanced Learning

IIRS Outreach Programmes

Location: Online mode

Objective: With the rapid increase in the use of Remote Sensing, Geographical Information Systems, and associated geospatial technologies, there is an urgent demand for trained manpower. The live and interactive mode of distance learning has enabled students to enhance their knowledge without any cost.

Peak Chemical Industries Pvt. Ltd. Partnership

Under the Guidance of: Shri Dipak Ranjan Sen, Chief Managing Director

Focus: This partnership aims to educate students on green technologies, bio-fertilizers, and bio-pesticides.

Innovative Academic Initiatives**Interactive Learning Platforms**

The college organizes activities such as mock parliaments, excursions, poster competitions, and debates to stimulate students' creativity and confidence.

Real-World Exposure

Seminars and lectures, including motivational talks, connect students with real-world challenges and inspire future careers in administration.

Annual College Magazine 'Arani'

This publication showcases contributions from students in the form of articles, stories, poems, and paintings, cultivating the creative facets of their minds.

Research and Cultural Engagement**Faculty Publications**

Faculty members, including Dr. Koel Bhattacharya (Physics), Dr. M.B. Ahmed (Mathematics), Dr. Pintu Prasad Jaiswal (Commerce), and Dr. Himika Mukhopadhyay (Geography), Dr. Abir B. Majumder (Chemistry) have collaborative research, International Journal, articles published in peer-reviewed journals, Patent, promoting scholarly activities.

Medicinal Plants and Herbs Gardening

This initiative integrates the study of indigenous knowledge systems and alternative medicinal practices, enriching students' understanding of natural healing methods.

Dramatic Arts

Students demonstrated their talents in well-received performances during various cultural programmes.

Knowledge Creation and Transfer

Faculty Development

The annual Performance Appraisal System motivates faculty to enhance their research output and professional growth through conferences, seminars, and workshops.

Indian Knowledge Systems (IKS)

IKS is incorporated into the curriculum and through add-on courses offered by almost all the departments, preserving and propagating traditional knowledge.

Intellectual Property Rights (IPR)

The college has established an IPR policy to foster innovation and protect intellectual creations, with activities including seminars to raise awareness and an incubation center to support the commercialization of innovative ideas.

Outcome and Impact

The diverse initiatives at Kalipada Ghosh Tarai Mahavidyalaya not only enhance the academic environment but also encourage innovative thinking among students. The college's efforts in integrating traditional knowledge with contemporary educational practices ensure that students are well-prepared to meet the demands of the modern world while remaining rooted in cultural heritage. These efforts collectively contribute to a dynamic, supportive, and innovative learning atmosphere that empowers students and faculty alike to pursue excellence in all educational endeavors.

Certificate Programme in Banking, Finance, and Insurance (BFI)

Certificate Programme in Banking, Finance, and Insurance (BFI) organized by KGTM in collaboration with Bajaj Finserv under the Corporate Social Responsibility (CSR) initiative has significantly contributed to enhancing the employability skills of students. This program of 100 hours, conducted at our college, brought in expert trainers from Centum Learning, ensuring high-quality instruction and an industry-relevant curriculum. The success of this initiative highlights the effectiveness of collaborative efforts between educational institutions, corporations, and training providers in enhancing students' employability and fostering skill development.

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: 38

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
19	11	3	2	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.58

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
38	21	9	11	11

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

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: 0.95

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
35	8	3	5	3

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

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:

Kalipada Ghosh Tarai Mahavidyalaya, Bagdogra: Commitment to Community Engagement and Social Responsibility

Kalipada Ghosh Tarai Mahavidyalaya, Bagdogra emphasizes community engagement and social responsibility for holistic student development through its NSS and NCC units, conducting extension activities in nearby areas like Putimari, Lalman, Kalaram, Bengdubi, Gossainpur, Bhujiapani, and Bagdogra.

Core Areas of Engagement and Impact:

Environmental Hygiene

- **Activities:** Students participated in cleanliness drives, safe solid waste disposal, construction of compost pits, promoting recycling of plastic, and distribution of litter bins to promote cleanliness and hygiene.
- **Impact:** These activities foster a sense of environmental responsibility and provide students with education on sustainable practices vital for community health.

Free Health Checkup and Blood Donation Camps

- **Activities:** The college regularly organizes blood donation camps, programs on mental health, workshops on yoga for good health, free health checkup camps in adopted villages, offering

medical consultations, Thalassemia testing, HIV screening, and distributing essential medicines.

- **Impact:** These camps provide healthcare access to underserved communities and offer students practical experience in healthcare management.

Awareness on Gender, Nutrition, and Violence Against Women

- **Activities:** The college organized webinars on women's health, Potion rallies, workshops on gender awareness, observed National Girl Child Day and International Women's Day, and organized self-defense programs for girls to educate on gender equality, health, nutritional practices, and preventing violence against women.
- **Impact:** These initiatives empower community members to challenge social norms and foster a more equitable and inclusive society.

Girl Child Education

- **Activities:** The college conducted door-to-door surveys and awareness drives to combat child marriage and drop-outs among girl children, encouraging support for girls' education.
- **Impact:** Advocates for girls' education to break poverty cycles and empower them to achieve their potential.

Swach Bharat Abhiyan

- Students participated in cleanliness drives in the college premises, adopted villages, nearby public places, rivers, picnic spots, and awareness campaigns on personal hygiene and dengue eradication to promote sanitation and hygiene.
- **Impact:** Contributes to the national goal of achieving a cleaner India, enhancing local living conditions.

Tree Plantation and Clean Environment

- **Activities:** The college organized tree plantation drives and week-long workshops on recycling plastics, paper, and glass.
- **Impact:** Promotes environmental conservation, aiding sustainable development.

Community Service Projects

- **Activities:** The college organized cleanliness drives, anti-drug campaigns, literacy drives, cloth and blanket distribution among the needy, workshops and rallies on peace building, and health check-ups in collaboration with renowned hospitals, various NGOs, and Gossainpur Gram Panchayat.
- **Impact:** Improves living conditions and raises awareness on critical social issues within the community.

Cultural Events and Educational Initiatives

- **Activities:** The college organized cultural events during important international and national days (both online and offline) and annual prize distribution ceremonies.
- **Impact:** Enhances cultural understanding, celebrates diversity, and acknowledges the academic

and social contributions of students.

Outcomes and Broader Impacts:

- **Student Development:** Students cultivate empathy, leadership, and teamwork skills.
- **Community Connection:** Activities reinforce the college's social responsibility values and enhance its community image.
- **Societal Awareness:** Community interaction fosters students' understanding of their societal role and pride in local heritage.

