SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DHUPGURI GIRLS' COLLEGE

COLLEGE PARA, WARD NO 01, PO. DHUPGURI, DIST. JALPAIGURI, WEST
BENGAL
735210
www.dhupgurigirlscollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dhupguri Girls' College, established in 2013, is a symbol of educational empowerment for women, fulfilling the aspirations of local visionaries dedicated to advancing women's education in the region. Initially located at Dhupguri High School Chatra Abasan, the college moved to its current scenic 3.7-acre campus near Dhupguri-Falakata Road on 16th September 2016. This relocation marked a significant milestone, providing a modern and spacious environment conducive to holistic student development. The built-up area of 1250 square meters accommodates both academic and extracurricular activities.

Strategically situated in College Para, Ward No. 1, the college is affiliated with the University of North Bengal, ensuring high academic standards. Its proximity to Jalpaiguri, about an hour's bus journey away, enhances its accessibility for students from nearby areas seeking quality education in a supportive atmosphere. The college offers Bachelor of Arts degrees with Honours in Bengali, English, History, Political Science, and Geography, along with Program courses in Philosophy, Sanskrit, Education, and Sociology. These programs are designed to cultivate critical thinking, communication skills, and a broader understanding of the world.

Recently, Dhupguri Girls' College has made significant strides in its development. New faculty members have been hired to introduce fresh perspectives and expertise, aligning with the college's strategic plan to offer vocational and job-oriented courses such as Basic Computer Operation, Geo-Informatics, and Spoken English. Additionally, in response to growing demand, a science stream is planned for the upcoming academic session.

The college's commitment to development was evident during the COVID-19 pandemic, where it embraced digital transformation through online seminars and faculty exchanges, ensuring uninterrupted education. Infrastructure improvements, including a new college canteen funded by the North Bengal Development Department, have further enhanced the campus environment.

The National Service Scheme (NSS) unit at Dhupguri Girls' College plays a crucial role in fostering social responsibility among students, empowering them through active engagement in community service.

Vision

Dhupguri Girls' College was established with a vision to foster and cultivate the zeal for learning and education amongst the underprivileged women, especially in this region of Dooars, North Bengal. Developmental programs and governance of a postcolonial state has started to make inroads in this region only in the recent past, and since then a lot of thinking has gone into inducting women in various walks of life that alone can make them stakeholders in an inclusive framework of human growth and development. Since its inception in 2013, this institution has nurtured aspirations for higher education in these remote corners of the rural hinterland, amidst lots of challenges and impediments. We, at Dhupguri Girls' College believe that the pursuit of higher education in the holistic sense of the term can provide an avenue to these women to empower themselves in contemporary times. Towards this end, the College aims to provide various academic resources to the students in the form of study materials and various audio-visual learning programs, to bring about a

positive change in the rural community and strengthen the networks of knowledge transmission and production thereby opening up avenues for employment opportunities. The enhanced level of awareness through their intellectual pursuits, we believe, will pave the way for innovative practices of thinking in days to come. This vision of the college has continued to grow in the last few years through an optimum utilization of its limited resources and funds. The strength of the institution lies in its potential to cultivate its human resources and instill independent and bold thinking amongst its pupils in a liberal academic environment.

Mission

- To develop a holistic learning program where students are able to embed the knowledge acquired with their lived community practices.
- To create an academic ambience that can instill a strong love for learning and free thinking in the students.
- To ensure that students get adequate academic exposure through various in-built ICT guided modules that help them both participate and partake the fruits of the NEP newly introduced in the country.
- To enable the Faculty Members to reach global standards in terms of their scholarship, research, and teaching goals which can facilitate better outcome of the teaching-learning process.
- To ensure practices of gender sensitization and green environmental measures.
- To inculcate a positive sense of self-growth among the rural women through best practices of the community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Access to Education for the Underprivileged:** The college is the first and often only choice for students from economically constrained backgrounds in the Dooars region, fulfilling its mission to spread the zeal of women's education.

- **Personalized Student Support:** Faculty members offer personalized guidance, ensuring that each student receives the attention and support needed to succeed academically and personally.

- **Green and Serene Campus:** The college boasts a well-maintained green campus, providing a peaceful and conducive environment for learning, along with an expansive garden that enhances the campus's beauty and well-being.

- **Extensive Library Resources:** The college library houses a collection of 3,817 books, catering to the diverse academic needs of students across various disciplines.

- **IIARI Nodal Center:** Dhupguri Girls' College serves as the IIARI Nodal Center for Jalpaiguri District, focusing on the spread and application of Geo-Spatial Technology, thereby equipping students with essential modern skills.

- **IMD Automatic Weather Station:** The college is equipped with an IMD Automatic Weather Station, supporting both academic research and community needs by providing accurate weather data for the region.

- **Strong NSS Unit:** The college has a robust NSS unit that actively engages students in community service projects, fostering a sense of social responsibility and civic engagement.

- **Skill Development Courses:** The college offers Basic Computer Operation and Spoken English courses to spread essential knowledge and skills, ensuring students are well-prepared for both academic and professional challenges.

Institutional Weakness

Despite its numerous strengths, Dhupguri Girls' College faces several challenges that impact its overall effectiveness in delivering quality education and services.

1. **Low Enrollment Numbers:**
   The college experiences relatively low student enrollment, particularly from remote areas. This can be attributed to various factors, including the socioeconomic background of potential students and the lack of awareness about the college's offerings. As a result, the institution struggles to reach its full capacity, limiting its ability to create a more vibrant and diverse academic community.

2. **Quality of Incoming Students:**
   The academic caliber of incoming students, especially those enrolling in general courses, is often lower than desired. This issue may stem from the limited educational opportunities available to students in rural areas, where foundational education may not be as strong. Consequently, these students may face difficulties in adapting to the academic rigor expected at the college, which can affect their overall performance and prospects.

3. **Shortage of Faculty:**
   The college faces a significant shortage of qualified teaching staff. This shortage puts pressure on the existing faculty, who must handle larger classes and more administrative duties, potentially compromising the quality of education.

4. **Limited Fund Mobilization:**
   Fund mobilization at Dhupguri Girls' College is a significant challenge. The institution primarily relies on student fees and minimal government support for its operations. This financial constraint hampers the college's ability to invest in necessary infrastructure, resources, and academic programs that could enhance the learning experience.

5. **Inadequate Office Equipment and Non-Teaching Staff:**
   The college's administrative operations are hindered by ill-equipped offices and a shortage of trained non-teaching staff. This lack of resources leads to inefficiencies in the day-to-day running of the college, affecting everything from student admissions to the management of academic records.

6. **Insufficient Library Resources and Lack of a Full-Time Librarian:**
   The college library, while functional, suffers from an insufficient collection of books to meet the diverse needs of students and faculty. Moreover, the absence of a full-time librarian further exacerbates this

issue, as it limits the library's operational hours and the ability to manage and update its resources effectively.

Institutional Opportunity

Dhupguri Girls' College, with its focus on empowering women through education, is well-positioned to capitalize on several key opportunities that can enhance its impact and growth.

1. **Expansion of Academic Programs:**
   The college has the potential to introduce new undergraduate and postgraduate courses, particularly in emerging fields such as science, technology, and vocational studies. By aligning its curriculum with the evolving demands of the job market, the college can attract a broader range of students and increase enrollment.

2. **Strengthening Collaborations:**
   Building partnerships with industries and other academic institutions presents a significant opportunity. Collaborations can lead to the development of industry-relevant programs, internships, and research opportunities, enhancing both student employability and the college's academic profile. The existing IIARI Nodal Center for Geo-Spatial Technology can serve as a model for further partnerships.

3. **Leveraging Technology:**
   With the rise of digital education, the college can further integrate technology into its teaching and learning processes. Expanding the use of ICT tools, online platforms, and digital resources can make education more accessible, especially for students in remote areas. Offering online and hybrid courses can attract students seeking flexible learning options.

4. **Community Engagement:**
   The college's strong NSS unit and social outreach programs offer a platform to deepen community engagement. By expanding these initiatives, the college can strengthen its role as a community leader, addressing local issues such as education, health, and environmental sustainability. These efforts can also enhance the college's visibility and attract support from governmental and non-governmental organizations.

5. **Sustainable Practices:**
   The college's commitment to sustainability, exemplified by its organic farming initiatives and green campus practices, offers the opportunity to become a regional model for environmental stewardship. Expanding these initiatives can attract funding and support from environmental organizations, while educating students and the community on sustainable practices.

6. **Alumni Engagement:**
   The newly formalized Alumni Association offers a significant opportunity to engage alumni in the college's development. Alumni can contribute through financial support, mentorship, and career guidance, strengthening the college's support network for current students.

Institutional Challenge

Despite its dedication to providing quality education and fostering community development, Dhupguri Girls' College faces several significant challenges that impact its ability to achieve its full potential.

1. **Limited Financial Resources:**
   One of the most pressing challenges is the college's limited financial resources. With minimal government funding beyond salaries, the institution relies heavily on student fees and small-scale fundraising efforts to support its operations. This financial constraint limits the college's ability to invest in necessary infrastructure, advanced technology, and new academic programs, hindering its growth and development.

2. **Low Student Enrollment:**
   The college struggles with low student enrollment, particularly from remote and economically disadvantaged areas. Many potential students are either unaware of the opportunities available at the college or are unable to afford higher education, despite the college's efforts to keep fees low. This challenge affects the college's capacity to create a vibrant and diverse academic community.

3. **Shortage of Faculty and Staff:**
   Dhupguri Girls' College faces a significant shortage of qualified teaching staff and non-teaching personnel. This shortage places a heavy burden on the existing faculty, who must manage large classes and take on additional responsibilities, potentially compromising the quality of education. The lack of staff also limits the college's ability to expand its academic offerings and provide comprehensive student support services.

4. **Outdated Infrastructure and Resources:**
   The college's infrastructure, while functional, is outdated and insufficient to meet the demands of a modern educational institution. Classrooms, laboratories, and the library are in need of upgrades to support contemporary teaching methods and research activities. Additionally, the lack of a full-time librarian further hampers the library's effectiveness as a resource for students and faculty.

5. **Competition from Other Institutions:**
   Dhupguri Girls' College faces increasing competition from other educational institutions, both within the region and beyond. These institutions often have better facilities, more extensive course offerings, and stronger financial backing, making it challenging for Dhupguri Girls' College to attract and retain students.

6. **Social and Cultural Barriers:**
   The college operates in a region where social and cultural barriers, particularly those related to gender, can limit educational opportunities for women. Despite the college's efforts to promote gender equity and empower women, these deep-rooted barriers remain a significant challenge in achieving its mission.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At Dhupguri Girls' College, curriculum delivery is meticulously managed through well-structured and documented processes. The college prepares a detailed academic calendar, conducts continuous evaluations, facilitates interdepartmental faculty exchanges, and employs innovative teaching methods. These practices ensure that all academic activities are closely monitored and executed with precision and effectiveness, contributing to the institution's overall academic excellence.

In terms of academic flexibility, each department offers a variety of Add-On and Certificate Courses that receive enthusiastic responses from students. These courses go beyond the regular curriculum, focusing on the development of practical skills and expertise while promoting the holistic well-being of students. They are designed to equip students with the tools needed for both personal and professional success.

Understanding the importance of instilling strong ethical values in today's youth, the college organizes many Orientation Courses at the start of each academic session. This initiative allows newly admitted students to engage with resource persons on critical ethical issues, providing them with a platform to discuss and explore moral questions in a supportive environment.

Curriculum enrichment at Dhupguri Girls' College goes beyond academic instruction to foster awareness in areas such as 'Professional Ethics,' 'Human Values,' 'Gender,' and 'Environment and Sustainability.' These themes are integrated into the prescribed curriculum and expanded through co-curricular activities. Many departments encourage students to undertake project work, field studies, and internships, offering them hands-on experience and preparing them for advanced academic or professional pursuits.

Education at Dhupguri Girls' College is seen as a journey of continuous engagement, requiring dedication and a positive outlook on life. Beyond the confines of the curriculum, the National Service Scheme (NSS) plays a vital role in character building through various activities such as cleanliness drives, plantation campaigns, World Environment Day celebrations, and awareness programs on water conservation and plastic waste reduction. These initiatives foster environmental awareness and a sense of responsibility among students.

The college also values feedback from all stakeholders, including students, teachers, employers, and alumni. This feedback is instrumental in evaluating and enhancing the college's academic offerings and overall services, ensuring continuous improvement in all aspects of institutional functioning.

Teaching-learning and Evaluation

At Dhupguri Girls' College, the foundation of educational excellence lies in its strong focus on **Teaching-Learning and Evaluation**, essential for building a knowledgeable society. The college integrates value-based education with practical learning, ensuring students receive a well-rounded education.

The admission process is transparent and follows the guidelines set by Cooch Behar Panchanan Barma University and the Government of West Bengal. The Admission Committee ensures fairness in the process by publishing merit lists and adhering to government reservation policies. All academic activities are organized according to the **Institutional Calendar** prepared by the IQAC. The College adopted the Choice Based Credit System (CBCS) in 2017-18 and recently embraced the National Education Policy (NEP-2020).

Dhupguri Girls' College emphasizes experiential, participatory, and ICT-enabled teaching methods. Departments conduct classes, assessments, and seminars in line with the academic calendar, ensuring consistent and effective learning experiences.

The faculty, a valuable asset to the institution, employs diverse teaching methods, including lectures, interactive sessions, ICT-based learning, and experiential learning through projects and excursions. These approaches help cater to various learning styles and needs. Faculty members also mentor students, providing support on both academic and extracurricular matters. Wall magazines are published regularly to encourage student creativity and writing skills.

To enhance student competitiveness, the College offers Certificate and Add-on Courses that go beyond the regular curriculum. Tutorial classes are organized for both slow and advanced learners, ensuring personalized attention to each student's academic needs.

In alignment with Outcome-Based Education principles, departments define Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) to guide student learning and ensure educational objectives are met.

The College conducts internal assessments and semester-end tests to prepare students for final examinations. University exams are administered with strict adherence to guidelines, and any grievances related to assessments are promptly addressed, ensuring fairness and transparency in the evaluation process.

Research, Innovations and Extension

Research, Innovations, and Extension play a crucial role at Dhupguri Girls' College, significantly contributing to its academic and social impact. The college actively fosters a research-oriented environment by encouraging faculty and students to engage in innovative research and scholarly activities. Over the past few years, faculty members have published numerous research papers in reputable journals, many of which are indexed in UGC-CARE and Scopus, highlighting the quality and impact of their work.

The institution regularly organizes workshops, seminars, and conferences to enhance research skills and knowledge among its stakeholders. Notable events include the 5-day Capacity Building Programme on QGIS and a state-level seminar on Geo-Informatics, both of which drew substantial participation from students, faculty, and professionals. These programs provide valuable platforms for participants to gain hands-on experience and advanced knowledge in cutting-edge technologies and methodologies.

In terms of innovation, Dhupguri Girls' College has embraced the use of ICT in both teaching and research, ensuring that students are well-versed in the latest technological tools. The college also offers several Certificate and Add-on Courses aimed at skill development, helping students bridge the gap between academic learning and practical applications.

The college's extension activities are driven by its commitment to community engagement and social responsibility. Through the National Service Scheme (NSS), the college organizes a variety of outreach programs such as health camps, environmental awareness drives, and educational support for underprivileged communities. Recent initiatives include menstrual hygiene awareness programs, career counseling sessions, and

efforts towards water conservation and plastic waste management. These activities not only benefit the community but also instill a sense of civic responsibility and ethical values in students.

By integrating research, innovation, and extension activities, Dhupguri Girls' College strives to create a dynamic and impactful academic environment that prepares students for both professional success and active citizenship. The college continues to explore new avenues for research and community engagement, ensuring that it remains at the forefront of educational excellence.

Infrastructure and Learning Resources

Campus Infrastructure:

Dhupguri Girls' College is situated on a sprawling 3.7-acre campus, offering a serene and conducive environment for learning. The college is equipped with modern infrastructure that supports both academic and extracurricular activities. Key facilities include well-ventilated classrooms, equipped with smart boards and projectors to facilitate ICT-enabled teaching. The campus also houses well-equipped laboratories for Geography and other departments, ensuring that students have access to practical, hands-on learning experiences.

The college has a state-of-the-art seminar hall that hosts academic conferences, seminars, and workshops, providing students with opportunities to engage with experts and enhance their knowledge. Additionally, the campus includes a spacious auditorium for cultural events, fostering a vibrant student life.

In line with its commitment to sustainability, Dhupguri Girls' College has implemented various green initiatives, including a rainwater harvesting system, solar panels for energy conservation, and organic farming practices. The college also maintains a well-landscaped campus with lush greenery, contributing to an eco-friendly environment.

To support sports and physical fitness, the college has a dedicated sports complex that includes facilities for indoor and outdoor games. The campus is also equipped with a gymnasium and a yoga center, promoting the overall well-being of students. The college ensures accessibility with ramps, disabled-friendly walkways, and toilets, making the campus inclusive for all students.

Library Resources:

The Central Library of Dhupguri Girls' College is a vital resource center for students and faculty, supporting academic and research activities. The library houses a diverse collection of books, journals, and periodicals across various disciplines. It is fully automated with the latest library management software, making it easier for students to access and borrow resources efficiently.

The library also offers a digital section where students can access e-books, e-journals, and other online resources, catering to the needs of the digital age.

To encourage a culture of reading and research, the library regularly updates its collection with new titles and subscribes to academic journals and magazines.

Student Support and Progression

Financial Support:

The college ensures that a significant number of students benefit from scholarships and free-ships provided by both governmental and non-governmental agencies. Over the last five years, students have received financial aid through merit-cum-means scholarships, minority scholarships, and fee concessions.

Capacity Building and Skill Enhancement:

The college actively offers various certificate, add-on, and value-added courses as part of its commitment to skill development. Notable among these are the Certificate Courses in Basic Computer Knowledge and Spoken English. Additionally, the research center (Sikdar Lab.) for Hydrological research (Flood control, Sand mining effects on River Channel etc.) encourages students with to learn practical skills for the future analysis and surficial process observation.

Guidance for Competitive Examinations and Career Counselling:

The Guidance and Career Counselling Cell at Dhupguri Girls' College provides essential support to students preparing for competitive exams and exploring career options. The college also collaborates with the many NGOs, sponsored by the Government of West Bengal, to offer vocational and skill improving training sessions in the campus.

Redressal Mechanisms:

The college has established effective grievance redressal mechanisms to address student concerns. The Grievance Redressal Committee handles academic issues, while the Internal Complaints Committee (ICC) deals with matters related to sexual harassment. The Anti-Ragging Committee and ICC also conduct awareness campaigns to promote a safe and respectful campus environment.

Student Progression and Achievements:

Many students from Dhupguri Girls' College have progressed to higher education in prestigious institutions and secured employment in various sectors. The college takes pride in its students' achievements, including securing top ranks in university examinations and excelling in extracurricular activities such as sports, cultural events, debates, and youth parliaments.

Alumni Engagement:

The Dhupguri Girls' College Alumni Association, officially registered in 2024, plays a significant role in supporting the institution's development. The alumni contribute to the college through various initiatives, including academic exchanges, mentorship programs, and financial support for campus projects, reflecting their continued commitment to their alma mater.

Governance, Leadership and Management

Dhupguri Girls' College operates under a governance model that emphasizes transparency, participation, and strategic planning, ensuring that its mission and vision are effectively realized. The leadership, steered by the

Principal and supported by the Governing Body, fosters a collaborative environment where decisions regarding academic and administrative activities are made collectively through regular meetings. This decentralized approach allows for broad-based input from various stakeholders, enhancing the institution's overall efficiency and responsiveness.

Decentralized Governance:
The college promotes operational autonomy, empowering various departments and committees to contribute to decision-making processes. Major decisions concerning infrastructure development, financial management, academic affairs, admissions, and collaborations (MoUs) are made in consultation with the Internal Quality Assurance Cell (IQAC) and other statutory and non-statutory committees. This participative governance system is reflected in the college's organizational structure, where academic, administrative, financial, cultural, and sports wings work together seamlessly to ensure comprehensive student support and services.

Planning and Execution:
Strategic planning is a cornerstone of Dhupguri Girls' College's operational approach. Initiatives are meticulously planned during meetings of the Academic Subcommittee, Teachers' Council, or IQAC, and are then approved by higher authorities for implementation. The college has recently taken significant steps to align with the National Education Policy (NEP) 2020, ensuring that its policies and practices remain relevant and forward-looking.

Role of the IQAC:
The IQAC plays a pivotal role in maintaining and enhancing the quality of education at Dhupguri Girls' College. It regularly monitors and updates academic processes, ensuring that the college's teaching and learning environment continues to improve. The IQAC is instrumental in driving initiatives that align with the college's mission, including the adoption of NEP-2020 and the preparation for NAAC accreditation.

Financial Management:
The college's financial strategies are developed in consultation with the Governing Body and the Financial Subcommittee. While the institution does not receive direct financial aid from the government (beyond salaries), it optimizes resources through student fees, strategic partnerships, and entrepreneurial initiatives such as organic farming. The institution conducts regular internal audits and has established a fair price shop to generate additional income from organic produce. The college's financial prudence is further supported by annual audits?.

Institutional Values and Best Practices

Dhupguri Girls' College, founded in 2013, is dedicated to delivering quality education while fostering socially responsible citizens. The college operates under a decentralized and participative governance model, ensuring that all stakeholders are involved in decision-making processes.

Decentralized Governance:
The college promotes operational autonomy across its departments, with major decisions on academic affairs, infrastructure, financial management, and collaborations made in consultation with the Internal Quality Assurance Cell (IQAC) and other committees. This approach ensures inclusive leadership and responsiveness to the needs of the community. The college's organogram highlights the collaborative efforts of academic, administrative, financial, cultural, and sports wings in supporting students.

Leadership and Planning:

Led by the Principal and the Governing Body, the college focuses on strategic planning and execution. Initiatives like the implementation of the National Education Policy (NEP) 2020 are proposed in various committees and approved by higher authorities. This ensures alignment with the college's mission and vision.

Role of the IQAC:

The IQAC is crucial in maintaining and enhancing educational quality. It regularly updates academic processes to ensure continuous improvement in teaching and learning. The IQAC also plays a vital role in preparing the college for NAAC accreditation, ensuring adherence to national standards.

Financial Management:

Financial prudence is a key focus at Dhupguri Girls' College. While government support is limited, the college mobilizes resources through student fees, strategic partnerships, and initiatives like organic farming. Regular internal audits, overseen by Basu Tarafder & Associates, ensure transparency. The college's financial strategy aligns with its commitment to sustainability, demonstrated through its innovative organic farming practices.

Best Practices:

Dhupguri Girls' College is committed to sustainable and socially responsible practices. The **Innovative Organic Farming Practices** program educates students and the community on eco-friendly farming, promoting sustainability and providing practical skills. Another key initiative, **Social Service and Outreach (SAMAJIKSANGJAL)**, emphasizes community engagement and social responsibility.