Through these comprehensive efforts, Kalipada Ghosh Tarai Mahavidyalaya enriches students' lives and enhances the broader community, demonstrating a strong commitment to social change and development.

3.4.2

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

Response:

Summary of Awards and Recognitions:

Name of the Activity	Award/Recognition	Awarding/Governing Body	Year
N.S.S. Republic Day Parade Camp, New Delhi	Participation in N.S.S. Republic Day Parade Camp, New Delhi	Ministry of Youth Affairs and Sports, Govt. of India	2022-23
NSS East Zone Republic Day Parade Camp	Participation in N.S.S. East Zone Republic Day Parade Camp	Ministry of Youth Affairs and Sports, Govt. of India	2022-23
Youth Parliament Competition	Best Opposition Leader in the District Level Youth Parliament Competition	Department of Parliament Affairs, Govt. of W.B.	2022-23
Preparation of Institutional Nepali Dictionary and Toponymy from India	International Workshop Preparation of Institutional Nepali Dictionary and Toponymy from India	Nepali Bhasha Vikas Manch in collaboration with B.P. Koirala India-Nepali Foundation, Embassy of Nepal, Govt. of India	2022-23
Inter College Sports & Championship	District 1st Position in High Jump (Women)	Sports Board, NBU in collaboration with Maynaguri College	2022-23
Inter College Sports & Championship	District 1st Position in 100m sprint (Men)	Sports Board, NBU in collaboration with Maynaguri College	2022-23
Inter College	District 2nd Position in 200m run	Sports Board, NBU in	2022-23

Sports & Games (Men) Championship			collaboration with Maynaguri College	
Inter College Sports & Games Championship	District	2nd Position in 400m run (Men)	Sports Board, NBU in collaboration with Maynaguri College	2022-23
Inter College Sports & Games Championship	District	1st Position in Discussthrow (Men)	Sports Board, NBU in collaboration with Maynaguri College	2022-23
Inter College Sports & Games Championship	District	2nd Position in High Jump (Men)	Sports Board, NBU in collaboration with Maynaguri College	2022-23
Inter College Sports & Games Championship	District	2nd Position in High Jump (Women)	Sports Board, NBU in collaboration with Maynaguri College	2022-23
Inter Collegiate Men's Tournament	Kabaddi	Runner-up Champion	Sports Board, NBU	2022-23
What's My Word? INSVAGANZA		-Runner-up	Siliguri	2022-23
Medal for Best Cadet		Governor of West Bengal's Silver Medal for Best Cadet	NCC	2021-22
Mayor Cup International Championship	- 7th Karate	Silver Medal in Kumite	Ministry of Youth and Sports, National Sports Council, Nepal Karatedo Federation, Nepal Shito-Ryu Karate-do Association	2021-22
Mayor Cup International Championship	- 7th Karate	Bronze Medal in Kata	Ministry of Youth and Sports, National Sports Council, Nepal Karatedo Federation, Nepal Shito-Ryu Karate-do Association	2021-22
82nd Senior Table Tennis Championship	National	Runner-up Champion	Table Tennis Federation of India	2020-21
N.C.C. Republic Day Parade Camp, New Delhi	Republic Day	Participation in N.C.C. Republic Day Parade Camp, New Delhi	NCC	2019-20
Table Tennis Tournament	Blue, NBU		Sports Board, NBU	2019-20
Khelo India University Games	3rd Position in Table Tennis		Ministry of Youth Affairs and Sports, Govt. of India	2019-20
'INNOVISION'		2nd Position in 1-Minute Movie	Salesian College, Siliguri	2018-19
'INNOVISION'		1st Position in Painting	Salesian College, Siliguri	2018-19
Inter-College Table Tennis Championship		Table Tennis Champion	NBU	2018-19
District Level Athletic		2nd Position in 1500m	NBU in collaboration	2018-19

Football and Kho-kho Championship	Race	with Munshi Prem Chand College, Siliguri	
District Level Football and Kho-kho Championship	Athletic 3rd Position in 100m Sprint	NBU in collaboration with Munshi Prem Chand College, Siliguri	2018-19
District Level Football and Kho-kho Championship	Athletic Runner-up Position for College Football Team	NBU in collaboration with Munshi Prem Chand College, Siliguri	2018-19

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: 79

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
44	23	4	7	1

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

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: 19

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

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:

College Infrastructure and Facilities

Kalipada Ghosh Tarai Mahavidyalaya, Bagdogra, is committed to providing comprehensive educational and extracurricular facilities to its students. The college has robust infrastructure and numerous amenities to enhance the learning experience and overall development of its students.

Classrooms and Laboratories

- **Classrooms:** The college has 37 classrooms.
- **Laboratories:** There are four well-equipped laboratories for Chemistry, Physics, Mathematics, and Geography.

Library

- **Books:** The college library holds over 18,000 books, including 17,775+ textbooks and 3,225+ reference books.
- **Online Access:** All library information is available online, and library resources are partially automated using SOUL (Software for University Libraries).
- **Virtual Classrooms:** Since the pandemic, the college has integrated virtual classrooms on the Google platform, used alongside offline classes as needed.

IT Infrastructure

1. Laptops and Computers:

- 21 laptops are issued to departmental faculties and accessed by students.
- 23 computers are distributed across the Office, IQAC, and Library, with 14 dedicated for student use.
- The college is in the process of updating or recycling IT equipment to meet student demand.

1. **E-Governance:** The college is moving towards full online facilities in e-governance, including:

- Complete online admission processes, e-counseling, and fee payment.
- Online management of accounts, fee collection, staff salaries, and pensions.
- All admission-related information is available on the college website.

Security and Other Facilities

- **CCTV Surveillance:** The campus is secured with 30 CCTV cameras.
- **Canteen:** A well-maintained canteen offers a variety of healthy dishes.
- **Rainwater Harvesting:** A rainwater harvesting project has been initiated by SMP.
- **Drinking Water:**
 - Industrial water purifier and three aquaguard units with RO + UV facility.
 - A high-output water purifier from Eureka Forbes with a chilling feature for students.
 - **Solar Panels:** Sufficient solar panels have been installed by GP.
 - **Sanitary Facilities:** The college provides sanitary pads through an automated vending machine.
 - **Accessibility:** Facilities for differently-abled students include sufficient ramps and suitable toilets.

Sports Facilities

- **Indoor Games:** Table tennis, carrom, and chess.
- **Outdoor Games:** Football, volleyball, kho-kho, kabaddi, badminton, and various athletic sports (shot put, javelin, high jump, long jump, running races).
- **Maintenance:** The Sports-in-Charge and the Sports Committee regularly inspect and maintain sports grounds and equipment.

Physical Fitness

- **Yoga and Gym:**
 - Workshops and programs related to yoga and self-defense are organized in both indoor and outdoor spaces.
 - Room No. 10 is used for yoga and meditation workshops due to its capacity.
 - Room No. 8b houses limited gym facilities accessible to students of all genders.

Cultural Programs

- **Cultural Activities:** Various cultural activities are organized throughout the year to promote diverse cultures and heritage.
- **Facilities:**
 - Room No. 10 is equipped with microphones and high-quality sound systems for indoor cultural programs.
 - The college ground is used for larger events.

ICT Facilities

- **Classrooms with ICT:** Five classrooms are equipped with ICT facilities.

These facilities reflect the college's commitment to providing a well-rounded education and supporting the holistic development of its students.

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

4.1.2

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

Response: 37.71

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
20.03	4.04	1.61	8.44	11.50

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library Automation and Resources

The library at Kalipada Ghosh Tarai Mahavidyalaya, Bagdogra, has undergone significant modernization and automation to enhance its services and accessibility. The library automation process started in 2022 with the implementation of the SOUL (Software for University Libraries) version 3.0, a state-of-the-art Integrated Library Management System (ILMS). This software is also used in the Central Library of the University of North Bengal.

Automation with SOUL 3.0

- **Introduction:** SOUL 3.0, developed by the INFLIBNET Centre, is designed to meet the needs of college and university libraries. It is user-friendly and works in a client-server environment.
- **Compliance:** The software adheres to international standards for bibliographic formats, networking, and circulation protocols. It supports multilingual bibliographic records and electronic surveillance and control protocols.
- **History:**
 - SOUL 1.0 was released during CALIBER 2000.
 - SOUL 2.0 was released in January 2009.
 - SOUL 3.0, the latest version, was released in February 2021, designed for the latest versions of MS-SQL and MySQL databases.
 - **Functionality:** SOUL automates all housekeeping operations in the library, including circulation, cataloguing, patron management, and reporting. It is suitable for various types and sizes of libraries, including academic and school libraries.

Library Collection and Resources

- **Books:** The library holds a total of 17,986 books, comprising:
 - 14,746 textbooks
 - 3,240 reference books
- **UGC Funding:** 1,950 books have been procured through UGC funding.
- **Journals and Magazines:** The library subscribes to nine printed journals and magazines.
- **Encyclopedias:** The library is developing a comprehensive collection of the Encyclopedia Britannica.

Automation and Digitization

Barcoding: Books in the library are bar-coded for an automated circulation system. Each barcode contains information about the book's title, author, publisher, call number, and volume number.

- **Online Public Access Catalog (OPAC):** The OPAC system is functional and accessible via computers and mobile devices, allowing users to search for and issue books stored in the SOUL database.
- **Stepwise Automation:** Initiated in 2022, the library is progressively becoming fully automated and digitized to improve accessibility and service quality.

Digital and Online Resources

- **N-LIST and e-Shodh Sindhu:** The college library has been enlisted with N-LIST since 2009,

providing access to:

- Over 6,000 journals
- More than 1,99,500 eBooks
- 6,00,000 eBooks through NDL
- **LAN and Wi-Fi:** The library is equipped with LAN and Wi-Fi facilities for students and faculty members.
- **Information Hub:** An Information Hub with internet connection has been introduced for enhanced learning and research.

These advancements reflect the college's commitment to providing a modern, efficient, and accessible library system, significantly enhancing the academic experience for students and faculty.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Upgraded IT Facilities

Kalipada Ghosh Tarai Mahavidyalaya, Bagdogra, has consistently prioritized the enhancement of its IT infrastructure to meet the evolving needs of students and staff. Here's an overview of the recent updates:

Internet Connection

- **Bandwidth:** The institute maintains a robust internet connection with a bandwidth of 200 MBPS, provided by Alliance Broadband Services Pvt. Ltd.
- **Regular Updates:** Monthly updates ensure uninterrupted and high-speed internet access for academic and administrative purposes.

Computers and Wi-Fi

- **Number of Systems:** A total of 150 computers are available in the College Office and Library, serving both staff and students.

- **Wi-Fi Facility:** Wi-Fi coverage extends to the college office and library, providing seamless connectivity with the same 200 MBPS bandwidth.

Networking Peripherals

- **LAN Infrastructure:** The campus LAN is strengthened with 7 D-Link 1000 Mbps networking switches, ensuring efficient data transfer and connectivity.

Printing Facilities

- **Printers:** Two multipurpose laser printers cater to the printing needs of the college office and library, facilitating document handling and administrative tasks.

ICT-enabled Room

- **Presentation Equipment:** The college features one ICT-enabled room equipped with three handy Android smart LCD projectors, facilitating interactive and multimedia-rich presentations during departmental activities.

Database Management

- **Database Server:** A dedicated offline database server manages all student-related information, ensuring data security and accessibility.
- **Server OS:** The server operates on Windows Server 2012 R2 x64 and utilizes open-source MySQL Database Server and tools for efficient maintenance of student records.

Cloud Storage

- **Google Drive Space:** The college avails 2 TB of storage space on Google Drive (Google One), ensuring ample cloud storage for academic and administrative data. Regular renewal ensures continuous access to cloud resources.

These comprehensive upgrades in IT facilities have significantly enhanced the college's capacity to conduct classes, assessments, and administrative functions efficiently. Embracing modern technology has enabled a seamless transition to digital learning and management processes, fostering a conducive environment for academic excellence and innovation.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 45.06

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

Response: 125

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: 55.05

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
17.84	7.32	6.61	15.77	19.06

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

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: 44.45

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
2952	2771	2174	1889	1525

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

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

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: 15.54

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
1966	1341	202	246	201

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 13.24

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
27	38	7	0	2

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
108	125	123	124	79

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

5.2.2

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

Response: 2.06

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
5	0	2	0	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 22

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
16	4	0	2	0

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 8.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	8	3	1

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Kalipada Ghosh Tarai Mahavidyalaya: Enriching Community and Fostering Excellence

Established in 1994, the Alumni Association of Kalipada Ghosh Tarai Mahavidyalaya has been a dynamic and integral part of the college community. Over the years, it has actively contributed to various aspects of college life, enriching the experience for both current students and faculty members.

From its inception, the alumni have demonstrated remarkable enthusiasm and dedication by actively participating in a wide range of college events. Notably, their involvement in the Nabin Baran Utsab, the welcoming ceremony for new students, has been instrumental in bridging the gap between incoming students and the college's traditions and history. Their presence and engagement create a welcoming atmosphere, fostering a sense of belonging among new students.