Social Outreach and Inclusivity:

The college fosters an inclusive environment, organizing events for marginalized communities and engaging in social outreach through its NSS unit. These efforts reflect the college's dedication to holistic education and community service.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHUPGURI GIRLS' COLLEGE
Address	COLLEGE PARA, WARD NO 01, PO. DHUPGURI, DIST. JALPAIGURI, WEST BENGAL
City	DHUPGURI
State	West Bengal
Pin	735210
Website	www.dhupgurigirlscollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	BIJOY DEBNATH	091-7001775112	7001775112	-	dhupgurigirlscollege1@gmail.com
IQAC / CIQA coordinator	DEBARATI DUTTA	-	8016282665	-	dgc.iqac2021@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	COLLEGE PARA, WARD NO 01, PO. DHUPGURI, DIST. JALPAIGURI, WEST BENGAL	Semi-urban	3.7	1250

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,Bengali Honours,	12	HIGHER SECONDARY	Bengali	138	103
UG	BA,History Honours,	12	HIGHER SECONDARY	Bengali	138	105
UG	BA,English Honours,	12	HIGHER SECONDARY	English	96	10
UG	BA,Geography Honours,	12	HIGHER SECONDARY	Bengali	84	7
UG	BA,Political Science Honours,	12	HIGHER SECONDARY	Bengali	111	88
UG	BA,Ba General In Bengali English Geography History Pol Science Education Sociology Philosophy Sanskrit,	12	HIGHER SECONDARY	Bengali	293	179

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				11			
Recruited	0	0	0	0	2	0	0	2	5	5	0	10
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	2	2	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	6	1	0	7
Yet to Recruit				0

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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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	1	2	0	5
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	2	0	0	5	7	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**	**Others**	**Total**
	11	6	0	17

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	0	0	0	0	0
	Female	689	0	0	0	689
	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	0	0	0	0
	Female	71	111	101	98
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	7	6	5
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	17	69	35	51
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	45	277	114	82
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		133	464	256	236

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Dhupguri Girls' College has actively embraced the principles of the National Education Policy (NEP) 2020, focusing on creating a multidisciplinary and interdisciplinary academic environment. The college

has initiated several programs to foster a holistic and inclusive educational experience that aligns with the NEP's vision. The commitment to multidisciplinary education is evident in the college's various programs and initiatives. Notably, the Inter Departmental Students Webinar held on 19th June 2021 aimed to enlighten students about the intelligence, courage, values, and sacrifices of India's great daughters in science, culture, literature, and patriotism. This initiative not only enhanced knowledge about India's rich history and heritage but also developed a sense of duty towards the nation while improving participants' eloquence skills. During the COVID-19 pandemic, the Department of Bengali organized a medical webinar titled "Mind Game with COVID" on 28th May 2021, addressing health-related issues during the pandemic. This event showcased an interdisciplinary approach to health and literature, reflecting the college's adaptability and commitment to providing relevant, timely education. Dhupguri Girls' College has also launched several Add-On programs that align with the NEP's multidisciplinary framework. These include courses such as Environmental Management and Sustainability (2022), Geographical Perspective in Education (2023), Bankim Chandra Chattopadhyay and the Rise of Nationalism in India (2023), Understanding Gender (2023), and Performance Studies (2024). These programs integrate knowledge from various disciplines, offering students a well-rounded education that transcends traditional subject boundaries. Other notable academic initiatives include the poster presentation on the Chipko Movement by the Department of Environmental Studies on 9th December 2021, which integrated environmental science with social activism. Similarly, a quiz on the role of women in the Indian National Movement, organized by the Department of History on 15th March 2022, highlighted the intersection of gender studies and history. The celebration of International Women's Day and various gender sensitization workshops, arranged by IQAC and the Department of English, emphasized the college's dedication to promoting gender awareness and interdisciplinary learning. Activities such as the poster-making competition on women's empowerment, the quiz on the role of women geographers, and the workshop on gender neutrality

	further demonstrated the blending of geography, history, sociology, and gender studies. Additionally, the college organized a 5-day Capacity Building Programme on QGIS from 10th April to 14th April 2023, in collaboration with Birpara College and IIARI, Kolkata. This program focused on imparting practical skills in using QGIS software, covering essential topics such as GIS introduction, data acquisition, spatial analysis, cartography, remote sensing integration, and advanced QGIS tools. Another significant event was the One-Day State Level Seminar on 'Geo-Informatics and Its Application in Geographical-Geo-archaeological Research' held on 23rd February 2024, also in collaboration with IIARI, Kolkata, which provided valuable insights into geo-informatics. Through these diverse and interdisciplinary programs, Dhupguri Girls' College has demonstrated its preparedness for implementing NEP 2020. The college ensures that students receive a comprehensive education that spans multiple disciplines, fostering an environment of inclusivity, critical thinking, and holistic development.
2. Academic bank of credits (ABC):	Dhupguri Girls' College has made a significant stride in advancing its educational framework with the implementation of the Academic Bank of Credits (ABC) through its affiliating University, the University of North Bengal. The ABC system is a transformative initiative designed to introduce greater flexibility and promote a learner-centric approach in academic programs. This system allows students to accumulate credits for each successfully completed course, regardless of the specific semester in which it is taken, giving them more control over their academic journey and enabling a more personalized learning experience. Key Features of the Academic Bank of Credits Implementation: Flexibility in Course Selection: The ABC system empowers students to select courses that align with their individual interests and career aspirations. This flexibility encourages a more holistic and tailored education, allowing students to delve into subjects they are passionate about while still fulfilling their degree requirements. Credit Accumulation: One of the core features of the ABC system is the accumulation of credits for each completed course. These credits are stored in the Academic Bank,

	providing a clear and transparent record of a student's academic achievements throughout their program. This record is crucial for students to track their progress and plan their future courses strategically. Interdisciplinary Learning: The ABC system fosters interdisciplinary learning by enabling students to accumulate credits from various disciplines. This approach broadens their educational experience, allowing them to explore diverse subjects and develop a more comprehensive skill set. It also encourages students to think critically across different fields of study, preparing them for the complex challenges of the modern world. Credit Transferability: The credits earned by students are transferable within the university system, facilitating seamless transitions between departments or campuses. This feature is particularly beneficial for students who wish to change their major or explore courses offered by different departments, without losing the credits they have already earned. Personalized Learning Paths: With the ABC system, students have the opportunity to design their own learning paths. This flexibility allows them to explore a wide range of subjects, pace their learning according to their individual needs, and develop a broader and more diverse skill set. This personalized approach to education not only enhances their academic experience but also better prepares them for their future careers. Dhupguri Girls' College is enthusiastic about the potential impact of the Academic Bank of Credits on its students' educational experiences. This initiative aligns with the college's commitment to providing a dynamic and inclusive learning environment that caters to the unique needs and aspirations of each student. By embracing this progressive approach to learning, the college aims to empower students to take charge of their education, fostering a generation of learners who are adaptable, interdisciplinary, and equipped with the skills necessary to thrive in an ever-evolving world. The college encourages the entire academic community to embrace this innovative system and looks forward to seeing the positive outcomes it will bring to students, enhancing their academic journey and overall development.
3. Skill development:	Dhupguri Girls' College, primarily offering undergraduate courses, is committed to fostering a

vibrant learning environment that inspires curiosity and enthusiasm among students. The college encourages students to explore new ideas and apply their knowledge to future projects and endeavors. In the post-COVID-19 era, the Internal Quality Assurance Cell (IQAC) has actively collaborated with the Head of the Institution to enhance the teaching-learning environment. This collaboration has led to the introduction of skill augmentation courses through workshops and seminars, aligning with the National Education Policy (NEP) framework. These initiatives aim to achieve academic excellence while equipping students with practical skills and an innovative mindset. The college offers essential courses in Computer Learning and Spoken/Functional English, ensuring students gain practical skills necessary for their future careers. Notably, Soft Skill Development Workshops and Training Programs have been organized under the supervision of dedicated subcommittees. For instance, a Soft Skill training program conducted by Mini Joseph in collaboration with the Department of English in 2022 reflects the college's commitment to student development. Additionally, the college has collaborated with IIARI, Kolkata, and the Department of Geography to offer a course on 'Geo-Spatial Technology,' enhancing students' technical competencies. The Anudeep Foundation also contributed by conducting Spoken English classes. Dhupguri Girls' College has launched several skill-oriented courses, including 'Basic Computer Operation' and 'Spoken English,' to equip students with valuable, practical skills. The Department of Geography has established a nodal center with IIARI, Kolkata, for Geo-Spatial Technology learning and developed the 'Sikdar Research Laboratory' within the college for advanced geographical research. The Geography Department also promotes advanced skill development in drone mapping through collaborations with IIARI and Spatem Geo-Tek Ltd., Kolkata, and actively supports river research in North Bengal. The Department of Education has introduced an add-on course in YOGA, offering students a holistic approach to health and wellness. This initiative, along with Karate classes and various National Service Scheme (NSS) activities, including psychological counseling and regular YOGA sessions, contributes to the mental and physical well-

	being of students. The Youth Parliament training program, organized by the Department of Political Science, imparts knowledge of parliamentary procedures and hones leadership skills as part of the soft skill development agenda. The Career Counseling Cell has been instrumental in conducting IT and soft skill training programs, which have been particularly effective in securing job opportunities for students through the Mission Women Empowerment and Employment program. The NSS's online Mission Bhat-Roti program also provides training and job opportunities to individuals, promoting inclusivity. Dhupguri Girls' College's skill development and soft skill enhancement programs are comprehensive, aiming to provide students with a well-rounded educational experience. These initiatives, driven by the collaborative efforts of various departments and the IQAC, prepare students for academic and professional success while instilling values of holistic development and societal contribution.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Dhupguri Girls' College follows a curriculum adhering to the Choice-Based Credit System (CBCS) prescribed by the University of North Bengal, in alignment with UGC directives. This approach reflects the college's commitment to integrating region-specific concerns and comprehensively exploring India's rich heritage. The courses cover traditional knowledge encompassing culture, arts, and literature, ensuring a holistic education that blends Indian traditions with global perspectives. The disciplines of Sanskrit, Bengali, History, Philosophy, Geography, and Political Science focus on integrating Indian values with global viewpoints, promoting a cohesive understanding of life and its intrinsic worth. The college emphasizes the importance of cultural heritage through various programs and initiatives. For example, on 30th March 2024, the Departments of Bengali and English, in collaboration with the IQAC, organized a conference titled "Promoting Cultural Heritage and Language Skills through a Local Language Recitation." This event celebrated Rajbangshi, the indigenous language of the region, showcasing the institution's dedication to preserving and promoting local languages and cultural practices. Moreover, the Department of Sanskrit, along with the Department of Philosophy and IQAC, organized a special lecture on "Upanishadic Philosophy" on 18th

	March 2023. This event further embedded traditional Indian knowledge into the academic curriculum, highlighting the timeless wisdom of the Upanishads and their relevance in contemporary education. The Department of Sanskrit also hosted a seminar on the "Empowerment of Women in the Vedic Age," delivered by Archita Banerjee from Sukanta Mahavidyalaya. This seminar enriched the academic community's understanding of ancient Indian perspectives on gender and society, offering insights into the role of women in Vedic times. In addition, the college organized an online inter-departmental student webinar on 19th June 2021, focusing on the 19th Century Bengal Renaissance and Women's Empowerment. This webinar involved various departments and highlighted the rich cultural and historical heritage of Bengal. The event underscored the significance of the Bengal Renaissance in shaping modern Indian thought and the role of women in this transformative period. These initiatives demonstrate Dhupguri Girls' College's unwavering commitment to preserving and promoting cultural heritage through its academic programs. The college continues to organize seminars, cultural programs, and observances of significant days, thereby upholding the essence of Indian culture and heritage. Such activities not only foster a deep appreciation for India's traditions among students but also prepare them to engage with global challenges from a well-rounded, culturally informed perspective. Dhupguri Girls' College ensures that its students receive a holistic education that respects and incorporates India's rich traditions while equipping them with the skills and knowledge needed to navigate an increasingly interconnected world. By blending traditional values with modern education, the college prepares its students to become well-rounded individuals who can contribute meaningfully to society, both locally and globally.
5. Focus on Outcome based education (OBE):	Dhupguri Girls' College is committed to elevating the quality of education through the adoption of Outcome-Based Education (OBE). This educational approach prioritizes the achievement of specific learning outcomes, ensuring that all elements of the teaching and learning process are aligned with these goals. OBE emphasizes what students should know, understand, and be able to do by the end of their

studies. Key Features of OBE at Dhupguri Girls' College: Student-Centric Learning: Dhupguri Girls' College adopts a student-centered approach, moving away from traditional teaching methods. This shift encourages students to take an active role in their education, fostering deeper understanding and retention of knowledge. The focus is on making learning meaningful and tailored to individual needs. Clear Learning Outcomes: The college clearly defines learning outcomes for each program and course, providing a roadmap for students and educators alike. These outcomes guide the learning process, ensuring that all teaching activities, assignments, and assessments are aligned with the educational goals, giving students a clear understanding of what they are expected to achieve. Aligned Curriculum: The curriculum at Dhupguri Girls' College is meticulously designed to align with the desired learning outcomes. This ensures that course content, teaching methods, and assessments are all geared toward helping students achieve their goals. The alignment makes the educational experience coherent and purpose-driven. Continuous Assessment and Feedback: OBE places great importance on continuous assessment and feedback. The college uses various formative and summative assessments to evaluate student performance regularly. Timely feedback helps students monitor their progress and identify areas for improvement, crucial for achieving their learning objectives. Skill Development: A key component of OBE at Dhupguri Girls' College is the emphasis on developing essential skills like critical thinking, problem-solving, communication, and teamwork. These skills are embedded in the curriculum and assessed throughout the academic program, preparing students for the demands of the modern workplace. Flexibility and Adaptability: The OBE framework allows for flexible teaching and assessment methods, catering to the diverse needs of students. This adaptability ensures that all learners have the opportunity to succeed, accommodating different learning styles and paces. Stakeholder Involvement: Dhupguri Girls' College actively involves stakeholders, including students, faculty, employers, and alumni, in developing and evaluating learning outcomes. This engagement ensures that the education provided is relevant to both community needs and the job market.

	Continuous Improvement: OBE at Dhupguri Girls' College involves an ongoing process of review and refinement. Regular evaluations ensure that learning outcomes are met and help identify areas for enhancement, maintaining high educational standards. By focusing on OBE, Dhupguri Girls' College aims to provide a high-quality, holistic education that not only enhances academic achievements but also equips students with the skills and competencies needed to excel in a dynamic world.
6. Distance education/online education:	Dhupguri Girls' College has been proactive in adapting to the challenges posed by the COVID-19 pandemic by enhancing its online education and teaching-learning processes. In addition to organizing various webinars and seminars, the college has focused on maintaining a robust online education system to ensure the continuity of learning during these unprecedented times. Following the IQAC meeting held on 17th December 2020, several resolutions were passed to improve online teaching methods. The meeting included discussions on reviewing the teaching-learning process in online mode, updating faculty on online Faculty Development Programs (FDPs), and organizing online departmental seminars. The IQAC coordinator emphasized the importance of e-learning resources and maintaining class delivery and attendance records, which have become crucial during the pandemic. One of the significant online events organized by the college was an inter-departmental student webinar on 19th June 2021, focusing on the 19th Century Bengal Renaissance and Women's Empowerment. This webinar involved various departments and highlighted the rich cultural and historical heritage of Bengal. Additionally, on 29th September 2021, the Department of Geography, in collaboration with the IQAC, hosted a one-day state-level webinar titled "Climate, People, and Sustainability." This virtual conference addressed pressing issues related to climate change, sustainability, and their impact on society, bringing together 206 participants from various academic institutions. The event underscored the college's commitment to addressing global challenges through online platforms. While Dhupguri Girls' College does not offer distance education programs, it has

successfully integrated online education to ensure that students continue to receive quality education. The college's efforts to organize online seminars, webinars, and faculty development programs have significantly contributed to the enhancement of the teaching-learning environment, allowing students and faculty to stay connected and engaged in the academic process despite the challenges posed by the pandemic.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) has indeed been set up at Dhupguri Girls' College, established on December 3, 2021, to enhance awareness and participation in the democratic process among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college has appointed both student coordinators and coordinating faculty members for the ELC, ensuring it is functional and representative in character; the faculty includes Prof. Shyamal Biswas and Sri Suvankar Jana, with student coordinators such as Srijana Chhetri, Jinnat Rehana Banu, and Nasiba Aktar.
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.	The ELC has launched innovative programs and initiatives such as participation in voter registration drives for students and local communities, support in electoral processes, voter awareness campaigns, and efforts to promote ethical voting and increase participation among underprivileged sections of society including transgender individuals, commercial sex workers, disabled persons, and senior citizens.
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.	In terms of socially relevant projects and initiatives, the club conducts surveys to understand students' awareness of democratic processes, organizes awareness drives, creates educational content to advance democratic values, and likely contributes to publications that highlight its efforts in promoting electoral literacy.
5. Extent of students above 18 years who are yet to be	The Dhupguri Girls' College has taken an initiative

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.	by notifying to identify the number of students above 18 years, who are yet to be enrolled in the electoral roll (before the 2024 National Level Elections) and intends to further this initiative by sensitizing the students about the importance of voter registration.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
689	759	925	547	632

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: 14

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	14	14	14	13

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
63.45	44.93	25.11	30.01	32.26

24-12-2024 11:58:23

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 curriculum at Dhupguri Girls' College (DGC) is prescribed and governed by the guidelines of the University of North Bengal. The parent university periodically updates the syllabus for the available courses, which are offered in semester mode. For effective implementation of the curriculum, the broad vision and goals of the college are kept in mind. We have well-structured processes that facilitate communication and dialogue among various stakeholder groups and the University within the larger societal contexts.

Committees for Effective Implementation:

The college-level committees prepare broad guidelines and frameworks to meet the requirements of different courses at the departmental level. The teachers, in conjunction with the various sub-committees of the college and individual departments, provide directions and regularly monitor the efficacy of these guidelines throughout the academic session. The timetable is meticulously formulated to ensure the completion of the syllabus within the stipulated hours allocated for each subject, with strict adherence to the schedule. The marking schemes are strategically planned beforehand to facilitate continuous evaluation. Our systems are structured to maintain uniformity, transparency, academic standards, and quality during the internal assessment of students. The curricula are periodically reviewed, and appropriate authorities are informed regularly to ensure they reflect the latest advancements in knowledge and processes.

Planning, Teaching, and Evaluation:

The IQAC along with the Academic Council takes a crucial part in planning, guiding and effectively implementing the teaching curriculum of the college.The majority of the departments hold meetings at the beginning of each session to discuss and plan the execution of courses in the subsequent session. Teaching focus, class assignments, internal assessments, use of reference materials, and teaching aids for teachers are discussed. Occasionally, eminent guests are invited for special lectures to ensure the quality of education and objectivity in the teaching-learning processes. Educational field tours, projects, and survey works are regularly conducted by several departments with students accompanied by departmental teachers. The college also includes co-curricular and extra-curricular activities alongside academics for holistic development.

Supportive College Infrastructure:

The college infrastructure and facilities are continuously upgraded to meet the needs of the evolving

curriculum and pedagogy. Teachers are encouraged to include various methodologies like ICT, blended learning, experimental learning, and inquiry-based learning in their course plans to ensure effective delivery of the curriculum. The college has well-equipped laboratories and a virtual classroom with LCD projector facilities.

Monitoring and Mentoring Processes:

To ensure learning outcomes for each subject, continuous evaluation and internal assessment are carried out through seminar presentations, group discussions, and class tests. Each practical class is assessed to monitor the learning process of students. Moreover, tutorials are an essential part of the theory courses. The college also has a Mentoring Programme that enables students, teachers, employees, and alumni to provide feedback on curricular issues, college infrastructure, and administrative matters.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 19

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 11.09

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

2023-24	2022-23	2021-22	2020-21	2019-20
54	142	140	0	58

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:

Values and Social Commitment:

Dhupguri Girls' College (DGC) embodies values such as compassion and a commitment to the development of both individuals and society. The college regularly organizes socially relevant events, including awareness drives and outreach programs, to engage students with socio-cultural issues in a constructive and experiential manner. As the only women's college in Dhupguri town, DGC is dedicated to promoting gender equality and eliminating gender bias and discrimination arising from social, cultural, and economic factors.

Academic Offerings and Curriculum:

The college offers a diverse range of courses, including Generic Elective Courses, Discipline Specific Elective Courses, Skill Enhancement Courses, and Ability Enhancement Compulsory Courses. These

courses encourage students to critically examine issues related to gender, environment, and ethics. Since the 2018-19 academic year, DGC has implemented the Choice Based Credit System (CBCS), which integrates crosscutting issues such as professional ethics, gender, human values, and environmental sustainability into its curriculum for both Honours and General programs. All students are exposed to these issues through compulsory courses on environmental topics, ensuring a comprehensive educational experience.

Integration of Cross-cutting Issues:

The Arts stream at DGC incorporates cross-cutting issues of professional ethics, gender, human values, and environmental sustainability into most of its core courses. This approach allows students to gain knowledge on these topics, even if they are not part of their primary curriculum. Students can enrol in courses outside their main curriculum to explore these issues while continuing their regular studies.

Extracurricular Activities and Practical Engagement:

To ensure the integration of theory and practice, DGC conducts various activities:

- **Environmental Responsibility**: The college promotes environmental responsibility through activities organized by the NSS, such as cleanliness drives and tree planting.
- **Gender Equality and Social Justice:** The college fosters gender equality and social justice by organizing seminars and conferences on gender-related issues through its Women Cell & IQAC. The College also conducts a Gender Audit to study the issues related to gender and create an awareness about gender equality amongst the students.
- **Gender Sensitization Workshops:** Annual workshops are conducted to educate and reorient students about women's safety and rights.
- **College Magazine 'Upal':** The college publishes '*Upal*,' a magazine featuring a wide range of literary genres, providing a platform for creative expression for both teachers and students.
- **Departmental Activities:** Each department is encouraged to organize wall magazines and posters as part of student activities to raise awareness about curricular and extracurricular issues.
- **Educational Tours and Field Trips**: Departments routinely organize educational tours, student excursions, and field trips to various locations to enhance students' understanding of historical, geographical, sociological, and human values.
- **Add-On Programs**: Various add-on programs related to crosscutting issues are introduced by multiple departments, with active encouragement for student participation, especially for fresher.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 93.32

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

Response: 643

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 57.18

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

2023-24	2022-23	2021-22	2020-21	2019-20
492	133	464	256	236

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

2023-24	2022-23	2021-22	2020-21	2019-20
860	505	505	455	440

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: 62.92

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

2023-24	2022-23	2021-22	2020-21	2019-20
213	88	187	142	154

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

2023-24	2022-23	2021-22	2020-21	2019-20
384	229	229	205	199

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: 49.21

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Faculty members of Dhupguri Girls' College supplement the traditional modes of teaching, learning evaluation (chalk and talk, assignments) with ICT enabled learning. Teachers upgrade their ICT skills through participation in ICT oriented faculty development programs that provide hands on training on various modes of digital learning. ICT enhances text book-based learning through practical exposure and interactive forums that are accessible beyond class hours.

1. The college has a spacious ICT enabled virtual classroom equipped with a projector and digital sound system.
2. In classrooms teachers encourage students to enhance connectivity through virtual discussion forums like the google meet, WhatsApp groups and google classroom.
3. During the Pandemic the teaching learning evaluation process was conducted through group meetings on online platforms like google meet and zoom.
4. Teachers circulate E-books and power point slides, upload videos and audio lectures to enhance the teaching learning experience.
5. The Satyen Bose Lab is equipped with 10 desktops with internet access. Students of the department learn various discipline-oriented application of ICT as part of their practical assignments. The computers are updated with basic softwares like Word, Excel, Microsoft Office. They learn various GIS based softwares in the Satyen Bose Lab of the college.
6. The IQAC room is equipped with a desktop and a printer-scanner for ease of documentation.
7. All department heads have been provided with pen drives for storage of academic files and student related data.
8. Teachers use ICT and Power Point presentations to supplement the lecture mode of teaching. Students are also encouraged to make power-point presentations. Links to YouTube Lectures, NPTEL videos and Ted Talks are circulated through semester WhatsApp Groups. Students are often shown films and documentaries pertaining to their syllabus in the virtual room.
9. The college prospectus and the college magazine has an online version, uploaded on the website as a pdf for ease of access.
10. Students enroll in the College run Basic Computer training program.
11. Students are encouraged to use email while submitting assignments as part of basic ICT training.
12. The college regularly organizes webinars to host international faculty and resource persons.
13. The college encourages a blended mode of curriculum delivery.
14. The departments of Geography, History, Bengali, English and Education regularly conduct project-based assessments, field surveys and excursions as part of experiential mode of teaching and learning

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 92

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	15	15	15

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: 85.51

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**

2023-24	2022-23	2021-22	2020-21	2019-20
12	12	12	12	11

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 awareded 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:

Assessment is an integral part of the course curriculum as it helps to understand the progress of course and program outcomes among students. In the present system of curriculum delivery, we have both internal and external assessment**.** Internal assessment is a regular feature during the course delivery process. It includes all forms of continuous internal assessment that the department practices and mid semester examinations.

In the beginning of the semester an orientation program is conducted for students to make them aware about the whole curriculum delivery process practiced in the institution. The program helps the students to understand the assessment process followed during their course. It includes the mode of assessments followed in the institution, the continuous internal assessment and its various modes that the department might undertake, the process of compilation of internal assessment marks that is to be sent to the university, the student attendance marks etc.

The academic calendar that is prepared and circulated among all stakeholders of the institution in the beginning of the semester mentions the mid-semester and end-semester examinations during the period. Notices for mid semester and end-semester examinations are put up in notice boards and college websites well in advance. The departments inform students about the continuous internal assessments during the course. Notices regarding continuous internal assessment are circulated through departmental WhatsApp groups regularly.

With all the transparency that is followed for the conduct of assessment during the course grievances regarding assessment and assessment process are not uncommon. Students report their internal examination related grievances to their mentor or the head of the department who try to redress the issue in the shortest possible time. However, it must be mentioned that grievances for the internal assessment process are negligible. This is primarily because the course instructor or the teacher concerned discusses the internal assessment questions and answer sheet with students after the assessment is over. It helps the students to clear their doubts about the assessment and the marks they have obtained. External assessment i.e. End semester examination is conducted by the University. The date and external venue of the examination is notified by the university on the college and university website and also in the College Notice Board.