Moreover, alumni have played a significant role in organizing and supporting the college's annual sports events. Their active participation in these events serves as a source of inspiration and motivation for current students, encouraging them to excel both in sports and academics. The alumni's involvement reinforces the values of teamwork, sportsmanship, and healthy competition among students.

Additionally, the Alumni Association has made substantial contributions to the cultural life of the college. Their participation in events such as Basanta Utsab and Saraswati Puja adds vibrancy and continuity to the college's cultural calendar. These events serve as platforms for students, faculty, and alumni to come together and celebrate the rich cultural heritage of the region, fostering a sense of community and pride.

Beyond event participation, the alumni are deeply committed to the academic and professional development of current students. They regularly organize sessions to share their professional experiences and provide career guidance, offering invaluable insights into various career paths. These interactions help students navigate their academic and professional journeys, empowering them to make informed decisions about their future.

One of the association's most impactful initiatives is its job opportunity programs, which aim to equip students with essential skills and connect them with potential employers. Through workshops and practical advice sessions, alumni leverage their professional experiences to prepare students for the competitive job market. This initiative not only enhances students' employability but also instills confidence and empowers them to pursue their career aspirations.

The Kalipada Ghosh Tarai Mahavidyalaya Alumni Association plays a vital role in nurturing a supportive and enriching environment within the college. Their active participation in cultural events, dedication to mentoring new students, and organization of job opportunity programs underscore their unwavering commitment to the college community. Many of our former students are now well-placed in universities, colleges, and other public and private sectors. The ongoing engagement and support of the alumni continue to inspire and uplift the entire college community, contributing to the holistic development of students and fostering a sense of pride and belonging.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Kalipada Ghosh Tarai Mahavidyalaya, situated in Siliguri, District Darjeeling, and affiliated with the University of North Bengal, was founded in 1988 with a noble mission to elevate the education of the lower middle class and weaker sections. Guided by the principle of "**Tamso maa jyotirgamaya**" (Lead me from darkness to light), the college has remained steadfast in its commitment to empowering women through education.

Our vision revolves around three fundamental axioms:

- 1. Holistic Education:** Striving to impart comprehensive education to young women.
- 2. Humility:** Instilling ethical values and humility in our students.
- 3. Humanity:** Cultivating empathy and a sense of social responsibility, nurturing individuals who actively contribute to the betterment of society.

To realize this vision, the college has established a three-tiered administrative structure:

- 1. Governing Body:** Comprising representatives from various sectors, this electoral body plays a pivotal role in policy formulation and decision-making.
- 2. Operational Level:** The IQAC, Teachers' Council, and various committees engage stakeholders in operational matters, fostering collaboration and collective problem-solving.
- 3. Principal's Coordination:** The Principal serves as the linchpin between the Governing Body and operational entities, ensuring a cohesive and democratic administrative framework.

In line with our commitment to holistic and humanitarian education, we adopt a three-tiered planning approach—short-term, mid-term, and long-term—facilitating goal attainment and complementing each other.

Despite challenges, including the recent pandemic, the college has made significant strides in the past five years:

1. Establishment of MOUs with colleges and educational institutions to expand intellectual horizons through resource sharing.

2. Active engagement of NCC and NSS units in organizing programs for student and societal benefit, including self-defense training courses.
3. Regular organization of cultural and competitive events to foster student talent and creativity.
4. Conducting add-on courses to enhance students' skills and align with Ministry of Higher Education directives.
5. Implementation of NEP 2020 from the academic session 2023-2024, aligning with national educational objectives.
6. Pursuit of opening a Women's Studies unit and introducing vocational courses for female students to enhance employability.

Our institution fosters a conducive work environment supporting the three-tiered administrative structure and nurturing personal relationships between students and teachers.

Vision: To facilitate opportunities for educational empowerment and capacity building through the promotion of quality education and moral, social, and human values to become catalysts of social transformation and justice.

Mission:

1. Cultivate intellectual vigor and moral rectitude among students.
2. Empower women to assume leadership roles in the global arena.
3. Provide high-quality educational opportunities to unlock full human potential and foster national development.
4. Create a skilled workforce with multidisciplinary capabilities, promoting inclusivity and digital literacy.
5. Foster innovative thinking for sustainable development and holistic learning.

Motto: "Tamso Maa Jyotirgamaya" (Lead me from darkness to light.)

Institutional Plan:

1. Upgradation of laboratory and research facilities.
2. Implementation of comprehensive student mentoring and support systems.
3. Ensuring transparency in evaluation processes and academic administration.
4. Strengthening community outreach activities through NSS, NCC, and Social Outreach cell.
5. Focus on practical learning and student-centric teaching methodologies.

6. Continuous improvement through feedback mechanisms and participative management.

Decentralization:

1. Operational autonomy provided to functionaries for decentralized governance.
2. Organizational framework and prospective planning guided by dynamic leadership.
3. Oversight of academic administration and management by well-established committees.
4. Participative management ensuring staff and student involvement in decision-making processes.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Kalipada Ghosh Tarai Mahavidyalaya, a government-aided institution affiliated with the University of North Bengal, diligently adheres to mandates and guidelines established by regulatory bodies such as the UGC, MHRD, NBU, Government of West Bengal, and the Department of Higher Education. Upholding stringent service rules and ethical standards, the college ensures a structured and effective academic environment, with permanent teaching faculty and office staff appointed through West Bengal College Service Commission regulations.

Organizational Structure and Decision-Making Bodies:

1. Governing Body (GB):

- **Role:** Oversees all institutional operations, including finance, human resources, educational activities, and infrastructure.
- **Functions:** Formulates policies and deliberates on academic, financial, and administrative initiatives aligned with the institution's mission.

2. Principal:

- **Role:** Acts as the coordinator among all stakeholders, maintaining a democratic organizational structure.

- **Functions:** Executes career advancement for staff and facilitates overall student development.

3. Internal Quality Assurance Cell (IQAC):

- **Role:** Ensures quality in educational and administrative performance.
- **Functions:** Develops, applies, and monitors quality benchmarks for academic and administrative activities.

4. Finance Committee (FC):

- **Role:** Manages the institution's financial health.
- **Functions:** Reviews and prepares budget proposals under the guidance of the Bursar and the Head of the Institution, with subsequent approval by the GB.

5. Academic Subcommittee:

- **Role:** Maintains educational standards and interdepartmental coordination.
- **Functions:** Oversees teaching, training, research, and examinations.