End semester examinations related grievances of the students are addressed by the institution so that they get a time bound efficient solution in the process. The Grievance Redressal Cell of the institution helps students with examination related grievances to get timely solutions. The grievances of the students are registered and sent to the department by the college administration. Department reviews and tries to address the concern of the aggrieved students. The university review process for addressing student examination related grievances also gets completed within a month. If a student is still dissatisfied with the outcome of examination related grievances from the university, the Grievance Redressal Cell helps the student in filing a RTI case to address the issue.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college offers 5 undergraduate Honours programs and General programs in Arts in CBCS format as also 8 Major programs since 2023 in NEP format. The undergraduate program structure and the syllabus are ratified by the university in its Executive Council and the Board of Studies. Dhupguri Girls' College being an affiliated college under North Bengal University executes the undergraduate program as set by the University. Since the learning outcomes of the programs and courses set by the University are not given to the college, the departments of the institution prepare the program outcome and course outcomes according to the UGC guidelines. While preparing the program outcomes and course outcome the department also takes into account hierarchical models of classifying educational learning objectives using the cognitive domain list as applicable for the program or the course. Thus a department offering an undergraduate Honours program in a discipline has to prepare its program outcomes and its course outcomes for all the courses offered in the Honours program across 6 semesters. The department also prepares the course outcomes for all the General courses it has to offer in the three years undergraduate General program.The program and course outcomes are finalized in departmental meetings, and are published in our college website. The course outcomes being a part of the lesson plan of a course is also disseminated among students when the lesson plan is given to the students directly in classrooms at the beginning of the course.

Published program outcomes and course outcomes of different programs help students in the choice of programs of study during first year admissions as well as choice of courses during the program of study in the Choice Based Credit System (CBCS). This would help students to acquire knowledge and skills according to their preference and objective. The evaluation technique used by faculties for the attainment of program and course outcome of students, the indirect method, helps students assess their own learning outcomes in the course that becomes a guiding tool for the faculties in designing teaching methodologies for better curriculum delivery in terms of learning outcome attainment during the course.

Faculties use program and course outcome to evaluate attainment of learning outcomes in the course throughout the tenure of the program of study and thereby improvise teaching methodology during the course for better learning outcome attainment among students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

A very important objective of curriculum delivery is the attainment of program outcomes (POs) and course outcomes (COs) among students. IQAC of the college suggests a framework that is applied by all the Hons departments of the institution for mapping their respective CO and PO:

- **Direct Method**: The course outcome and program outcome attainment are evaluated based on the performance of the student in the various assessments undertaken by the department as also the University Examination procedure.

?**Indirect method**: The course outcome attainment of students are evaluated on the basis of a survey conducted by the course instructor on the students undertaking the course, where the student evaluates its perception about the course outcome. In this method the student calibrates its own perception about the achievement of COs using the number between one to five, the number 5 in one extreme, when the student perceives that a particular course outcome attainment is excellent and the number one, in the other extreme, when the student perceives that the particular course outcome attainment is very poor. This is reflected through occasional surveys on Curriculum that the students participate in.

- **Both the direct and indirect method** course outcome assessment values of students along with the end semester marks in the course are used to calculate both the individual student course outcome as well as the overall course outcome attainment in the course.

?The course outcome attainment is based on both direct and indirect methods, and end semester examination marks. The weightage given to internal examination marks is 20%while the weightage of the end semester marks is 80%.

- With this methodology course outcome attainment values are evaluated examination-wise, student-wise, specific course-wise, as well as final course attainment-wise. The course Outcome attainment values along with the course outcome program outcome mapping index helps in evaluating the course outcome and program outcome attainment and the overall attainment of the subject.

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: 71.83

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

2023-24	2022-23	2021-22	2020-21	2019-20
73	74	137	93	87

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

2023-24	2022-23	2021-22	2020-21	2019-20
149	156	146	106	89

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: 3.78

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: 0

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Dhupguri Girls' College has cultivated a thriving ecosystem that blends innovation with the rich heritage of the Indian Knowledge System (IKS). This ecosystem fosters intellectual property awareness, research, technological advancement, and cultural preservation, ensuring a well-rounded academic experience for students.

Research and Development Initiatives: The college's commitment to research is exemplified by the establishment of the Sikdar Research Laboratory, launched in the 2024-25 session under the Geography Department. This dedicated wing encourages scholarly pursuits among faculty, providing seed funding for research projects and securing substantial grants from the Government of West Bengal. Our faculty are actively involved in supervising doctoral theses, with Dr. Debarshi Ghosh from the Geography Department leading the way. This focus on research promotes a vibrant environment of academic inquiry and innovation.

Library and Research Resources: Central to our academic infrastructure is the college library, which provides access to prestigious journals such as the *Economic and Political Weekly* and various e-journals, alongside the Sodhganga INFLIBNET site. These resources are vital for supporting both faculty and student research. Furthermore, the college collaborates with the Integrated Institute of Advanced Research and Information (IIARI, Kolkata) and Spatem Geo-tek Solution to enhance our access to national research networks, broadening the scope of academic exploration available to our community.

Curriculum Integration and Academic Programs: Dhupguri Girls' College integrates interdisciplinary education into its curriculum, offering courses like Spoken English and Remote Sensing GIS. These programs are designed to equip students with diverse skills that are highly relevant in today's global landscape. A significant addition to our environmental science program is the Automatic Weather Station (AWS), established in collaboration with the Indian Meteorological Department. This facility provides real-time climatic data, enriching the academic experience with hands-on learning opportunities.

Holistic and Cultural Development: The college places a strong emphasis on holistic development, balancing traditional knowledge with contemporary educational practices. We conduct national and state-level seminars to promote academic discourse, though recent events have been postponed and are in need of rescheduling. The integration of the Indian Knowledge System into our academic framework ensures that traditional wisdom remains relevant. Our language department plays a crucial role in preserving local culture and folklore, making regional traditions an integral part of our academic offerings.

Indian Knowledge System (IKS): The college has hosted special lectures on significant topics such as 'Upanishadic Philosophy' and 'Empowerment of Women in the Vedic Age.' These sessions aim to deepen students' understanding of the philosophical and religious texts central to Hinduism, enriching their knowledge of the traditional Indian Knowledge System. By intertwining these ancient teachings with modern education, Dhupguri Girls' College nurtures a unique academic environment that respects and perpetuates India's rich cultural heritage.

This ecosystem at Dhupguri Girls' College not only supports academic excellence but also ensures that students are well-versed in both innovative practices and traditional wisdom, preparing them for a well-rounded future.

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

3.2.2

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

Response: 5

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	3	1	0	0

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: 1.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	4	3	5	3

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

3.3.2

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

Response: 0.79

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**

2023-24	2022-23	2021-22	2020-21	2019-20
3	2	2	2	2

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

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, Dhupguri Girls' College has actively promoted social responsibility and community engagement through various extension and outreach programs. Organized by the NSS units, academic departments, and the Women Development Cell, these initiatives have significantly impacted the local community while contributing to the holistic development of students. This report summarizes the key activities and their outcomes, highlighting their benefits for both the community and student growth.

Health and Hygiene Initiatives:
The college has conducted several health camps, including general check-ups, gynecological and dental examinations, and thalassemia testing. Notable among these was the Special Health Camp with Dhupguri

Rural Hospital, which provided essential health services to over 235 elderly individuals. A Medical Check-up Camp and Thalassemia Testing served 139 participants, raising awareness about preventive healthcare and early disease detection. The Menstrual Hygiene Awareness program educated 31 young women on proper hygiene practices, fostering a supportive environment for discussing sensitive health topics and promoting health empowerment.

Educational Outreach:
Programs such as the Kajipara School Visit and Children's Day celebrations at Lal School aimed to improve literacy and communication skills among schoolchildren. Activities included basic English sessions, musical performances, and gift distributions, benefiting numerous students and promoting a love for learning. College students developed teaching and mentoring skills, gaining a deeper understanding of education's role in community development.

Environmental Conservation Efforts:
Environmental initiatives like the World Environment Day Celebration and the Swachhata Avian and Parthenium Removal Program engaged students in campus cleaning, plantation drives, and awareness campaigns. These activities promoted environmental stewardship among students and community members, encouraging sustainable practices and improving local ecosystems.

Social Awareness and Empowerment:
The college conducted social awareness campaigns such as the Dengue Awareness Program, which distributed 60 mosquito nets and educated villagers on disease prevention. The Voter Literacy Awareness Program empowered first-time voters with knowledge about informed voting, enhancing civic responsibility. Collaboration with Sfulingo facilitated the formation of self-help groups (SHGs), providing over 100 rural women with financial literacy and entrepreneurial skills, thereby improving their economic independence and fostering leadership qualities.

Cultural and Community Engagement:
Cultural programs like the Eid Celebration and the Food Festival promoted communal harmony and cultural appreciation. The Eid Celebration, involving 46 participants, emphasized social unity, while the Food Festival engaged 500 attendees, raising funds for social welfare and showcasing students' culinary talents.

Dhupguri Girls' College's extension activities over the past five years underscore its commitment to social responsibility and community engagement. These programs have addressed critical societal issues while enriching students' educational experiences, fostering practical skills, civic awareness, and empathy. The college's efforts have made a lasting positive impact on the community, highlighting the vital role of educational institutions in societal development.

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

3.4.2

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

Response:

Dhupguri Girls' College is committed to fostering social responsibility, community engagement, and instilling values and dedication to society through a variety of extension and outreach programs. The college actively participates in numerous activities throughout the year, including tree plantation, campus and neighborhood cleaning, disaster relief efforts, and providing service to society during the lockdown period. Additionally, the college organizes blood donation camps and other socially impactful initiatives. The National Service Scheme (NSS) units of Dhupguri Girls' College play a pivotal role in orchestrating these activities. These units, alongside other students, teachers, and non-teaching staff, have also led a series of awareness rallies and campaigns focused on issues such as COVID-19, Swachh Bharat Abhiyan, thalassemia, the harmful effects of tobacco, food safety, gender issues, and environmental preservation.

The following students have been recognized for their achievements:

1. **Dipiti Bhowmik** (3rd Semester) – Awarded 3rd Position in the District Level Youth Parliament Quiz Contest (14-09-2022) at A.C. College, Jalpaiguri.
2. **Manirani Das** (3rd Semester) – Awarded 3rd Position in the District Level Youth Parliament Quiz Contest (14-09-2022) at A.C. College, Jalpaiguri.
3. **Barnali Roy** (3rd Semester) – Awarded 3rd Position in the District Level Youth Parliament Quiz Contest (14-09-2022) at A.C. College, Jalpaiguri.
4. **Jasamita Roy, Dipti Bhowmik, and Nasiba Akhtar** – Awarded 2nd Prize in the District Level Neighborhood Youth Parliament (organized by Nehru Yuva Kendra, Jalpaiguri).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 24

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	4	0	0	4

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

3.5 Collaboration

3.5.1

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

Response: 14

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Dhupguri Girls' College is committed to providing quality education through its well-structured infrastructure, which includes 20 classrooms and 01 laboratory distributed across 10 buildings. These facilities support effective teaching and learning in 05 Honours subjects and 4 Programme course subjects. The Geography Department is equipped with a computer laboratory for practical classes and certificate courses, featuring a good number of computers with internet connectivity to facilitate modern educational needs.

The college's Conference Hall, temporarily situated in room G5, serves as a versatile space for seminars, workshops, and occasional cultural events. Additionally, the Seminar Hall in the Administrative Building is regularly used for academic purposes, further enhancing the college's ability to host various scholarly activities.

The fully automated Central Library is a vital resource, equipped with cloud-based Koha software and housing around 3,000 books, including a collection of rare and old volumes. The library also offers access to thousands of e-books, journals, theses, dissertations, and more, supporting the academic and research needs of students and faculty. Additional services include career guidance, digital library services, and research support, along with the execution of several extension activities throughout the year.

A Smart Classroom is available, equipped with modern teaching aids, alongside the S.N. Bose Computer Laboratory. The college also boasts a large playground, indoor game facilities including a badminton court, and a cycle stand, promoting both physical health and convenience for students and staff. Environmental sustainability is a priority, demonstrated by the installation of a rainwater harvesting unit, a weather monitoring station in collaboration with the Indian Meteorological Department (IMD), and solid waste management through strategically placed waste bins. The college also engages in organic farming and sustainable agricultural practices within the campus grounds.

The college canteen offers a much-needed refreshment source for stakeholders during long working hours, contributing to the overall well-being and satisfaction of the college community.