6. Staff and Academic Councils:

- **Teachers' Council:** Facilitates decentralization of academic responsibilities through frequent meetings and subcommittee formations.
- **Department Heads:** Ensure smooth intra-departmental operations and manage academic activities related to student progression.

7. Bursar:

- **Role:** Oversees financial operations.
- **Functions:** Ensures proper fund utilization for maximum student benefit.

Committees and Support Structures:

- **Service-Related Subcommittees:** Implement government policies regarding employment, service conditions, and promotions.
- **Library Committee:** Maintains a comprehensive collection of resources, ensuring they are up-to-date and accessible.

Recruitment and Appointment Policies:

- **Permanent Teachers:** Guided by UGC rules, involving recommendations from the CSC, GB approval, appointment letters, and service confirmation post-probation.
- **State Aided College Teachers:** Departmental requisition, GB placement, advertisement, expert panel interviews, merit list formation, GB approval, and final government approval.

Strategic and Quality Initiatives:

The college fosters an ecosystem of continuous improvement and innovation, promoting active

participation from all stakeholders. Through its decentralized administrative structure, it ensures compliance with high standards of governance and academic excellence, maintaining its position as a leading higher education institution in the region. Each body within the college plays a pivotal role in maintaining the quality and integrity of the educational process.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institute places a strong emphasis on the welfare and professional development of both its teaching and non-teaching staff, recognizing that a supportive environment is essential for holistic development. Various avenues are provided for career advancement, including participation in workshops, seminars, conferences, and publications. Additionally, the upgradation of the college library enhances resources for academic teaching-learning progress and research-oriented areas.

Teaching Staff Appraisal:

The institution follows UGC-regulated appraisal systems overseen by the Internal Quality Assurance Cell (IQAC). The Career Advance System (CAS) is instrumental in calculating academic and research-related achievements. Faculty members are encouraged to maintain and update their academic and research works for career advancement. The Academic Performance Indicators (API) score is evaluated by a screening and selection committee formed by the Directorate of Education and University Teaching experts.

Appraisal Process for Teaching Staff:

Teachers submit Annual Self Appraisal Reports developed by the IQAC, detailing their teaching methodology, use of resources, curriculum development, research, and professional activities. The IQAC evaluates their performances based on UGC guidelines for CAS.

Gratuity and Welfare Measures:

In the session 2021-2022, welfare measures were extended to beneficiaries including Late Dr. Asish Kumar Karan, Ratan Guha (Jan 2022), and Mr. Pranatosh Mukuty (Feb 2022). The institution provides various welfare measures such as Provident Fund, Group Insurance, Festival Advance, Ex-gratia payment for casual and daily wage employees, Loan advance against Provident Fund, Child Care and Maternity Leave, Special Leave, Study Leave, Advance salary for newly recruited teachers, Leave Encashment after retirement, and Financial support to attend seminars, conferences, and workshops.

Non-Teaching Staff Appraisal:

Annual Self Appraisal Reports are also submitted by non-teaching staff, evaluated based on administrative efficiency, awareness of university regulations, professional ethics, and duties' efficiency and commitment. Interpersonal relationships, both among staff and with students, are also appraised by the college.

Promotion and Welfare Measures for Non-Teaching Staff:

As per government regulations, Upper Division and Lower Division Clerks are evaluated for promotion after continuous service of 10 and 20 years. The institution ensures the welfare of all stakeholders through effective measures, providing support in times of need. These measures include financial support, leave entitlements, and provisions for professional development.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 6.5

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
5	1	4	5	1

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.

[View Document](#)

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: 62.46

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
68	63	54	4	4

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
8	11	13	15	16

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

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:

Mobilization of Funds:

As a State Aided institution, Kalipada Ghosh Tarai Mahavidyalaya receives grants from the Government of West Bengal. The college follows meticulous procedures for fund mobilization, with the primary income source being student fees collected during admission. Additionally, grants from the government of West Bengal and bank interest contribute to the fund resources.

Utilization of Funds:

Funds received from the government are primarily allocated for the salaries of government-approved teaching and non-teaching staff. The college's General Fund covers the salaries of casual non-teaching employees, including security guards, along with Puja bonuses for casual employees and ex-gratia bonuses for daily wage employees. Expenses related to academic and co-curricular activities, maintenance, and infrastructural development are managed through various account heads. Financial assistance is provided to needy students through the Student Aid Fund. Each department submits requisitions for books, and funds are allocated for the purchase of library books, laboratory equipment, and infrastructural maintenance. The Bursar oversees expense billing, with routine expenses such as electricity bills drawn from the college general fund. Statutory committees like the Purchase Committee ensure adherence to government rules and regulations.

Strategic Planning and Utilization:

The institution strategically plans the mobilization and utilization of funds from both government and non-government sources, focusing on infrastructure, library, and ICT development. Regular audits, both internal and external, assess fund mobilization and utilization.

Internal Audit:

A chartered accountant, appointed by the Governing Body, conducts regular internal audits of all accounts. Suggestions provided by the internal auditor are implemented to enhance financial management.

External Audit:

As a Grant-in-aid college, financial audits are conducted annually by auditors appointed by the Department of Higher Education, Government of West Bengal. Observations and suggestions made by the external auditor are carefully considered and implemented to ensure greater efficiency and transparency in financial management.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college's Internal Quality Assurance Cell (IQAC) is a cornerstone of quality enhancement across various domains:

1. Regulation, Curriculum, and Syllabus Development:

IQAC actively contributes to the formulation of curriculum, syllabus, and implementation of the Choice Based Credit System (CBCS). It ensures inclusivity through mentoring, tutorial, and remedial classes for all learners.

2. Development and Application of Quality Benchmarks:

Establishing quality benchmarks for academic and administrative activities is a priority. Regular online interactions with stakeholders facilitate benchmark application, with pre-examination induction programs ensuring academic smoothness.

3. Organization of Workshops and Seminars:

Conducting workshops and seminars on quality themes fosters collaboration, study circles, and exchange programs. It aligns with guidelines, promoting internships and exchange opportunities.

4. Supplementary Examinations:

Internal supplementary examinations are arranged to aid student progress and success, reflecting the institution's commitment to academic advancement.

5. Promotion under Career Advancement Scheme (CAS):

The CAS committee under IQAC monitors faculty progress and documentation according to UGC guidelines, ensuring adherence to career advancement protocols.

6. Communication with University Bodies:

IQAC members liaise with the University's Board of Studies to nominate faculty for workshops, aligning curriculum and syllabus with CBCS standards.

7. Implementation of Pedagogical Innovations:

Pedagogical innovations like project-based learning and industrial internships enhance teaching effectiveness, aligning with NEP 2020 guidelines.

8. Monitoring of Teaching-Learning Processes:

Regular Academic sub-committee meetings monitor teaching-learning processes and learning outcomes, ensuring efficacy and alignment with objectives.

9. Orientation/Induction Programs:

IQAC-guided orientation/induction programs for new students provide essential information about the college, courses, and examination procedures, aiding their transition.

10. Annual Academic Administrative Audit:

Facilitating annual Academic Administrative Audits ensures institutional compliance and quality assurance, promoting continuous improvement.

Through these endeavors, the IQAC significantly elevates academic and administrative standards, fostering a culture of excellence and continuous improvement at the college.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

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:

Kalipada Ghosh Tarai Mahavidyalaya: Commitment to Equity and Fairness

Educational institutions play a crucial role in fostering fairness and justice within society. At Kalipada Ghosh Tarai Mahavidyalaya (KGTM), our mission is to champion equity through comprehensive educational practices. We value diverse talents and strive to serve as a role model for future generations, actively addressing any existing disparities. Our institution is deeply committed to the principle of fairness.

Dedicated Committees for Equity

To uphold and promote equity, we have established several dedicated committees:

- **Sexual Harassment Prevention Cell:** Handles issues related to sexual harassment, ensuring a safe environment.
- **Internal Complaint Committee (ICC):** Addresses various complaints and grievances within the college.
- **Grievance Redressal Cell:** Provides a platform for students and staff to voice their concerns and seek resolutions.

These bodies play a crucial role in maintaining a just environment within the college.

Cultural and Social Programs

Our Cultural Committee, NSS Wing, and ICC organize various programs throughout the academic year to further the cause of equity and fairness. These programs are designed to raise awareness and promote inclusivity among the student body.

Health and Hygiene Initiatives

We have initiatives to educate both female and male students about health, sanitation, and hygiene, emphasizing the importance of gender equity and collective humanity.

- Female Students: Benefit from a designated common room and sanitary napkin vending machines in their restrooms, essential for maintaining hygiene.
- Male Students: Receive education on health and hygiene to ensure collective well-being.

Safety and Security Measures

The safety and security of female students are paramount on our campus:

- CCTV Surveillance: Extensive coverage across the campus.
- Female Attendant: Available to assist and ensure the well-being and accessibility of support for female students.

Kanyashree Prakalpa Scheme

In alignment with the Department of Women Development and Social Welfare, Government of West Bengal, KGTM has adopted the Kanyashree Prakalpa scheme:

- Financial Assistance: Provides support to girls aged 13 to 18, aiding in their schooling and higher education.
- Social Empowerment: Promotes social empowerment and aims to prevent child marriages, effectively reducing dropout rates among female students from socio-economically disadvantaged backgrounds.

Gender Equity Initiatives

- **Balanced Gender Ratio:** Our institution boasts a balanced ratio of male to female students. Since the 2018-19 academic session, we have observed a significant increase in female student enrollment.
- **International Women’s Day:** Organized annually, featuring prominent speakers to facilitate discussions on relevant topics.
- **Curriculum Integration:** Our curriculum, in line with the current NEP guidelines, includes an academic component on gender-related concepts, offering "Gender Studies" as an MDC paper.

Commitment to Equity and Fairness

KGTM is dedicated to creating an environment where equity thrives. Through targeted programs, comprehensive support systems, and a commitment to education and safety, we aim to set a standard for other institutions to follow. Our ongoing efforts reflect our dedication to promoting a just and fair educational experience for all students, regardless of gender.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

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:

Advocacy for Holistic Development and Inclusion

Kalipada Ghosh Tarai Mahavidyalaya Bagdogra is deeply committed to the holistic development of its students, practicing inclusion for all stakeholders and local communities. Located in a rural belt, the college serves the educational needs of students from socially and economically backward communities. Most students belong to Scheduled Castes, Scheduled Tribes, or other backward classes, and are predominantly first-generation learners. The institution draws students from diverse religious, linguistic, cultural, and ethnic backgrounds due to its strategic location in the beautiful foothills of the Himalayas. The college caters to different communities of the Terai region, incorporating indigenous languages and histories into the syllabus taught under the University of North Bengal.

Outreach Programs and Social Responsibility

As part of its policy on inclusion and social responsibility, the college undertakes various outreach programs primarily through NSS units and NCC cadets. These students lead active campaigns on health and hygiene, clean surrounding areas and water bodies, and engage in tree planting. Environmental awareness is a crucial aspect of education, helping to instill correct values in students. Initiatives such as caring for the environment, planting trees, rainwater harvesting, installing solar lights, and maintaining a clean and green campus encourage students to promote these practices in their localities.

Cultural and Social Programs

Various social and cultural programs like Bhanu Jayanti, Rabindra Jayanti, and Vasant Utsav foster human values among students. Celebrations of Republic Day and Independence Day instill a deep sense of pride and an understanding of the role of youth in today's context. International Women's Day celebrations encourage students to highlight gender issues and address many social evils in an engaging manner.

Faculty and Staff Ethical Attitude

The faculty members, along with all non-teaching staff, display an admirable ethical attitude in dealing with myriad issues that arise in the day-to-day running of the college. Teachers recognize the significant social responsibility of molding future citizens and take this duty seriously. Honesty, accountability, transparency, and loyalty bind the teachers into a cohesive family, enriching the workplace environment. While striving for academic excellence, teachers also impart valuable life lessons, setting positive examples for young, impressionable minds. All staff members help maintain the institution's integrity and reputation by strictly adhering to professional ethics.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

.Best practice-1:

Title of the practice: Social Responsibility and Community Outreach.

Objectives: “Commitment to Society”

To uplift and support those deprived of certain needs and rights. This Practice provides a platform for students to dedicate their selfless service to society and inculcate a value system.

- To provide Hands - on - experience and inculcate a sense of responsibility among young students in delivering Community services.
- To give exposure to students in experiential learning beyond traditional class room learning.
- To involve students in social activities which promote citizenship role and social networking skill.
- To create a linkage between Institution and Community where they live.
- To involve students in eradicating social problems.
- To give an opportunity to the students to identify the needs and problems of the Community which intern helps them to develop among themselves a sense of social and civic responsibility.

Context:

Creating awareness and is the primary focus of this practice. The institution firmly believes in providing community services where we live. It reflects and upholds the need for selfless service and appreciation of the other person’s point of view and also to show consideration for fellow human beings. It underlines that the welfare of an individual is ultimately dependent on the welfare of society as a whole. The following challenges were identified after the survey made by the volunteers in the community. Participation of students in community service activities fosters an all-round development for empowerment, leadership, and the mindset to give back to those in need.