To further promote an e-learning environment, the Central Library has implemented several innovative initiatives. The library is Wi-Fi enabled, and features a dynamic web page providing full service

information. A virtual library is maintained on Google Drive, in collaboration with the West Bengal State Book Board, offering easy access to a wide range of resources. Automated mailing services ensure timely delivery of question papers and study materials to students. Faculty members benefit from research support through email-based journal article delivery and online reference services. The institutional repository is supplemented by access to Open Educational Resources (OER) like e-Sodhganga, SodhSindhu, IGNOU e-GyanKosh, Swayam, UGC-MOOCS, and the Internet Archive.

In addition to the Central Library, all departments have seminar libraries with considerable book collections, easily accessible to students, ensuring that all academic needs are met within a supportive and resource-rich environment.

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: 11.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
10.17	5.22	1.84	0.084	4.61

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:

Dhupguri Girls' College, though relatively new, is steadily building its library resources to support the academic and research needs of its students and faculty. The library automation process is in progress, utilizing the 'Koha' Integrated Library Management Software (ILMS). Currently, the database includes over 2,000 of the most frequently circulated books, and efforts are underway to continually expand and update this collection. Although the library is modest in size, with around 3,000 books, it includes a special collection of rare and old volumes, which are being carefully preserved.

To enhance user accessibility, the library offers a QR code-enabled Online Public Access Catalogue (OPAC, https://dhupgurigirlscollege.ac.in/opac/), making it easier for students and faculty to locate and access the resources they need. The library's dynamic webpage, which provides comprehensive service information, is increasingly being recognized by the college community as a valuable tool for navigating the available resources.

The library also connects students and faculty to a range of Open Educational Resource (OER) repositories, including Sodhganga, e-Shodh Sindhu, e-PG Pathshala, IGNOU e-GyanKosh, Swayam, Virtual Labs, Spoken Tutorial, and UGC-MOOCS. In addition, the Central Library is developing an Institutional Repository, which will include digitized rare documents, study materials, and previous years' question papers, further supporting the academic endeavors of the college community.

In the 2023-24 academic year, a modest amount of Rs. 33,124/- was spent on acquiring new books and journals to enrich the library's offerings. Additionally, nearly 1.4 lakhs were allocated for the purchase of new desktop computers, a printer, and the installation and upgrading of Wi-Fi to ensure that the library remains a conducive environment for study and research. Over ten thousand rupees have been invested in advancing the library automation process, reflecting the college's commitment to providing an efficient and modern library service.

Despite the limited resources, the library is frequently accessed by both teachers and students, as well as research scholars who make use of its collection. The library also houses a selection of books on competitive examinations and an NCERT section, which are valuable resources for students preparing for various competitive exams. Moreover, students can freely access e-books, e-journals, and academic databases, ensuring that they have the digital resources needed to complement their studies.

Recognizing the diverse needs of its students, the library is equipped with computers featuring screen reading software, providing essential support for students with special needs. Additionally, a large, well-equipped reading room is available, offering a quiet space where students can cultivate healthy reading habits and engage deeply with their studies.

Dhupguri Girls' College is committed to continuously improving and expanding its library services, despite its limited resources, to provide a supportive and enriching environment for all its 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:

The pandemic significantly accelerated the adoption of IT-assisted teaching and learning processes at Dhupguri Girls' College. The transition to online platforms such as Google Classrooms and the use of Google Forms for examinations ensured the continuity of education while minimizing health risks. The college also invested in a Zoom platform subscription, which became instrumental in hosting various academic and outreach activities, including webinars and special lectures during the pandemic.

Dhupguri Girls' College is committed to providing IT as a vital learning aid for both students and faculty. The college's departments and library are equipped with a sufficient number of desktops, laptops, scanners, LCD projectors, and laser printers. Reprographic facilities are available, enabling students and researchers to utilize the library's resources effectively.

The college offers comprehensive internet access, with a Railwire wireless network that has been upgraded to an optical fiber (FTTH) connection, providing an average bandwidth of 30 Mbps, down from a previous 60 Mbps. This upgrade ensures reliable internet access across all departments, facilitating a seamless teaching and learning experience. The college also boasts five smart classrooms, equipped with the latest technological facilities to enhance interactive learning.

To ensure the safety and security of resources, Close Circuit Cameras with HD DVR systems have been installed in the Central Library and the Principal's Office. Additionally, an audio-visual classroom has been established on the second floor of the Central Library building, offering a modern space for dynamic teaching sessions.

The Principal's Office is well-equipped with updated technology, enabling efficient administrative operations. The college is moving towards a paperless administration, with notices, guidelines, and circulars being disseminated electronically to all departments via wireless networks. This shift not only promotes sustainability but also enhances communication efficiency within the institution.

To support the IT infrastructure, all computers and related equipment are connected to an uninterrupted power supply and high-performance computing servers. Regular maintenance is ensured through an Annual Maintenance Contract (AMC), with computers being updated as needed based on expert recommendations. This proactive approach ensures that the college's IT systems remain reliable and effective.

Dhupguri Girls' College has a clear policy on IT upgradation, with a focus on regularly updating curriculum-based software and preventing IT malpractices through a Cyber Security Pledge. In the last academic session, the college organized a seminar during Student's Observance Week, educating students on safely navigating academic and scholarship portals, highlighting the importance of cybersecurity.

Despite its complete financial dependence on the Government of West Bengal, Dhupguri Girls' College remains committed to allocating a liberal budget towards the upgradation and maintenance of its IT infrastructure. This commitment reflects the college's dedication to providing a modern, secure, and efficient learning environment for its students and faculty.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 43.06

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

Response: 16

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

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: 3.84

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
2.27	2.52	0.85	0.66	1.22

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: 71.76

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**

2023-24	2022-23	2021-22	2020-21	2019-20
505	621	808	514	101

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 27.17

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**

2023-24	2022-23	2021-22	2020-21	2019-20
425	258	282	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 17.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	37	24	3	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	74	137	93	87

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

5.2.2

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

Response: 0

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.)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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: 0

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*

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 12.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	13	8	8	20

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:

Alumni Association of Dhupguri Girls' College is a registered association (West Bengal ACT, XXVI of 1961, Reg. No. – **S0050536 of 2024-2025**) that contributes significantly to the development of the institution. Alumni Association is the mirror of the college, reflecting the professional and personal achievement of the students as well as the vision and mission that the college embodies. A college is like a tree. As a tree is known by its fruits, likewise a college is known by the students it produces. The deeds of students add to the glory of the college. Dhupguri Girls' College, an institution spreading the light of knowledge more than one decade, can boast of a huge number of successful former students, who do not only shine in different spheres of life— as teachers, office staffs, beauticians— but serve the purpose and stand for the cause of their Alma Mater. Former students of Dhupguri Girls' College have been in the healthy practice of extending hands of support to their Alma mater since the first batch of learners passed out of the college. Though, in various ways they have been supporting the college, their endeavour to assemble under a formal structure, has taken some years to be actualised— Dhupguri Girls' College Alumni Association has been formed on the sixteenth day of February in the current year, i.e., 2024.

The relentlessly inspiring activities of former students have found new enthusiasm after they have assembled legally under the banner of Dhupguri Girls' College Alumni Association. They, through multiple activities, are manifesting the true colour of humanity, and expect to proceed towards the aim sought.

Vision

Dhupguri Girls' College Alumni Association visualises a healthy and fruitful relationship between former and the ever-flowing stream of 'present' students mingling in the 'past' with the help of humanitarian activities leading to the eradication of discrimination, injustice, inequality. Besides, The Alumni hopes to create a positive space of spreading the zeal of education amongst women in the margins of the community

Mission

1.Exchange of academic experience with in-college students in regular interval and thereby creating an ambience of reciprocal respect.

2.Providing assistance to present learners in different forms like building of a book club with generous donation from the locality.

3.Making people aware of the problems of college and extend support in different forms to overcome them.

4.Guiding present students in their approach towards post-college life.

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:

The governance and leadership at Dhupguri Girls' College are deeply rooted in the institution's vision and mission, reflecting a strong commitment to fostering educational growth and empowerment, particularly among the underprivileged women of the Dooars region in North Bengal. The institution's governance framework ensures that the vision of creating a holistic educational environment, which integrates academic knowledge with community practices, is systematically implemented across various institutional practices. One of the key areas where the alignment of governance with the vision and mission is evident is in the implementation of the National Education Policy (NEP). The college has embraced the NEP's guidelines to enhance the academic exposure of students through ICT-driven modules, thereby preparing them to participate in the contemporary academic and professional landscape. This initiative is a direct reflection of the college's mission to create an academic ambiance that fosters a love for learning and independent thinking.

Moreover, the college's sustained institutional growth can be attributed to its decentralized governance model, which encourages active participation from all stakeholders in decision-making processes. The inclusion of faculty members, non-teaching staff, and students in the governance structure not only ensures transparency but also fosters a sense of ownership and responsibility towards the institution's development. The Organogram of the college clearly outlines the roles and responsibilities of various committees and individuals, ensuring that governance is both structured and participatory. The short-term and long-term Institutional Perspective Plan (IPP) is another testament to the alignment of governance with the college's vision and mission. The IPP is developed with a focus on addressing the immediate needs of the institution while also setting the foundation for future growth. This plan includes strategies for academic excellence, infrastructure development, and community engagement, all of which are aligned with the college's mission to empower rural women through education.

Furthermore, the college's commitment to decentralization is also visible in its code of conduct, which emphasizes academic integrity, respect, responsibility, and professional conduct. This code not only guides the behaviour of all members of the college community but also reinforces the institution's mission of creating a positive and inclusive learning environment. In conclusion, the governance and leadership at Dhupguri Girls' College are firmly in accordance with the institution's vision and mission. This alignment is clearly visible in the implementation of NEP, the college's sustained growth, decentralized governance, and the development and execution of both short-term and long-term institutional plans. These practices collectively contribute to the college's overarching goal of empowering underprivileged women through education and fostering a culture of independent and innovative thinking.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan of Dhupguri Girls' College is a strategic roadmap that guides the college in fulfilling its mission to cater to the educational needs of diverse student groups. Since its inception in 2013, the college has committed itself to fostering academic excellence, research, character development, leadership skills, and sensitivity towards gender equality and environmental conservation. The effective deployment of this plan, along with the efficient functioning of institutional bodies, is evident in various aspects of college operations, from policy implementation to administrative procedures.

Key strategies within the institutional perspective plan are aligned with the college's vision to create an inclusive and dynamic learning environment. These strategies include transparent and merit-based admissions, the integration of ICT in teaching and learning, continuous infrastructure development, and a focus on student-centric education. The college has also prioritized skill development by introducing value-added and vocational courses that enhance employability, while holistic development is supported through opportunities in extracurricular and co-curricular activities. Creativity and leadership are nurtured to prepare students as responsible citizens, and a robust research infrastructure has been established to foster innovation and knowledge creation. The institutional development goals are divided into short-term and long-term objectives. Short-term goals include enhancing laboratory facilities in line with the CBCS curriculum, developing software for online admissions, conducting career counseling and remedial classes, and acquiring essential infrastructure. Long-term goals focus on expanding college infrastructure, improving the playground, constructing a women's hostel, introducing virtual classrooms and digital libraries, and building a college auditorium. The Institutional Quality Assurance Cell (IQAC) plays a crucial role in the planning and execution of these strategic goals. The involvement of all stakeholders in this process ensures that the goals are met effectively and efficiently. The realization of short-term goals is funded through the college's internal resources, while long-term objectives are pursued through budget requests to government and non-government funding bodies, ensuring financial sustainability. The effective deployment of the strategic plan for the academic year 2021-22 highlights the college's commitment to its mission. Significant achievements include the establishment of a student help desk, enhancement of classroom and infrastructure facilities, procurement of a Learning

Management System (LMS), and substantial upgrades to the college's physical infrastructure. These improvements also focused on the psychological well-being of students, accessibility for persons with disabilities (PWD), and the modernization of sports and recreational facilities. The institutional perspective plan is effectively deployed, and the functioning of the institutional bodies is both effective and efficient. This is visible in the policies, administrative setup, appointments, service rules, and procedures that govern the college. These elements collectively ensure that the college operates in alignment with its mission, driving sustained growth and development while fulfilling its commitment to providing quality education.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Dhupguri Girls' College is dedicated to the career development and progression of its teaching and non-teaching staff. The institution provides various opportunities and resources that contribute to their professional growth and academic enrichment. The key features of this support are outlined below:

Key Features of Support for Faculty Development

- **Participation in Professional Courses:**
  - Faculty members are encouraged to attend Refresher Courses, Orientation Programmes, and Short-term Courses as per UGC guidelines. These programs are essential for career advancement and provide significant academic enrichment.
- **Engagement in Seminars and Conferences:**
  - The institution encourages faculty to participate in international, national, and state-level seminars and conferences. Faculty members are supported in attending these events as resource persons or paper presenters, providing them with platforms to share their research and gain insights from peers.
- **Financial Assistance for Academic Events:**
  - The college offers financial assistance to faculty members for attending various academic and administrative conferences and seminars, ensuring that financial constraints do not hinder their professional development.
- **Support for Research Initiatives:**
  - Faculty members are motivated to approach various funding agencies for research grants. The institution provides the necessary support and guidance for faculty to apply for and secure research projects, enhancing their research profile.
- **Ph.D. Pursuit Support:**
  - The college provides No Objection Certificates (NOCs) to faculty members who wish to pursue in-service Ph.D. programs. This support is crucial for faculty members' academic and career advancement, promoting a culture of research and higher learning within the institution.

Key Features of Support for Non-Teaching Staff Development

- **Administrative Training Programs:**
  - Non-teaching staff are encouraged to attend various administrative training programs essential for the smooth conduct of official work. These training programs help non-teaching staff acquire new skills, improve efficiency, and stay updated with the latest administrative practices.

Dhupguri Girls' College ensures that both teaching and non-teaching staff are provided with ample

opportunities for career development and progression. By offering access to essential training programs, conferences, research opportunities, and support for higher education, the college enhances the individual capabilities of its staff. This comprehensive support system strengthens the institution's commitment to academic excellence and administrative efficiency, fostering a motivated and skilled workforce dedicated to the college's mission.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 13.04

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**

2023-24	2022-23	2021-22	2020-21	2019-20
2	3	0	0	4

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

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: 34.67

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**

2023-24	2022-23	2021-22	2020-21	2019-20
7	3	12	4	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	0	2	0	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

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:

Dhupguri Girls' College, established in 2013, has strategically planned its financial path through careful consultation with its Governing Body and Financial Sub-Committee. The institution relies heavily on

internal governance for financial decision-making, with the Purchase Sub-Committee tasked with implementing these decisions. In instances where purchases exceed Rs. one lakh, the E-Tender Committee is responsible for executing the Governing Body's plans, ensuring transparency and accountability in significant financial transactions.

The college's physical infrastructure, initially developed by the North Bengal Development Authority (NBDA), was subsequently transferred to the college's name, providing a foundational base for its operations. Despite being a government-aided institution, Dhupguri Girls' College does not receive direct financial support from the government, aside from salaries for full-time teaching and non-teaching staff. This financial independence necessitates prudent management of funds, particularly those collected from students under various heads, such as Tuition Fee, Development Fee, and Electricity Fee. These funds are meticulously allocated to different developmental projects within the college, prioritized based on annual budgets derived from the previous year's Income and Expenditure Account.

The college has gradually expanded its academic and physical infrastructure by judiciously utilizing student fees. Planned expenditures such as repairing and renovation, purchasing computers and peripherals, library books, and new construction projects are carefully managed. Alongside these, several non-planned expenditures are essential for the college's daily operations, including:

1. Salaries for casual staff
2. Wages
3. Electricity charges
4. Office expenses
5. Travel expenses
6. Organic farming expenses
7. Internet charges
8. Information technology expenses

Given the lack of direct financial assistance from the government, Dhupguri Girls' College has proactively sought alternative funding sources. Over the past five years, the college has introduced various courses to generate additional income while enhancing students' skill sets. These include a Certificate Course on Basic Computer Operations, a Soft Skill and Computer course in collaboration with the NGO ANUDIP, Self-Defense classes (Karate), and workshops on important topics. Although the fees for these courses are nominal, they contribute to the college's revenue stream.

Furthermore, the college has ventured into organic and alternative farming, not only as an Add-On course for students but also as a means to generate income. The produce from these farming activities is sold at a fair price shop within the college, catering to both staff and the local community. This initiative has created a sustainable source of income, categorized under the Head of Account as "Income from Organic Farming."

To ensure financial accountability, the college conducts annual audits. Basu Tarafder & Associates, a reputed Chartered Accountant firm from Jalpaiguri, has been regularly auditing the college's accounts. While the college has consistently performed internal audits since its inception, it has faced challenges in completing statutory audits due to the unavailability of external auditors. However, the college remains committed to maintaining transparency and financial integrity as it continues to grow and develop.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at Dhupguri Girls' College has played a pivotal role in institutionalizing quality assurance strategies and processes, significantly contributing to the college's academic and administrative enhancement over the years. The IQAC's primary function is to develop a system for conscious, consistent, and catalytic improvement in the overall performance of the institution. It has been instrumental in ensuring that the teaching-learning process, structures, and methodologies of operations are regularly reviewed and refined to meet evolving educational standards and societal needs.

One of the notable contributions of the IQAC is its consistent review of the teaching-learning processes. Over the sessions, the IQAC has spearheaded initiatives aimed at enhancing the quality of education provided at the college. For instance, during the 2019-20 session, the formation of various cells, including the Internal Complaints Committee (ICC), the Right to Information (RTI) Cell, and the SC/ST Committee, was facilitated to address specific student needs and grievances. Additionally, a dedicated Career Counselling Cell was proposed to guide students in their career choices, marking a significant step in student support services. The IQAC's focus on maintaining academic integrity and quality is evident in its efforts during the challenging period of the COVID-19 pandemic in the 2020-21 session. It reviewed and improved online teaching methods, emphasizing the importance of e-learning resources and maintaining class records. This proactive approach ensured that the transition to online education was smooth, and the learning outcomes remained unaffected. The cell also facilitated faculty development programs to enhance teaching skills, ensuring that the educators were well-equipped to handle the new challenges posed by online teaching.

Furthermore, the IQAC has been proactive in implementing the New Education Policy (NEP) guidelines, as seen in the 2023-24 session. The conversion of subjects from general to major courses, development of vocational training, and the introduction of add-on courses are key initiatives that align with the NEP's vision. The cell also played a crucial role in the regularization of mentor-mentee programs and parent-teacher meetings, which are vital for student engagement and holistic development.

In addition to academic improvements, the IQAC has also focused on infrastructure and resource development. The procurement of necessary equipment for the Geography lab in 2019-20 and the preparation of additional campus arrangements in 2023-24 due to increased enrollment are examples of how the IQAC addresses the institution's growing needs. The cell also organized capacity-building

workshops and GIS technology workshops in collaboration with external organizations, fostering an environment of continuous learning and development. Overall, the IQAC at Dhupguri Girls' College has consistently reviewed and improved the college's processes and methodologies, ensuring that the institution remains on a trajectory of growth and excellence. By recording incremental improvements in various activities, the IQAC has established a culture of quality that permeates every aspect of the college's functioning, thereby enhancing the overall educational experience for students and faculty alike.

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: B. Any 3 of the above

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

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:

Dhupguri Girls' College is dedicated to fostering a socially responsible and inclusive environment through a range of gender sensitization programs and the celebration of key commemorative days. These initiatives are designed to promote awareness, equality, and community engagement among students, faculty, and the broader community.

Gender Sensitization Programs

1. **International Women's Day Talk (24.03.22):** Organized in collaboration with USEFI and IQAC, this event focused on opportunities available for women in higher studies, aiming to empower female students with valuable educational information.
2. **Mental Health of Women (22.02.23):** A session that addressed mental health challenges faced by women, emphasizing the importance of mental well-being in both personal and academic life.
3. **Gender Neutrality and Education (22.02.24):** This program discussed gender neutrality in education, highlighting the need for inclusive practices within academic environments.
4. **International Women's Day Talk (11.03.24):** Another event celebrating women's achievements and discussing ongoing challenges, reaffirming the college's commitment to gender equality.
5. **NSS AIDS Awareness Programme:** Through the NSS, awareness campaigns were organized focusing on AIDS and its impact on women.
6. **Gender Survey of the Neighbourhood:** Conducted to understand gender dynamics in the local community, providing valuable data for future programs.
7. **Gender Course in English:** As part of the Ethics program, this course explored gender issues through literature and social sciences.
8. **Series of Talks by Women's Cell:** Organized by the Women's Cell, these talks addressed various gender issues, fostering dialogue among students and faculty.
9. **Facilities for Women:** The college ensures a supportive environment for female students by providing a common room and sanitary napkin vending machines.
10. **International Girl Child Day Celebration:** This day is actively celebrated to raise awareness about the rights and education of the girl child.
11. **Legal Awareness Programme:** Initiated by the ICC, this program educated female students on legal rights and women's issues.
12. **Women Cell Programs:** Various departments collaborated with the Women Cell to organize

quizzes, poster presentations, and talks on topics such as women literary figures, freedom fighters, and women's health.

Commemorative Days (2022-23 and 2023-24)

The college observes several important days through activities organized by the Academic Council, Cultural Committee, NSS, and IQAC:

- **Bhasa Diwas:** Celebrated to honor linguistic diversity and cultural heritage.
- **Foundation Day:** Marks the establishment of the college with annual celebrations.
- **Independence Day and Republic Day:** Celebrated with patriotic fervor through cultural programs and student participation.
- **Teachers' Day:** Honors the contributions of teachers to education and society.
- **Swachta Hi Seva:** NSS, in collaboration with NGOs, promotes cleanliness and hygiene in the community.
- **Gandhi Jayanti:** Reflects Gandhian principles through commemorative events.
- **Communal Harmony Week/Students' Week:** Promotes unity and harmony among students.
- **National Youth Day:** Commemorates Swami Vivekananda's birth anniversary, focusing on youth empowerment.
- **World Environment Day (5th June):** Raises awareness about environmental conservation.
- **International Yoga Day and International Women's Day:** Promotes wellness and women's rights, respectively.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: 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](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Dhupguri Girls' College is dedicated to fostering an inclusive environment that embraces students from diverse religious, socio-economic, and cultural backgrounds, many of whom belong to marginalized communities. Over the years, the college has implemented various initiatives to enhance students' understanding and appreciation of their own cultural, regional, and linguistic diversities while raising awareness about their constitutional rights, duties, and responsibilities.

Religious and Cultural Inclusiveness

The college celebrates a variety of cultural and regional festivals each year, reflecting its commitment to religious and cultural inclusiveness. Festivals such as Basanta Utsav, Saraswati Puja, Eid-ul-Fitr, Eid-ul-Adha, Dussehra, and Diwali are celebrated with enthusiasm. Additionally, significant events like Rabindra Jayanti and the birth anniversary of Pandit Iswar Chandra Vidyasagar are observed annually, fostering a deep respect for cultural heritage among students.

Linguistic Inclusiveness

Recognizing the linguistic diversity of its students, the college has adopted a bilingual mode of teaching to help students overcome language barriers. Teachers provide bilingual study materials and offer instruction in both English and the students' native languages when necessary. The college also celebrates International Mother Language Day to emphasize the importance of preserving and honoring mother tongues. This day is marked by cultural programs organized by both students and teachers from various departments. Moreover, the Department of English offers an Add-on course, "English for Communication," which equips students with essential communication skills and creative writing abilities.

Communal and Socio-Economic Inclusiveness

Dhupguri Girls' College is committed to supporting students from economically disadvantaged backgrounds. The institution offers scholarships and freeships to ensure that these students can continue their education and pursue their dreams. To promote social responsibility and communal unity, the college's NSS and various cells organize outreach programs in nearby villages. The college has adopted a village where most of these programs are conducted, including a seven-day NSS camp that involves community engagement, area cleaning, and awareness campaigns. Through these activities, students learn the importance of group living and community interaction, transcending religious, social, and economic differences.

The Women Development Cell plays a crucial role in organizing awareness campaigns on gender issues and conducting surveys to assess the socio-economic empowerment of students and local women. These initiatives help create a supportive and equitable environment for all.

Sensitization to Constitutional Obligations

Dhupguri Girls' College actively works to instill a sense of duty and responsibility towards democracy among its students and staff. Orientation programs introduce new students to their democratic responsibilities, while the Department of Political Science offers a course titled "Democratic Awareness with Legal Literacy," which familiarizes students with India's legal system.