The Practice:

This Program aims to develop the students’ sense of responsibility to society and social growth. They are expected to be life-long learners, and through experiential learning develop as active citizens and compassionate human being towards society. Need-based community programs are executed by NSS and NCC units in collaboration with NGOs under this program. It can include economic need, environmental, civic, health, or social responsibilities – anything that connects the student to the surroundings or to a cause, and generates a sense of responsibility towards it. The programs to be carried out were scheduled by the NSS unit and the same is informed to the volunteers. Some of the programs

implemented under this are as follows

- The college organised **cleanliness drives, anti-drug campaigns, literacy drives, Cloth and blanket distribution among the needy people, Workshop and rally on Peace Building and health check-ups** in collaboration with renowned hospitals, various reputed NGOs in Siliguri and Bagdogra.
- **Tree plantation drives and week-long workshops on recycling of plastics, paper, and glass and awareness programme on health hazards of plastic use**
- **Conducted Blood Donation Camp**
- **Survey on child marriage and school drop outs.**
- **River water cleaning under environmental awareness programme.**

Evidence of success:

- The organizational skill among the students appeared to be enhanced while organizing the various programs in the institution.
- Motivated by the above programs the students were appeared more sensitized and actively participated in other social activities conducted by the institution.
- Positive feedback about the programs from the community is direct evidence to the effectiveness of the practice.
- Inspired by the blood donation camp a good positive response was witnessed from more students who came forward to donate the blood to the needy.
- The people in the villages expressed satisfaction of the programmes on anti drug use among youth and prevailing child marriages problems in the areas.

Problems encountered and resources required:

Eradicating social ill-practices such as consumption of drug, alcohol consumption, cleanliness of the surroundings, indiscriminate use of plastics, river water pollution is an enormous problem. It required a sustained collaborative effort by all Government agencies, NGOs and the people in society etc. Financial constraints is also a major obstacle to carry out regular such programmes.

Best Practice 2:

Title of the practice: Toward Eco-Friendly Campus

Context:

Environment consciousness is the larger thrust area that the institution looks forward to. The institution being a rural college advantages it and its stakeholders to promote, support and contribute toward the eco-friendly steps. The institution's priority is in making the campus 'Green Campus'. Environmental awareness is being spread for balanced ecology among the students.

Objectives:

To bring environment consciousness in the college, an initiative is taken. The following are the objectives:

- To create awareness regarding environmental issues.
- To support eco-friendly campaign.
- To promote ‘Green Campus’.
- To contribute to society in a balanced environmental way.
- To make the stakeholders responsible citizen toward one’s environment.

Practice:

Ecofriendly awareness programmes are organized for the college as well as for the neighboring areas. The institution through NSS, NCC and departments carries this responsibility. Plants are

planted in and outside the campus. Watering of the plant and planting is practiced instead of lighting of the lamp during programmes. Plastic cups are replaced by paper cups. Everybody in the college is encouraged to make good use of the dustbins. The institution, in its own smaller way, attempts to create the environmental consciousness.

Evidence of success:

- Sense of belonging among the students.
- Empathy for the environment.
- Plantation in the college and in their respective localities.
- Awareness about the prevention of wastage of water.
- Rising awareness about proper management of waste.
- Sense of responsibility in keeping the campus clean.
- Installation of solar panels.
- Provision for water harvesting.

Problems encountered and resources required:

Planting of more trees in a planned way would improve the over all ambience of the college. Managing our waste in a more responsible and ecofriendly way in the campus is one of the challenges. More fund can help in the installation of more solar panels to take care of the institution’s electricity requirements.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

Women Empowerment through Education

Kalipada GhoshTarai Mahavidyalaya Bagdogra, located in the Darjeeling District, was established on November 21, 1988. As one of the oldest institutions in the rural part of the Siliguri sub-division of Darjeeling District, it serves predominantly students from farming or daily-wage working families, as well as tea garden laborers. From its inception, the college has been dedicated to empowering the underprivileged sections of society by imparting holistic quality education to rural people, particularly women, the poor, and tribal communities belonging to tea garden workers, Scheduled Castes, and backward communities. The college places a special focus on the educational upliftment of women students, recognizing their vital role in society. Girls in this area often marry early due to socio-economic challenges, lack of education, and limited access to higher education. Dominated by Scheduled Caste and Scheduled Tribe populations, the college aims to provide accessible quality education to these communities. It strives to lead first-generation learners towards capacity building through higher education, enabling students to secure jobs, become self-employed, achieve self-reliance, promote gender sensitization, and imbue social and human values.

Campus Safety and Facilities:

The college campus ensures the safety of girl students with amenities such as:

- 24/7 CCTV surveillance
- Guarded high-walled campus
- An Internal Complaint Committee (ICC) to ensure zero tolerance for sexual harassment
- An Anti-Ragging Committee to prevent incidents of ragging

Vision:

The college envisions its graduates, particularly women, taking on leadership roles and achieving self-reliance in society. It works within the nearby community to encourage girls to dream big and fulfill their aspirations through education.

Activities for Women Empowerment:

The college believes in the holistic development of all students, especially women, recognizing their crucial role in society.

Legal Awareness for Women:

The college organizes various programs on women's legal rights through legal experts. It has signed an MoU with a knowledgeable advocate to address women's issues in the northern belt. The college organizes legal awareness programs on issues such as:

- Women trafficking in the region
- The POCSO Act
- Domestic violence
- Early marriage of girls
- Sexual harassment

Women Cell:

The Women Cell in the college aims to empower and orient women to recognize their true potential, fostering overall development in all spheres of their lives. The targeted group includes all girl students and women from the nearby community. The cell formulates action plans and policies for the development of girl students.

Main Objectives of the Women Cell:

- To enhance self-esteem and self-confidence among women students
- To foster decision-making ability among women
- To increase awareness of women-related social issues, health, employment, and gender matters
- To provide a dignified and congenial academic environment for women students

Activities Undertaken:

- Organizing programs on legal awareness regarding women's rights
- Workshops related to self-employment opportunities for girl students
- Encouraging group activities through events

Gender Equity:

The college offers equal opportunities for everyone on campus, with no discrimination based on gender. It promotes gender equity by raising awareness about gender issues such as inequality and discrimination.

Participation in NSS & NCC:

A significant number of girl students participate in NSS and NCC programs, taking leading roles in organizing social activities. Some notable participants include:

1. Barnali Ghosh – SOA University Bhubaneswar (December 15-21, 2021)
2. Preeti Sarkar – Birla Institute of Technology, Patna (February 25-March 3, 2023)
3. Meeta Bala – Kaziranga University, Jorhat, Assam (June 9-14, 2023)

Cultural Activities:

Girl students excel in organizing and participating in cultural programs, festivals, and other functions. The college observes International Women's Day, Mother's Day, Bhanu Jayanti, Rabindra Jayanti, Christmas, and more. A team of students was awarded for preparing an Institutional Nepali Dictionary

and Toponymy in 2022-23.

International Women's Day:

The college celebrates International Women's Day annually, with active participation from both girls and boys. Seminars and awareness programs highlight women's achievements and their readiness to break societal barriers.

Games and Sports:

Girls actively participate in sports activities, with several excelling in competitions. Notable achievements include:

1. Sweata Oraon – Inter-college District Sports and Game Championship (2022-23)
2. Rima Kujur – Inter-college District Sports and Game Championship (2022-23)
3. Nisha Sha – NVITATINAL International Karate Championship (2022-23)

Peace Club:

In collaboration with the West Bengal Voluntary Health Association, the college has formed a Peace Club, led by women students and a female teacher. They organize programs on the role of women in maintaining peace in the family and society, and stress management among youth.

Outreach Activities:

The college has signed MoUs with local NGOs to collaborate on social responsibility programs and organize awareness activities on women's issues.

Adoption of Villages:

The NSS units have adopted Lalmon Village and Putimari Village under Gossainpur Gram Panchayat, addressing issues like drug abuse, early marriage, and school dropouts among girls.

Support Facilities through Scholarships:

The "Kanyashree Scholarship," a flagship scheme of the West Bengal government, supports girls' education by providing a one-time scholarship of Rs 25,000 to female students who continue higher education and attain 18 years of age. The college provides institutional support to all beneficiaries.

Institutional Facilities:

The college offers a Girls Common Room and has installed a Sanitary Pad Dispenser machine.

Admission and Performance of Girls Students:

Over the past five years, there has been a gradual increase in the admission of female students. The final

university examination results indicate better performance by female students compared to males. For example, pass percentages of female students were 64.47% (2018-19), 64.62% (2019-20), 62.85% (2020-21), 58.86% (2020-21 - CBCS System), and 67.08% (2022-23).

Student Progression:

The percentage of female students progressing to higher education is higher than that of male students, with 61% of graduates pursuing further studies being female.

Outcome:

- Girls feel safe within the premises.
- No incidents of sexual harassment have been reported.
- No incidents of ragging have occurred.
- Female students' completion rates outnumber those of males.
- Greater participation of female students in various social, cultural, and outreach activities.
- Female students are encouraged and motivated for higher education, as evidenced by their academic performance.

The empowerment of women through education is crucial for holistic development. Kalipada GhoshTarai Mahavidyalaya supports a multifaceted approach to women's development, emphasizing academic excellence, personal and professional growth, critical thinking, participation in sports, cultural activities, extension activities, and social responsibility. The college's initiatives and efforts are instrumental in empowering women and fostering a society of responsible citizens.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Over the span of thirty-six years, Kalipada Ghosh Tarai Mahavidyalaya (KGTM) has undergone a significant evolution, establishing itself as a prominent center for intellectual growth and academic enrichment. Central to its mission are the numerous workshops, seminars, and specialized classes organized by KGTM, which are meticulously designed to delve into critical areas such as Research Methodology, Intellectual Property Rights (IPR), and Entrepreneurship. These initiatives serve as platforms for faculty members and students alike to delve deeper into their respective fields of interest, acquiring valuable skills, and gaining insightful perspectives that transcend the boundaries of conventional classroom learning.

Beyond the confines of academia, KGTM demonstrates a profound commitment to community engagement through its extensive extension activities. These initiatives are meticulously crafted to sensitize students to pressing social issues, thereby fostering not only their intellectual growth but also their moral and ethical development. By instilling a sense of social responsibility and civic engagement, KGTM endeavors to mold well-rounded individuals who are not only academically proficient but also actively contribute to positive societal change.

Moreover, KGTM actively seeks out collaborative opportunities to further enrich the academic experience of its stakeholders. Through strategic partnerships and functional Memorandums of Understanding (MoUs) with various institutions, universities, industries, and corporate entities, KGTM facilitates research partnerships, faculty exchanges, and interdisciplinary collaborations. These collaborative efforts not only broaden the horizons of the academic community but also provide invaluable opportunities for growth and development, fostering an environment of continuous learning and innovation.

The unwavering dedication of KGTM to excellence and innovation has not gone unnoticed, as evidenced by the accolades and recognition it has garnered over the years. This recognition serves as a testament to KGTM's enduring commitment to academic excellence, community engagement, and the pursuit of knowledge in all its forms.

Concluding Remarks :

Kalipada Ghosh Tarai Mahavidyalaya (KGTM) embarked on its educational journey in a modest setting, initially offering Arts, Science, and Commerce Programs. However, driven by the unwavering commitment of its management, faculty, and support staff, alongside assistance from various government and non-governmental sources, the college has undergone a remarkable transformation. It has expanded its curriculum, embraced modern teaching methodologies, and provided robust support to students in academic, financial, and career development endeavors. Emphasizing moral and human values, the institution strives for the holistic development of its students. Despite ongoing challenges, KGTM remains steadfast in its dedication to

continuous improvement and advancement.

Strategic Objectives for the Future:

- **Attaining Autonomy:** Develop the capacity to design its curriculum and conduct independent examinations.
- **Introducing Skill-Based Programs:** Plan to introduce new courses aligned with industry requirements to enhance students' employability.
- **Fostering Multidisciplinary Collaboration:** Encourage faculty members from diverse disciplines to engage in cross-disciplinary teaching and research initiatives.
- **Promoting Student Research:** Seek funding opportunities to support research projects addressing local community needs and empowering students.
- **Supporting Athletic Excellence:** Provide financial aid, improved facilities, and specialized coaching to students excelling in sports.
- **Strengthening Industry Partnerships:** Establish collaborative agreements with industries to facilitate internships and placement opportunities, enhancing students' practical exposure and job prospects.

Commitment to Holistic Education:

KGTM is committed to providing a comprehensive and diverse educational experience, cultivating an intellectual environment that instills holistic values in its students. The college distinguishes itself through its unique pedagogical approach and dedication to enabling students to realize their full potential. Over time, students from KGTM have consistently excelled in university examinations.

Aspiration and Dedication:

As the institution continues to adapt to meet the evolving needs of its student body, it aspires to emerge as a premier educational institution renowned for its excellence in teaching and research. KGTM remains dedicated to nurturing conscientious, compassionate, and competent individuals, preparing them to make meaningful contributions to society.