The college commemorates significant national events such as Independence Day, Republic Day, and Netaji's birthday, with cultural programs, parades, and flag-hoisting ceremonies, engaging both students and staff. On National Constitution Day and through the activities of the Electoral Literacy Club, the college emphasizes the importance of understanding constitutional values, principles, rights, and duties, helping all stakeholders become responsible citizens.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Social Service and Outreach - SAMAJIKSANGJAL

1. Title of the Practice:

Social Service and Outreach - SAMAJIKSANGJAL

2. The Context:

Dhupguri Girls College was established with the vision of imparting holistic education to young women, especially those from marginalized communities. The college has always emphasized a learning program that connects the acquired knowledge with community practices. It aims to create a learning environment beyond traditional classrooms through community-based environmental practices and outreach efforts. This approach trains young minds to become agents of social change. Students are provided with value-based training that extends beyond academic knowledge and career goals, emphasizing the importance of giving back to society. Through various outreach programs organized by the College, IQAC, and NSS units, students are encouraged to engage in selfless social service, aligning with the college's motto, "Be and Make," and the NSS motto, "Me and You."

3. Objectives:

The outreach programs aim to address the growing self-centeredness among today's youth, which is often a result of intense competition and individualism. These programs seek to instill a strong sense of social responsibility and empathy in students, steering them towards creating an inclusive society. The college strives to create a holistic space of learning that goes beyond classrooms, involving community-based environmental practices and outreach efforts. In the context of India's journey towards self-reliance (*Atmanirbharta*), the college has proactively adopted strategic methods of social outreach, integrating community engagement with institutional efforts.

4. The Practice:

Located on the periphery of the city, the college is surrounded by underprivileged neighborhoods. Several community-oriented programs are conducted to benefit the local population:

- **Basic Education**: This program targets children between 4 and 12 years old, providing them with books, stationeries, nutritional supplements, and special classes in English and Yoga.
- **Tailoring Classes**: These are offered to women from nearby villages.
- **Charitable Dispensary**: The college runs a dispensary offering free health check-ups by doctors and free medicine distribution during special camps.
- **Health Checks**: Monthly health check-ups are organized in neighboring villages with financial support from North Bengal Medical College.
- **Philanthropic Activities**: The college conducts various welfare activities throughout the year, such as distributing sarees, garments, blankets, umbrellas, shoes, and books to the needy.
- **Awareness Campaigns**: Efforts are made to educate the local community about voting rights, maintaining healthy habitats, and the benefits of a sustainable environment.
- **Online Training**: Women from the neighborhood are offered online training through programs like Mission Bhat-Roti, which focuses on job and placement opportunities.
- **Menstrual Health Awareness**: The college also works on raising awareness about menstrual health among young women in the community.

The college's NSS volunteers play a crucial role in these activities, participating with dedication and zeal.

5. Obstacles Faced:

The college has not faced significant obstacles in implementing these programs. The participation from students has been enthusiastic, and the programs have received positive feedback.

6. Impact of the Practice:

The outreach programs have had a profound impact, as evidenced by the philanthropic activities carried out by the alumni, both through the Alumni Association and individually. The institution is proud to have nurtured a large body of self-reliant, socially responsible women. One notable outcome is the current students' initiative to build a Book Bank for underprivileged juniors, demonstrating the success of the college's efforts in instilling a sense of social duty among its students.

7. Resources:

The primary resources for these programs include donations from stakeholders and well-wishers, as well as support from NSS.

BEST PRACTICE II: Innovative Organic Farming Practices

1. Title:

Innovative Organic Farming Practices at Dhupguri Girls College - Cultivating Sustainability and Education

2. The Context:

Located in the agrarian heartland of West Bengal, Dhupguri Girls College has a strong commitment to integrating sustainable practices into its curriculum and community activities. Recognizing the importance of sustainable agriculture, the college has implemented an organic farming program aimed at promoting eco-friendly farming methods among students and the local community. This initiative aligns with the college's mission to contribute to environmental sustainability while providing practical agricultural education.

3. Objectives:

The organic farming initiative aims to educate students and local farmers about sustainable agriculture practices. The goals include reducing dependency on chemical fertilizers and pesticides, improving soil health, enhancing biodiversity, and providing practical knowledge that can lead to increased employment opportunities in the agricultural sector.

4. The Practice:

The organic farming initiative includes several key practices:

- **Organic Composting**: The college has established composting units to convert kitchen waste and garden clippings into nutrient-rich compost, which is used to fertilize the college's organic farm.
- **Crop Rotation and Diversification**: These practices are implemented to maintain soil health and reduce pest infestations by planting various crops in different seasons.
- **Biological Pest Control**: Natural predators and organic insecticides, such as ladybugs and neem oil, are used instead of chemical pesticides.
- **Water Conservation Techniques**: Drip irrigation and rainwater harvesting are used to conserve water and reduce the impact of drought conditions.
- **Educational Workshops and Training**: Regular workshops and training sessions are conducted for students and local farmers. An ADD-ON course on organic farming was introduced in 2022, covering soil health, composting, and sustainable pest management.

5. Required Resources:

The initiative is supported by various resources, including faculty expertise, student participation, educational materials, infrastructure for composting and water conservation, seeds, plants, and organic pest control supplies.

6. Obstacles Faced:

Challenges included addressing the knowledge gap among students and local farmers regarding organic

farming techniques and managing pests and diseases without chemical pesticides, which required innovative solutions and constant monitoring.

7. Impact of the Practice:

The initiative has had a positive impact on both the college and the local community. It has improved soil health, increased awareness of sustainable agriculture, enhanced biodiversity, and strengthened the bond between the college and the local community, fostering a sense of shared responsibility for environmental stewardship.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness of Dhupguri Girls' College

1. Vision and Mission

Dhupguri Girls' College, established in 2013, is dedicated to empowering underprivileged women in the Dooars region of North Bengal. The college's mission is to create an environment where students can integrate academic knowledge with community engagement, fostering empowerment and holistic development. Inspired by Swami Vivekananda's philosophy, the institution aims to cultivate perfection within each student by merging education with practical experiences.

2. Empowerment Through Education

The college is committed to providing higher education opportunities to women, especially those from remote rural areas. Education is seen as a powerful tool for empowerment, encouraging students to develop independent and bold thinking. The institution emphasizes a holistic learning program where

academic knowledge is integrated with community experiences, promoting self-growth and empowerment.

3. Skill Development and Character Building

The college focuses on developing skills beyond technology, emphasizing empathy, social responsibility, and service. Through various outreach programs, students are trained to provide selfless care and support to the needy, enhancing their competence in real-world applications. Initiatives like cleanliness drives, yoga practices, gender sensitization courses, and environmental awareness programs are integrated into the curriculum, promoting social responsibility.

4. Holistic Development Initiatives

The college provides extensive academic resources, including study materials and audio-visual learning programs, to foster a conducive learning environment. Cultural programs, sports, and community outreach activities are regularly organized to ensure the all-around development of students. Participation in NSS activities and community service programs is highly encouraged, contributing to the holistic development of students.

5. Community Outreach Programs

The college's commitment to environmental conservation and community health is evident in its programs like the Swachhata Avian and Parthenium Removal Program, conducted in collaboration with local organizations. The Health and Harmony Project is another significant community outreach initiative that provides medical support to the needy, collaborates with local health authorities, and fosters a sense of responsibility among students.

6. Empowerment of Women

Dhupguri Girls' College works towards eliminating social evils and empowering women through education and initiatives like BETI BACHAO BETI PADHAO. The college strives to make its students self-dependent, preparing them to contribute significantly to society and the nation. The achievements of students in various fields testify to the college's efforts in transforming them into agents of change.

7. Academic and Administrative Excellence

The college boasts experienced and highly qualified faculty members dedicated to providing quality education and mentoring. Efforts are made to enhance research opportunities, encouraging both faculty and students to engage in research projects. Workshops and training sessions on GIS and remote sensing are conducted to keep students abreast of the latest developments in their field.

8. Infrastructure and Resources

Dhupguri Girls' College is equipped with modern laboratories, a well-stocked library, and other necessary infrastructure to support academic and extracurricular activities. The Department of Geography has launched courses on Geo-Spatial Science, providing hands-on training in GIS software and modern research facilities. Students participate in field visits to study forest cover changes, socio-economic profiles of tribes, and local communities. Additionally, the department has a weather station

provided by the IMD for continuous weather monitoring, enhancing practical learning experiences.

9. English Learning Initiative and Basic Computer Teaching

The college has initiated programs to enhance English language proficiency and basic computer skills among its students. These programs, which are also extended to students from other colleges in the region, aim to improve communication skills essential for academic and professional success. The Basic Computer Operation course provides essential digital literacy, equipping students with the necessary skills for the modern workforce and further academic pursuits. These initiatives aim to bridge the digital divide and enhance employability among the students.

Dhupguri Girls' College stands out for its commitment to empowering women through holistic education, community engagement, and sustainable practices. The institution's focus on developing both academic and life skills ensures that its students emerge as well-rounded individuals ready to contribute positively to society. Through its various initiatives and programs, the college continues to foster a sense of responsibility, empathy, and self-growth among its students, making it a beacon of education and empowerment in the region.

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

5. CONCLUSION

Additional Information :

Dhupguri Girls' College, established in 2013, has made remarkable strides in providing quality education to women in the Dooars region of West Bengal. Despite being a relatively young institution, the college has quickly established itself as a cornerstone of empowerment, particularly for students from economically and socially marginalized communities.

One of the significant achievements of the college is its proactive approach to adopting and implementing the National Education Policy (NEP) 2020. The college has already initiated several steps to align its curriculum and teaching methodologies with the guidelines of NEP, including the introduction of vocational and skill-based courses such as Basic Computer Operation and Spoken English. These courses are designed not only to enhance students' employability but also to equip them with essential life skills.

Another notable feature of Dhupguri Girls' College is its commitment to environmental sustainability. The college has integrated organic farming practices into its curriculum, offering students hands-on experience in sustainable agriculture. The produce from these organic farms is sold through a fair price shop on campus, providing a source of revenue that supports further educational initiatives. Additionally, the campus is equipped with an IMD Automatic Weather Station, which serves both academic research and community needs by providing accurate local weather data.

The college's NSS unit plays a crucial role in fostering a spirit of community service among students. Through various outreach programs, including health camps, environmental awareness drives, and educational support for underprivileged children, the NSS unit actively contributes to the well-being of the local community.

Furthermore, the college is actively engaged in enhancing its infrastructure to better serve its students. Plans are underway to expand the academic offerings by introducing a science stream, and efforts are being made to secure additional funding for upgrading facilities and resources.

Concluding Remarks :

Since its establishment in 2013, Dhupguri Girls' College has made significant strides in empowering women through education in the Dooars region of West Bengal. The college has effectively leveraged its strengths—including a dedicated faculty, a supportive learning environment, and strategic initiatives like the IIARI Nodal Center and the IMD Automatic Weather Station—to offer students a well-rounded educational experience. Despite facing challenges such as limited financial resources, low enrollment, and outdated infrastructure, the college remains resilient and steadfast in its mission.

The proactive adoption of the National Education Policy (NEP) 2020 exemplifies the college's forward-thinking approach and commitment to staying relevant in an ever-evolving educational landscape. By introducing vocational and skill-based courses, Dhupguri Girls' College not only enhances student employability but also equips them to meet the demands of the modern workforce.

Furthermore, the college's commitment to sustainability, demonstrated through initiatives like organic farming, and its strong community engagement via the NSS unit, underscore its holistic approach to education. These

efforts not only enrich the students' learning experience but also contribute positively to the broader community, reinforcing the college's role as a vital institution in the region.

Looking ahead, Dhupguri Girls' College is poised for continued growth and development. By addressing its challenges and capitalizing on opportunities—such as expanding academic programs and strengthening industry collaborations—the college can further enhance its impact and continue providing quality education to underprivileged sections of society.

In conclusion, Dhupguri Girls' College stands as a beacon of hope and empowerment, driven by its mission to educate and uplift women. With strategic planning, ongoing resource mobilization, and unwavering dedication, the college is well-positioned to overcome its challenges and build a brighter future for its students and the community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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.* 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** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
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26	7	0	0	4 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
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16	4	0	0	4	 Remark : DVV has made the changes as per shared reports.
3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :14 Remark : DVV has made the changes as per shared clarification.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
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12.67	5.67	2.89	0.084	5.19 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
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10.17	5.22	1.84	0.084	4.61	 Remark : DVV has made the changes as per shared clarification.

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)*
	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)**
	Answer before DVV Verification:
	<table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>5.18</td><td>5.98</td><td>1.83</td><td>0.66</td><td>1.78</td></tr></table>
	Answer After DVV Verification :
	<table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>2.27</td><td>2.52</td><td>0.85</td><td>0.66</td><td>1.22</td></tr></table>
	Remark : DVV has made the changes as per shared clarification.
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per shared clarification.
6.2.2	*Institution implements e-governance in its operations* 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per shared clarification.
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**

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations