



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVT.COLLEGE DRANG AT NARLA, DISTT. MANDI

GOVT.DEGREE COLLEGE DRANG AT NARLA, VILLAGE JUNDHAR PO
KUNNU TEHSIL PADHAR, DISTT. MANDI HP 175012

175012

www.gcdrang.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vesting in the lap of nature in an environment friendly atmosphere surrounded by pine forest on one side, the snow laden peaks of Dhauladhar on the other. Government Degree College Drang at Narla was notified on 26 June, 2006. Initially the College was run in a shelter accommodation at Padhar. The foundation stone of the present College Building was laid on 2 April, 2007 at village Jundhar and the building was inaugurated and dedicated to the public on 24 April, 2012.

The College campus is spread over 63.07.17 Bighas of land linked with motorable roads from three sides. It is located at a distance of 27 km from Mandi district headquarter, 2.5 km from Kunnu and 3.5 km from Padhar. This College has been included under section 2(f) and 12(B) of UGC act 1956 as per the notification No. F.NO. 8-551/2017 (CPP-I/C) dated 15 December, 2017. The campus houses an Administration Block (A-Block), Arts Block (B-Block) Library, Conference Hall, Common Rooms (boys and girls), Canteen, Ten Lecture Halls, Laboratories, IT lab, a walloping playground, an upcoming Science Block, Multipurpose Hall and Residential Complex. The campus is fully equipped with Wi-Fi facility, under CCTV surveillance. The college offers UG courses in Humanities, Science, and Commerce under CBCS implemented under RUSA (2013-14).

At present there are 07 Associate and 09 Assistant Professors, of which 08 teachers are Ph.D. The staff undertake many research activities and attend National, International Seminars, Conferences, attend Refresher Courses and Orientation Programs. The teachers have a number of publications to their credit. The college has one unit each of NSS and Rangers and Rovers. The students and faculty duly participate in extension activities undertaken by NSS, Red Ribbon Club, Rangers and Rovers, Eco- Club, Red Cross Society. The NSS unit of this college has adopted the local village, Jundhar. The Alumni also has a well established record. The College is a constituent of upcoming Vallabh Cluster University, School of Humanities and School of Languages. Cluster University building will come up soon, the foundation stone of which has been laid by Honourable Chief Minister H.P. Shri Jai Ram Thakur.

Vision

- To develop a potential for excellence.
- To keep pace with the latest technology.
- To develop courses for better employment prospects.
- To empower students to translate dreams into reality and to combine emerging global trends with national spirit through higher education.

From the very first day of its inception this college has witnessed a lot of transformation. To an extent the college has been successful in its aim of bringing more and more students into the stream of higher education by launching a vigorous and sustained motivational campaign and it will undergo many more in the coming years to cater the everchanging and increasing needs of the students and achieve new milestones in the field of quality education.

The various thrusts of the college as presented in the seven criteria –

- Quest for excellence- emphasis on quality education.
- Contributing to national development by forming various groups.
- Fostering global competence among students.
- Promoting the use of technologies.
- Promotion of a transparent and participatory governance.
- To inculcate value system in students.
- Fostering the research.
- Ongoing promotion of new innovative practices to make the institution relevant in the mission as an agent of social transformation.
- To develop more courses for better employment prospects.

Mission

- To provide a platform for free and fearless expression of thought and to provide opportunity to the students for self-realization.
- To make the children of small towns and villages fit for the global society.
- To impart meaningful education relevant to the needs of the world.
- To emerge as a centre of value based academic excellence. To make every student employable.
- To empower students to address the larger issues of life.
- To make education accessible to students of rural and tribal areas.
- Thrust shall also be on the inculcation of leadership qualities so that alumni of this institution are in the forefront of all walks of life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is a proud owner of 63.7 Bigha land and situated in midst of Horticulture garden surrounded by diverse range of fruit, decorative and medicinal trees such as deodar, pine, guava, pomegranate etc. Serene, sylvan and eco-friendly setting of the college, makes it ideal for teaching and learning. The greenery all around, reasonably neat and clean campus along with excellent environment are some of the environmental strengths of the institution. The college is connected by three motorable roads from all sides feeding a number of Panchayats of backward area particularly inhabited by schedule tribes. Health Care Centre, PWD, IPH Division and Petrol Pump lie within the circumference of 1km from the College. The college is also provided with 24hrs. water supply. Regarding infrastructural facilities, the campus houses an Administrative Block (A-Block), Arts Block (B-Block), well furnished Principal Office and Staff Room, Library, well equipped Conference Hall, Common Rooms (boys and girls), Canteen, Lecture Halls, Laboratories, IT lab, Smart Rooms, separate toilets, adequate electricity and drinking water facilities, fully equipped with purifiers and water coolers, a walloping playground, an upcoming Science Block, Multipurpose Hall, and staff quarters. The campus is fully Wi-Fi enabled and under CCTV surveillance. Also, there is ample space for infrastructural development.

There is a judicious mix of experienced and youthful faculty which is highly qualified, competent, dedicated and motivated. The competent & disciplined staff, punctuality on the part of both students & staff and regular teaching are the academic strengths of this college. The staff keeps on upgrading their knowledge by attending seminars, training programs, etc. It has also been observed that students of this college are disciplined, simplistic & less trouble makers. Inherently they are good in folk and rural sports. As the number of students

of this college come from the far flung areas and cover long distance to reach the college therefore they are physically fit. The college has a student centric approach. The college exercises an optimal blend of curricular, co-curricular and extracurricular activities.

Institutional Weakness

There is inadequate teaching faculty & supporting staff (Lab staff, Tabla-Vadak, etc). Further some subjects i. e Sanskrit, Physical Education, Instrumental Music etc. are not functional.

The sports facilities are also not adequate to channelize the sports talent of the students. Also, there is no NCC wing in the college.

There are a number of weaknesses at different levels. In spite of availability of land with the institution, it has not yet been utilized to its maximum. In order to avoid/check the encroachment & infiltration of outsiders, boundary wall and main entrance gate are the urgent requirements of the institution. Funds have been sanctioned by the government for boundary wall and its construction is under progress.

There is no multipurpose hall/auditorium and stage. The students have to face a lot of difficulties as no hostel facilities are available in the college at present. The college requires indoor games facilities and benches for the students around the building. The college has a reasonably good library hall, but needs expansion. It lacks facility and sufficient number of books.

The college has a huge building and playground. Their maintenance is a challenge as there is staff shortage. In case of a medical emergency, no professional help is available in the campus. The staff as well as the student community have to face lots of problems due to lack of regular transportation facilities to reach the college. The college is located in an isolated area with little provision for security. At the administrative level, sufficient funds are not available with the college for smooth functioning and carrying out / executing different types of works.

The indifference on the part of students - with no ambition, lack of motivation, passion and confidence are some of the weaknesses of the students identified at the individual level. The limited mobility of the students of this region has also restricted their exposure and awareness.

Institutional Opportunity

The institution has sufficient land for further expansion. The idyllic setting and pollution free surroundings make the whole atmosphere quite conducive for study and research. Keeping in view the infrastructure, the intake of more students is possible however staff shortage remains a problem. As the student strength is not very high, individual attention can be given to each and every student of the college. The physical attributes of the students can be well utilized in those areas where the physical strength is required. The rich folk culture of the region is inherent in the students. There are ample opportunities for the students to perform in folk music and other folk items in different cultural festivals, and inter-college, intra-college and University youth Festival.

The college has recently become a constituent part of the upcoming Vallabh Cluster University. This has opened new avenues for the growth and development of the college. The college will now have ample funds for development - which was always a sine qua non.

Institutional Challenge

It has been observed that there is great threat of encroachment to the college land. The landslides on the way to College are other threats. The entry of outsiders affiliated to different political organizations affects the academic atmosphere of the college especially during the beginning of new academic session. The location of the college is such that the girl students have to pass through a lonely forest which is not safe from their point of view. The boys from this region seem to be least interested in higher education. The poor transportation facilities may further discourage the prospective students to join this institution. The trend of early marriages and glamour of the urban areas has also been visualized as a problem to aspire for higher education.

With the introduction of Science and Commerce at undergraduate level, there is an increase in the enrollment of students every year. Hence, more infrastructural facilities and number of teachers are required.

Educating students of diverse background, including first generation learners, is a major challenge. Since the establishment of this college, available data clearly reflects the poor performance of the students in English. The weakness in English is also one of the greatest threats which may further create hindrances/hurdles in their performance during the various competitive and other examinations.

Due to the financial constraints of the government - the reduction/non creation of new posts and no fresh recruitment for the functional posts for running the institution - is a great threat. The posts of sweepers have been abolished to encourage outsourcing, but no grants are released for the purpose.

It is difficult to maintain a balance amongst academic, co-curricular and extracurricular activities. There is no regular funding or mechanism developed by the government for various recurring expenses such as student activities (like sports, cultural, curricular and co-curricular), for office maintenance and minor developmental activities, expansion etc. Keeping pace with the global society is also a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Design and Development

Himachal Pradesh University designs the curriculum for college. The college then operationalises the syllabus and courses. At the commencement of the new academic session the Principal communicates the curriculum to teachers. The faculty as facilitator, transmit to students the curriculum, goals and objectives through teaching, interaction and evaluation. The college offers UG programs in 14 Discipline Specific courses in Arts, Science and Commerce under the **Choice Based and Credit System** (CBCS) implemented under RUSA, from the academic session 2013-2014.

Curriculum Planning and Implementation

For the Curriculum Planning and Implementation the Principal makes the committees for every academic year. The committees prepare detailed time table for each subject, so that the prescribed syllabus is completed in the stipulated time. The schedule is strictly followed by each department to adhere to the curriculum. Regular meetings are conducted with the faculty and students to follow up the curriculum.

Academic Flexibility

Interdisciplinary options are provided to the students as per the availability of human and material resources. Under **Career Guidance and Counselling Cell**, the students are provided the directions to choose the best possible courses according to their previous academic records and abilities.

Curriculum Enrichment

Many steps are taken to develop the cognitive abilities of the students. The college has one active unit of **NSS and one unit of Rangers and Rovers**. The aim of these programmes is an overall development of the students and transforming them into responsible citizens by inculcating the values of social and community service. Besides various Clubs and Societies, **Eco Club, Red Ribbon Club, Red Cross** etc. are actively working towards the set objectives of the activities. To meet the exceptional needs of the students, different committees like **Anti –Ragging, Grievances and Redressal committee, IQAC and Women Cell** have been constituted.

Feed Back System

CSCA body (College Student Central Association), **PTA** (Parent Teacher Association) and Alumni are the part of Feed Back System. The propositions are forwarded and progressed to the **Academic Council of the University** through the Principal and teacher associations like **HGCTA** (Himachal Govt. College Teacher Association).

Teaching-learning and Evaluation

Student enrolment and profile

The Principal constitutes the admission committee and the members of the committee selects the students on the basis of eligibility and conditions prescribed by the University. The admission process is transparent and students are enrolled in the college without any discrimination. The committee members also provide guidance and counseling to the students.

Catering to student diversity

With respect to the different geographical areas, socio-economic, cultural and educational background of the learners, the institution maintains the fluidity and efficiency. Various admission committees remain unprejudiced during admissions. The college adheres to the admission rules framed by HPU. In compliance to the State Govt. Policy, the admission rules of HPU are followed to enroll students from the under privileged section of the society such as **SC/ST/OBC**. Special fee concession is provided to **IRDP** and under privileged students.

Teaching learning process

Teaching is learning and the college has dedicated staff to make it effective and interesting. The faculty try to learn new technology to make teaching learning process effective. For this purpose a seminar hall and an IT lab with 10 computers has been created. To give impetus to the teaching and learning process the institute has a well-equipped library where students have an access to text books, reference books, magazines and newspapers.

Teacher Profile and Quality

The constitutional body, State Public Service Commission recruits the faculty. The institute has no role to decide the adequacy of recruitment procedures. However, in order to ensure the “Teacher quality...in terms of their qualification, teacher characteristics, professional development and recognition of teaching abilities,” the faculty is continuously encouraged to participate in various faculty development programs like **Orientation Programs, Refresher Courses, Conference, Seminars, Workshops** and Other State sponsored programs. The teaching staffs of each college of the State are recruited through the process of competitive exam and interview, strictly as per the UGC norms. There are 33 sanctioned posts, one of the Principal, 18 posts of teaching and 14 non-teaching staff. Most of the teaching staff hold Ph.D. / M.Phil. Degrees and many have qualified **NET-JRF and SLET** exams.

Research, Innovations and Extension

Promotion of Research and Facilities

To make students research oriented, the teachers upgrade their awareness, knowledge and skills by participating in various seminars, conferences , **Induction Training Programmes** and workshops organized by **UGC, HRDC , SCERT, HIPA, ICSSR** etc both within the State and outside. Although active research is not the mandate of the college yet, at college level, a few faculty members are actively associated in guiding the MPhil & PhD students of HP and other universities. Some others are pursuing their PhDs. With the upcoming of Cluster University there will be a collaboration of the college and the **Cluster University** to promote research, innovations and extension.

Resource Mobilization for Research

The college does not possess any documented and acknowledged research center, yet in order to develop research aptitude the teachers also organize various seminars, update their knowledge of the subject through educational trips and visits to some other places.

Innovation Ecosystem

Being located at a beautiful and peaceful environment, the college provides an amicable atmosphere to students to share their problems and grievances. Within the respective departments, the faculty conducts various departmental activities, seminars, group discussions, innovation projects and workshops.

Research Publication and Awards

Many teacher are already, actively involved in the research work that include doing PhD, presenting and publishing research papers, and attending various national and international Conference, Seminars and Workshops.

Consultancy

The faculty, besides teaching, remains employed in the multifarious activities. One such activity is the consultancy and teachers provide free consultation to students, staff and sometimes community through PTA meetings. In addition to this, different departments of the college provide consultancy services to the agencies like SSA studies (Elementary Education), income tax calculation, etc

Extension Activities

Along with the academic measures of the education, the social and cultural values are instilled among students with NSS, R&R and various other societies and clubs

Collaboration

At present collaboration with the Cluster University is one of the main agendas of the college. The faculty is encouraged to submit research proposal to UGC or any other funding agencies for financial support.

Infrastructure and Learning Resources

Physical Facilities

The college has a well-furnished Principal's Office, Administrative Office, Staff Room and a Conference Room. The whole campus is covered under CCTV. Campus development committee is dynamic and remains active throughout the year. The entire campus is Wi-Fi enabled. Separate rooms have been identified for NSS, IQAC and Sports. The college has well equipped central library and proper seating arrangement. The library provides books, journals, magazines, newspapers, latest circulars related to jobs, admissions and other learning resources. A computer lab with latest facilities, four science labs and one geography lab are functional. The college has sufficient infrastructure. The College campus is spread over 63.07.17 Bighas of land linked with motor able roads from three sides. It is located at a distance of 27 km from Mandi district headquarter, 2.5 km from Kunnu and 3.5 km from Padhar. There is a big playground just behind the college building and the campus is affluent with many fruit trees. Within the 1 Km of distance are located IPH Department, PHC, PWD and petrol pump. Separate rooms are identified for NSS and Rovers and Rangers. Campus Development and Beautification Committees are constituted to supervise, repair and maintain the campus and provide infrastructure facilities

Library as a learning Source.

The college has a spacious and well established library with 3100 books, four govt. magazines and seating arrangement of 25 students that can be increased as per the requirement..

IT Infrastructure

The government introduced the e-governance facility and the college has been using e- governance for the convenience of staff and students. It is used for disbursing salary, scholarship, to maintain employees record through PMIS, PFMS and official communication through e-mail with a view to make administration apparent and well-organized.

Maintenance of Campus Infrastructure.

The responsibility of maintaining the campus infrastructure vests upon the students, staff and society. However the Principal constitutes the committee so that the campus infrastructure can be maintained properly. Any problem related to infrastructure is reviewed and considered by the committee in order to fulfill the requirements.

Student Support and Progression

Student Support

A detailed prospectus is published and provided to the students, which is about admission process, fee structure, the subjects offered, rules and regulations of the college and university. The admission committee is constituted at the beginning of each academic session to guide the students and solve the admission related problems. The Principal and the college Staff also remain available for the students with learning difficulties. Special guidance and attention is provided to such students. In order to assist students in making the bus pass, a Bus Pass Committee is created. The student **Redressal Cell, Anti- Ragging Committee, Career Guidance and Counselling Cell. Girls Common Room and Boys Common Room** are provided. **Sanitary Napkin Vending Machine and Dispenser** are installed in order to support the health and hygiene of girl students of the college. Depending upon the academic merits and category, various scholarships are provided to the students. Various awareness programmes are also organized for students like **Drug Addiction Programme, AIDS** awareness programme and **Induction Programme, gender sensitization program, cleanliness drive etc.**

Student Progression

To broaden the vision one needs to visit new places. Keeping this in mind educational trips are organized to provide exposure to the students in their respective fields. Some dignitaries are also invited to address the students in order to motivate and inspire them.

Student Participation and Activities

The college has a big playground where many students practice for inter-college, intra-college and other sports competitions. In addition to this the college has a College Students Central Association elected amongst the meritorious students. The CSCA associates in many activities of the college and address many student related issues

Alumni Engagement.

The college has a lineage of many renowned individuals who once had been the part of this college. The college feels honoured to produce a large number of alumni who have excelled as administrators, academicians, defence personnel, sports persons, contractors, research scholars and innovative horticulturists.

Governance, Leadership and Management

Institutional vision and Leadership

It has been realized that the education is the most important and integral component for the development of human resources. With this vision and mission, the institution inculcates healthy values amongst its students which consequently travel in the society. The college is honestly prepared to take new challenges. It endeavors to ensure quality education with equal opportunity to all the sections of society. The efforts are in the direction to achieve manifold objectives of impartiality, eminence and brilliance. Learners are always welcomed to learn with the aim to create the citizens to serve the nation, and perform their roles in life. The college is a government run institution and the Principal is head of the institution. The College Advisory Committee and conveners of different committees apprise the Principal on various important issues from time to time. This provides efficient governance and maintains a congenial environment in the institution.

Strategy Development and Deployment

The college is a government run institution and the role of management is to devise and employ plans constituted by the government. To provide maximum support to these adopted policies the Principal establishes Advisory Committee and depute conveners for different committees. This leads to an efficient governance and maintains a congenial environment in the institution.

Faculty Empowerment Strategies

Faculty empowerment is the result of team work which is ensured with the constitution of various committees of the college. The individuals in the committees work together as a team in order to frame policies and guidelines to be executed in the college. This helps to improve the professional competence among staff. Besides staff is encouraged to be the part of various career enhancement programmes organized by UGC and other agencies.

Financial Management and Resource Mobilisation

The State Government UGC, PTA and students' fee are the source of funds. The bursar of the college plays an important role to draw and disburse various funds. All the process remains transparent.

IQAC(Internal Quality Assurance Cell)

IQAC plans and monitors the academic, curricular and other activities and keeps a critical eye over the functioning of the College.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities

Various measures are taken to instill institutional values and social responsibilities among students. The NSS, Rangers & Rover and Eco Club of the college maintains the required green cover in the campus for carbon neutrality. The campus is under CCTV surveillance. In order to sensitize the students and staff about 'Environment,' lot many initiatives have been taken by the college to maintain and sustain the eco-friendly aura of the campus. It is ensured that the campus is polythene free and eco-friendly to comply with the state government's commitment and policies. With the help of PWD department the much needed project of fencing has been started to protect the property of college from being encroached.

Best Practices

Teaching & learning, academics & administration together makes an institute. Negligence in any part of the institution makes the development lopsided. To maintain a balance and to make a progression, a number of innovations have been introduced during the last few years which created a positive impact on the functioning of the college. In 2014 the college introduced the science subjects like Physics, Chemistry, Botany and Zoology. A Conference hall was established with the seating capacity of 50 people. Recently the smart class rooms was established for the betterment of students. E-administrative measures are introduced for disbursement of different payments like salary, scholarships, stipends etc. and use of e-mail, social media, text messaging for staff intimations and notices and award uploading etc. The association with the Cluster University is helping and will help in the academic, administrative and organizational aspects of institutional functioning.

Institutional Distinctiveness

Institution is distinctive in many ways in relation to being extra conscious about girls safety, setting the precedent of discipline which includes the implementation of STAYBACK, its beautiful location, infrastructure and collaboration with the Cluster University, the School of Social Science. The ambience of the college appeals to the staff, students and visitors.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT.COLLEGE DRANG AT NARLA,DISTT. MANDI
Address	Govt.Degree College Drang at Narla, Village Jundhar PO Kunnu Tehsil Padhar, Distt. Mandi HP 175012
City	Mandi
State	Himachal pradesh
Pin	175012
Website	www.gcdrang.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arvind Sehgal	01908-260645	9418097804	91-1908260645	gcdrangnarla@gmail.com
Associate Professor	Vivek Kapoor	1908-260645	8219325877	-	apmeharchand@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	26-06-2006
--------------------------------------	------------

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Himachal pradesh	Himachal Pradesh University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-12-2017	View Document
12B of UGC	15-12-2017	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
--	----

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	Govt.Degree College Drang at Narla, Village Jundhar PO Kunnu Tehsil Padhar, Distt. Mandi HP 175012	Rural	25.26	3255

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, Humanities	36	Plus Two	English + Hindi	540	293
UG	BSc, Sciences	36	Plus Two	English + Hindi	360	149
UG	BCom, Commerce	36	Plus Two	English + Hindi	180	31

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				18			
Recruited	0	0	0	0	0	0	0	0	12	5	0	17
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	6	3	0	9
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	3	0	0	3
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	0	0	2	1	0	8
M.Phil.	0	0	0	0	1	0	5	2	0	8
PG	0	0	0	0	0	0	0	1	0	1

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	182	0	0	0	182
	Female	291	0	0	0	291
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	3	31	29	42	
	Female	16	23	29	25	
	Others	0	0	0	0	
ST	Male	4	9	15	19	
	Female	16	15	20	26	
	Others	0	0	0	0	
OBC	Male	14	39	38	61	
	Female	34	42	40	57	
	Others	0	0	0	0	
General	Male	39	123	156	171	
	Female	115	184	205	225	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		241	466	532	626	

3. Extended Profile

3.1 Program

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

Response: 51

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	3	1

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
473	626	532	466	241

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
174	230	171	143	87

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
144	174	71	74	51

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

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

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	17	16	19

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 11

Number of computers

Response: 18

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

2017-18	2016-17	2015-16	2014-15	2013-14
13.55	1.62	12.45	19.7	1.77

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The Himachal Pradesh University designs the curriculum for colleges. The college does not plan and prepare the program, courses and core curriculum. The college then adheres to the syllabus and courses within the outline of the curriculum. At the commencement of the new academic session the Principal communicates the curriculum to teachers. The faculty is a facilitator that transmits to students the curriculum, goals and objectives through teaching, interaction and evaluation. In response to the Minutes of the Sub-Committee for preparing Roadmap to implement **RUSA** (Rashtriya Uchattar Shiksha Abhiyan) that was held on 8 July 2013 in HPU, the college offers UG programs in 14 Discipline Specific courses in Arts, Science and Commerce. Under RUSA, the **Choice Based Credit System** (CBCS) was implemented, from the academic session 2013-2014, although the courses B Sc and B Com were introduced in the year 2014-2015 with Reference to the letter No. EDN-H (8) A (1)- 69/89-2009(New Subjects) received from Directorate of Higher Education, Himachal Pradesh.

Since the curriculum is designed by the University with a planned and documented process, the college ensures effective curriculum delivery. For the Curriculum Planning and Implementation the Principal makes the committees for every academic year. The committees prepare detailed time tables for each subject, so that the prescribed syllabus is completed in the stipulated time. The schedule is strictly followed by each department to adhere to the curriculum and regular meetings are held with the faculty and students to follow up the curriculum. The college is offering three undergraduate programmes and thirteen disciplines. The students can pass their bachelors programmes by earning **106 credits**, Honours **120 credits**. In CBCS the student can study the subject of their choice.

Outlines of Choice Based Credit System:

1. **Core Course:** 4 discipline specific papers each for regular courses and 2 papers each for English and Hindi/MIL in B.A./B.Com program.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses

i. Discipline Specific Elective (DSE) Course (2 each for B.A./B.Com. regular courses):

ii. Dissertation/Project: An elective course designed to acquire special/advanced knowledge,

iii. Generic Elective (GE) Course (each for B.A./B.Com. regular courses): An elective course chosen from an unrelated discipline/subject,

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses are of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC).

4. Practical/Tutorials (One each with every core and discipline/generic specific elective paper).

Interdisciplinary options are provided to the students as per the availability of human and material resources. Under **Career Guidance and Counselling Cell**, the students are provided the directions to choose the best possible courses according to their previous academic record and abilities.

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

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

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

File Description**Document**

Details of the certificate/Diploma programs

[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 41.1

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	2	1

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

Response: 9.8

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

Response: 5

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 3

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 0

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

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

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The College has a proactive Staff Council and a Student Council that assists in creating awareness regarding social issues. The College has established several cells and committees headed by different teachers who organize activities related to diverse but socially relevant issues. It is mandatory for a student to be a part of atleast two societies to ensure their contribution and involvement. The students assist in addressing issues of Gender, Climate Change, and Human Rights etc. Some of the other activities and programmes organised by the College are:

- Awareness Campaigns, Gender Discrimination, Sexual Harassment, Female Foeticide, Cyber-Crime, are organised to sensitize the students.
- Observing / celebrating important days like World AIDS Day, Gandhi Jayanti, Environment Day, World Earth Day, International Women's Day, International Science Day, etc., to name a few.
- Environment Education is offered as a compulsory core subject in the curriculum in the Choice Based Credit System.
- Students are sensitized on issues like Climate Change, Global Warming, Water Pollution, Green Audit, Ecology and Environmental Degradation and Sustainable Development through seminars and presentations.
- Talks are organised on Human Rights.
- The College has an Anti-Ragging Committee, Anti-Harassment Cell and a Student Grievance Redressal Cell to address grievances.
- Environment Cells spread awareness on problems of environmental degradation, landslides, cloud bursts, flash floods, earthquake and other natural disasters.
- NSS of the College is active in organising and creating awareness through its programmes on issues of Social / National Responsibility. It organises Tree Plantation Drives every year and Lectures on Climate Change. Students are provided fair access to Information Technology tools through the well equipped IT Labs.
- Departments use Spoken Tutorials, Clickers, Virtual Labs, Smart Classrooms and e-resources to enhance the learning outcomes of students. The NSS, Rovers and Rangers wings of the college sensitize students and spread awareness by organizing camps, rallies etc. on issues such as female foeticide, prevention of child labour, blood donation, tree plantation and Swachh Bharat Abhiyan etc. Various Societies and Clubs like Eco Club, Women Redressal cum Counseling Cell, Red Ribbon Club make students aware of significant issues of environment and greening activities, gender equality and physical and mental health etc.

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

Response: 0

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

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

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

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 47.76

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
473	626	532	466	241

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1080	1080	1080	1080	540

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
174	230	171	143	87

File Description**Document**

Institutional data in prescribed format

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**Response:**

The college belongs to socially and economically backward area. Most of the students come from Govt. schools and have poor academic background. College has to follow the rules and guidelines of the affiliating university and department of higher education. The college has no special parameters to assess the needs of poor as well as advanced learners. The students are free to choose the courses of their own choice. In the Choice Based Credit System proper guidance is provided to the new students about the selection of their subjects i.e. Discipline Specific Courses, Compulsory Courses, Skill Enhancement Courses etc.

The profile of the students admitted in the college is prepared on the basis of information given by the students in their respective admission forms. The needs of the students are detected by the teachers in the class room teaching through personal contact with the students. Teachers could be able to get the feedback from the students through various methods like class tests, discussion, assignments, mid-term tests etc. On the basis of their performance, slow and advanced learners are identified and they are supported and cooperated by the teachers with best possible means. Poor learners are provided extra classes and they have been given additional supporting study materials through library. Various facilities are given to the poor students as per HPU and department of higher education guideline like scholarships, age relaxation to SC/ST, single girl child and also tuition fee waiver for girls. Reservation roster as per affiliating university rules is strictly followed so that students hailing from socially-economically poor background to get the opportunity to access the higher education. Advanced learners are also identified from their performance in the classes and they are given extra attention like extra assignments, group discussion, elocution, creative writing, and communication skills seminars and to make them able to fight the tough competition, viz civil services, banking, judicial services, teaching, corporate etc. Moreover, college has also constituted a career counselling cell to guide and mentor the students from career point of view. Motivational lectures have been conducted to encourage all the students. The students are given friendly environment so that slow and advanced learners both can study amiably.

2.2.2 Student - Full time teacher ratio**Response:** 29.56**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0**2.2.3.1 Number of differently abled students on rolls**

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

Student centric method of teaching is the most popular pedagogy adopted by the teachers of the college. The traditional lecture method of teaching is replaced by student's participation in the class room activities. The adoption of Choice Based Credit system (CBCS) under RUSA is a major step towards making the curriculum student oriented, in which Continuous comprehensive Assessment (CCA) has been adopted to assess the all-round development of the student. They are given open choice to choose their own courses, subject to the availability of faculty and infrastructure. The college offers a number of support system to its teachers for making teaching learning methods easy and interesting like PPT, discussion, quiz, poster making, slogan writing, declamation contests, debate, poetic recitation, rangoli and Mehndi making etc. The college campus is fully Wi-Fi enabled so that teachers and the students will be able to access on line learning methods. Collaborative learning is also provided to the students through their participation in extra co-curricular activities like NSS, Rovers and Rangers, Eco club, Red Ribbon club and cultural and sports activities. The college magazine "*Himri Ganga*" is published annually, which provides a good platform to cherish the inherent capabilities of the students and develop writing skills. Besides teaching educational trips, field's visits for commerce, zoology, botany students are also provided to the students for their overall personality development. Induction meeting, various days celebration like Hindi Diwas, World AIDS day, NSS Day, Constitution day, World Yoga day, Sadbhawanadiwas Swachhata Diwas, Kargil Vijay Diwas are conducted in the college. In addition to this gender sensitization, drug abuse, cybercrime, environment protection, legal literacy, Van Mahotsava etc., lectures concerning these issues are conducted in the college to sensitize the students about various burning issues of India and the world as well.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**Response:** 0

2.3.2.1 Number of teachers using ICT	
File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues
Response: 0
2.3.3.1 Number of mentors
2.3.4 Innovation and creativity in teaching-learning
Response:
<p>For the creativity and innovation in the teaching learning process college has established a seminar room and IT lab with internet facility in the college. Students are benefiting through the use of ICT lab and seminar room. Through PPT, teachers prepare students for seminars, workshops, debate and discussion through the use of audio-visual aid in the learning process. In the curriculum of CBCS system assignments are the integral part to complete all the courses of the degree. Teachers give conceptual clarity through the use of PPT and demonstration. Students are encouraged to consult e- journals, magazines, newspapers etc. for additional knowledge. In this way college places due emphasis for developing positive, creative and analytical understanding among students. Students are also encouraged to participate in extra-co-curricular activities, sports and youth festivals for collaborative learning and inclusive growth.</p>

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 84.75	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years				
Response: 31.72				
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
7	5	4	4	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 14

2.4.3.1 Total experience of full-time teachers

Response: 224

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Department of higher education has initiated several measures to improve the continuous internal quality evaluation system after 2013 i.e. Introduction of Choice Based Credit System (CBCS) for graduation. Students have to cumulate at least 120 credits (132 maximum) within six semesters. The end semester examination and continuous comprehensive assessment (CCA) consists 70-30 % weightage. Distribution of marks for each course in each semester is as follows:

CCA Pattern till May 2018

Minor Test (marks)	Assignment/seminar/quiz/presentation	Attendance	Total
15	10	05	30

From the session 2018-19 department of higher education has moved towards annual system into CBCS under RUSA.

The CIS Pattern is as follows since June 2018

Minor Test (marks)	Assignment/seminar/quiz/presentation	Attendance	Class Test	Total
10	10	05	05	30

In spite of above mentioned curriculum adopted by the HPU Shimla college has also adopted CIE through extra class tests, NSS, Rover and rangers, CSCA, club and societies etc. Class tests and unit tests are also conducted to evaluate the students' performance. Each student has to attend at least 75% lectures. Attendance formula is adopted as per university guidelines.

75% but less than 80% =01 mark

80% but less than 85%=02 marks

85% but less than 90%=03 marks

90% but less than 95%=04 marks

Above 95% =05 marks

However, exemption in the attendance can be given to those students who have participated in sports, youth festival, NSS, or by producing medical certificate. The whole process of internal assessment and

examination matters are also taken up with the RUSA cell of the college. Every concerned teacher evaluates the answer scripts of the minor tests and which further are given to the students in the class room so that they can check and see the marks obtained by them. College maintains the same answer scripts for next six months so that if students have any doubt about marks obtained in the minor tests the college can settle at their own level.

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

Response:

Internal assessment mechanism at college level is framed in a very transparent manner to resolve the problems of the students regarding their overall assessment throughout the year. The assessment as described in indicator 2.5.1, a complete transparency in internal assessment of the student is followed. The assessment record of each and every student is maintained by the teachers for coming six months. The record of assignments / mid-term tests are also maintained in the attendance register. Internal exams are conducted in a very professional way and the secrecy of question papers are maintained by controller of house examination of the college. Proper schedule of mid-term exams are framed and displayed on the notice board to the students in the same pattern of final exams as conducted by the university. In spite of above mentioned pattern, the personal behavioural aspect of the student are also taken into consideration for assessment.

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

Response:

College has established a separate RUSA /Examination control room with internet facility. In the same way the college has constituted RUSA/ examination committee to address the examination related grievances of the student. All the entries related to internal assessment of the students are being made on-line and subsequently verified by the Principal well in time, so that the results of the students should declare well in time. Any discrepancies related to the results are being taken up before the RUSA committee, so that the results could be settle down in a time bound manner.

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

Response:

As per the guideline of the department of higher education and Himachal Pradesh University the college has printed out the academic calendar in the college prospectus. In the information brochure cum prospectus each and every activity of the college is printed and simultaneously displayed on the notice board and college website as well. College adheres to every academic activities as per the calendar i.e. admission, induction meeting, time table, mid-term tests, co-curricular activities, sports, annual function NSS, club and societies functions etc.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Program specific outcomes and course outcomes are decided by the university which designs the course structure of the curriculum. The teachers are provided copies of the course designs in respect of the subjects they are teaching, which is further communicated and provided to the students. The course design and the specific outcome for all courses are also available on the university website. Teachers and students are provided easy access to it in the IT lab of the college. Teaching is planned in such a way so as to bring out desired outcomes as stated in the syllabus. Students are motivated towards course outcomes throughout the course of the program by the concerned teacher as well as the college administration.

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

Response:

The college has a clear cut approach to the learning outcomes assessment to determine the outcomes its activities according to the course design by the university. A variety of evaluation parameters are adopted to assess the students learning abilities and outcomes through mid-term tests, end semester exams, class tests, assignments, seminars, presentation etc. The teachers also adopt the formal as well as informal methods of evaluation of their students through class room teaching and other affiliated activities of the college. The result of learning outcome is further used to evaluate the effectiveness of academic programs and students support services. The suggestion for improvement in the curriculum are submitted and communicated to the University for further innovation and necessary changes in the curriculum.

2.6.3 Average pass percentage of Students

Response: 41.61

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

Response: 57

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

Response: 137

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.51

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

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

File Description

Document

List of project and grant details

[View Document](#)

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

Response: 0

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

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

Response: 64

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

College has no recognized Incubation centers associated with business start ups. But it appreciates and plays an encouraging role in promoting an ecosystem for innovation among the faculty members. This spirit of innovation encompasses various outreach programs for creation and transfer of knowledge.

The institute has Research Committee for monitoring research activities under the chairmanship of Dr. Arvind Sehgal, the Principal of the College.

Research Committee encourages faculty members to submit research proposals to various funding agencies. It guides and motivates faculty to publish/present their research work in reputed journals /various national and international conferences. Seminars, conferences and workshops are organized and faculty members are urged for participating in FDP/ QIP. Research Committee monitor, facilitate and upgrade the facilities required for Research work. The institute has well equipped laboratories, Computer lab and Library to cater to the needs of researchers.

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

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

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

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

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

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.07

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

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

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Our N.S.S. units, Rovers and Rangers and Eco Club concentrate on societal needs and attend to the needs of society by carrying out programs such as AIDS Awareness camp, Swachata Abhiyan, Cultural events, etc. The various committees constituted in the college have representatives of students. All committees/associations are also involved in extension activities, consisting of staff as well as students representatives. These committees do their planning for extension activities at the beginning of the academic year. Teachers students and members of various associations take active part in all the activities.

Students of College get exposed to the social and economic problems of less privileged section of the society in the neighborhood community through the extension activities conducted by the college. This leads to their holistic development.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**Response:** 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

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

File Description**Document**

Number of awards for extension activities in last 5 years

[View Document](#)**3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years****Response:** 26

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	8	4	4	3

File Description**Document**

Number of extension and outreach programs conducted with industry, community etc for the last five years

[View Document](#)**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years****Response:** 23.7

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
100	80	100	90	112

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

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

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

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

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The college was established in the year 2006, with strength of 97 students. During the past 12 years the number of students has increased manifold and has crossed more than 523 per year in 2018. Many courses were added with the combinations provided by the university. To cater to the ever increasing student strength the college has always taken proactive steps to provide various facilities to develop the infrastructure in the campus in terms of classrooms, laboratories and for sports, extra and co-curricular activities.

To fulfill the changing demand of modern academic era and to promote the effective teaching learning process college has always given emphasis on the creation and up gradation of infrastructures.

Classroom:- There are all together **09** classrooms in different departments of the college.

Technology Enabled Learning spaces:- All the departments are provided with internet facility for academic purpose of teachers and students.

Smart Classroom:- The college has developed **One** common smart class room in Arts, Science and commerce with audio-visual and internet facilities.

Conference/Seminar hall:- The College has a separate Central Conference/ Seminar Hall. This hall houses audio-visual facilities which cater for audience of about **60** people.

Meeting Room:- The Conference/Seminar hall is used for large meetings. The meeting rooms annexed to Principal's chamber is also used for regular meetings.

Cultural Activities:-The college believes in all-round development of its students. It constantly encourages them to take part in extra-curricular activities to spark their interests and cultivate leadership qualities as well as team spirit. Every year the college conducts cultural programs to make this happen.

Through Student Clubs talents in Music, Dance, (solo and group), ramp walk, Quizzing, Oration, Essay Writing, etc. students are identified and sent for inter collegiate competitions and competitions organized by other organizations.

Laboratory:- The science and geography departments are equipped with well-furnished laboratories. There are **5** (Five) rooms in the college which are used as laboratories. The laboratories are equipped with basic facilities required for the purpose of practical classes.

Botanical Garden:- Government Degree College Drang at Narla has a small but beautiful Botanical Garden in front of the Administration block. In addition to this the Institution has a wide variety of trees which are properly tagged to make the students aware about the classification of all the variety. It is

pertinent to mention here that earlier the institutional land was under the possession of Horticulture Department, so with their efforts a number of fruit trees were grown all around the campus along with some other trees, which fulfill the other needs of the Botanical Garden.

Animal House:- There is no separate Animal House. However, important zoological specimens are kept in the laboratories of Zoology Department as well as in the Zoology Museum

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

Response:

Sports: The institute does not have a sanctioned post for sports teacher. One of our faculty member has been given additional charge of sports. The College has now a single sports ground of its own of a size of **100 mts X 45 mts**. Although this span is not very large – still it is exceedingly important in this hilly area where space limitation is a truth. This field nurtures outdoor games like badminton, volley ball, basket-ball etc.

The Annual Sports Day of the college is however held in the Ground. There are places for indoor games for boys and girls in their respective common rooms.

Gymnasium: Yet to develop.

Auditorium: Yet to develop.

Rover and Ranger: The College has one Rover and Ranger units which are engaged in organizing most of the extension activities of the college such as different awareness programmes, cleaning programmes, different types of medical camps, visits etc. Around **32** students are now enrolled in Rover and Ranger. There are one separate Rover and Ranger Room in the college campus.

NSS: The College has a very strong **NSS** unit of its own. Total number of students enrolled in **NSS** is about **50**. **NSS** Volunteers are involved a numbers of activities, including Swachh Bharat campaigns, social awareness campaigns, etc. Under the Swachh Bharat campaigns the college has taken **Jundher** village in collaboration with Eco Club. There is one separate **NSS** Room in the college campus.

Yoga: The College has a Yoga Committee which has been successful in conducting yoga fests in the campus. The College also commemorates the International Yoga Day on 21st June every year for which all the teachers and students compulsorily attend the College Yoga session at 8:30 a:m in the College Yard

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

Response: 27.27

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 18.38

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
10	0	0	3.57	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

Library automation is the need of the hour and prerequisite to improve the system of Library management from manual to automated procedure. It saves the human power and time and helps the Librarian and other staff members in the area of acquisition, cataloguing and circulation of books. Govt. Degree College Drang at Narla is a newly established college. It has certain limitations and constraints in terms of human resource, material resource and finance, which creates hindrance to the projects like Automation of Library using integrating Library Management System (ILMS). Even the matter has been taken up with the higher authorities to release some grants for the purchase of software for automation, it will take some time to materialise. The College has two options in software i.e. SOUL and KOHA of which probably SOUL software will be the first choice. With this the Library will become user friendly and staff and students are benefitted. In this direction it is pertinent to mention here that Asst. Librarian Mr.Chander Singh has already attended six days seminar of Library automation and SOUL at GCTE Dharamshalaw.e.f. 27/02/2018 to 04/03/2018 and earlier as well he had attended six days seminar at GCTE Dharamshala on Library automation, new challenges in the modern library classification etc. However, he joined on 31st March, 2018, there was no regular Librarian in the college and hence the automation is delayed. As and

when the matter has been taken up with the Higher Authorities they have positively responded to the Plan. In addition library classification has already been started and DDC Nos. are given to the books and the college has all the sets DDC maintained with the help of online web OPAC- Punjab University Chandigarh, followed indirectly, to get the numbers available as HPU online assistance in not available. As per the suggestions of Assistant Librarian, soon the automation software SOUL will be purchased for cataloguing, easy access and collection of books that will reduce the entire efforts to maintain the library system. Furthermore the Asstt. Librarian may go to attend other seminars on Library automation to upgrade the knowledge and information.

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

Response:

Sr. No	Name of Book	Author	Publisher	year	copies
1	Oxford advanced Learners Dictionary	Hornby, A S	oxford Uni. Press	2005	01
2	Oxford English Hindi Dictionary	Kumar Suresh, Ed,	oxford Uni. Press	2008	01
3	Oxford Advance Learners Dictionary of current English	Wehmeir, Sally	oxford Uni. Press	2009	01
4	Oxford advanced Learners Dictionary	Hornby, A S	oxford Uni. Press	2005	01
5	Hindi- English Dictionary	Kamil, Dr. Fa	Catholic Press Ranchi	2008	01
6	Learner's Hindi- English	Babari, Dr.Hardev	Raj pal & sons	2008	01
7	Raj pal Hindi Sabdkosh	Babari, Dr.Hardev	Raj pal & sons	2008	01
8	Dictionary of Idioms	Thompson, Walter	Y. R Goyal Pub.	2004	01
9	Oxford dictionary of Economics	Black, john	Oxford uni, Press	2013	01
10	Blackie's Dictionary of Economics	Blacky	S. Chand & son	-----	01
11	Roget's Thesaurus	Lewis Norman	Goyal Saab	2006	01
12	Dictionary of Geography	Arora Ashok	Sahni Pub.	2014	01
13	Rajbhashakosh	Sengar	rajbhashagyankosh	2006	01
14	BhartiyasambidhanVishwkosh	Kashyap, subash	vision books	2011	01
15	Dictionary of biology	Uoadyay, Dr. Rashmi	Janvani Pub	2004	01
16	VanspatiShabdkosh	Jain, Sudhanshu Kumar	scientific pub	----	1
17	samanaygyan-vigyankosh	Kumar, Shravan	parmeshwariPrakashan	---	02
18	catalogue For higher academic books	S. Chand	S. Chand	2013	01
19	Bagrangsachitrgyan-vigyankosh	Shri sharan	India book company	2006	01
20	Samajikvigyan Hindi vishwkosh	shashi, Dr.Shyamsingh			4vol
21	Samajikvigyan Hindi vishwkosh	shashi, Dr.Shyamsingh	kitabgharPr	2011	4vol
22	Computer kosh	Gangwar, Dr.Rajeshwar	kitabghar Pr.	2011	01
23	Regional geography of India	Jonson, Douglas	PHI Learning	2012	01

24	Sh. Pearson General Knowledge Manual		Pearson	2011	01	
25	SachitarVigyanavmprodyogiki vishwkosh	Mishr, vinod Kumar	kitabgharPr	2009	3vol	
26	Chronicle year book	Ojha, N. N.	Chronicle Pub	2009	01	
27	santmulakgranthabali	Bakshi, baldeb	parmeshwari	2012	01	
28	Pryavachivilomshavdkosh	ChatakDr.Govind	taxshila	2001	01	
29	Handbook of environment	Sharma, Vinod. K	Book well	---	01	
30	Nibandhsagar	Dr. Bharti	Sahani Pub.	2013	01	
31	My Experiments with truth An autobiography of mahatma Gandhi	Lotus Press		1927/2009	01	
32	An autobiography Jawaharlal Nehru	Penguin Books		2004	01	
33	Himachal Pradesh Wonder land ekgyankosh	Blokhra, jagmohan	HG Pub	2015	01	
34	The golden book of India	Sir Poper	Akaar books	2005	01	
35	India 2013	Gaveshna	Inf. & Broad. Deptt	2013	01	
36	Himachal Pradesh The paradise of India	Sharma, Dr.Promod	Ravitanaya Pub	2015	01	
37	Himachal Pradesh A Himalayan Dreamland	Attri, rajender	Sarla Pub.	----	01	
38	The wonderland of Himachal Pradesh	Blokhra ,Jag Mohan	H G Pub	2013	01	

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 0.76

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	3.80	0

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 7.16

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

Response: 35

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has adequate IT facilities for strengthening the teaching and learning process. Therefore our campus is upgraded with all the necessary IT facilities.

The computer lab is equipped with **17** computers with required software and antivirus. The computer lab is powered by UPS to ensure uninterrupted usage of computers.

Scanners, printers, Xerox facility is available and faculty members can use this facility for official purpose.

The college campus is WI-FI enabled. Faculty members can access Wi-Fi anywhere in the campus to gain additional information, carry out research activities, and download information related to the curriculum and also to enhance their knowledge about their subject.

The college campus is under CCTV surveillance to ensure transparency as well as safety to all its members.

The college has two broad band connection-BSNL with greater than 50 Plus Mbps speed and JIO with 50 Mbps speed.

Students are encouraged to use IT infrastructure in the best possible way to their learning.

Internet Connection:

(a) College Office, Staff room and Principal's office was connected to BSNL broadband facility from 2014-2015 which is still functional.

(b) For overall internet connectivity for students and faculty members, the installation of high-power broadband and Wi-Fi connections from Jio- reliance enterprise has been initiated. It is to be noted that Jio-reliance private company had a Memorandum of Understanding (MOU) with the Government of India and Government of Himachal Pradesh to install internet facility to Government institutions (College, Universities). Our institution was chosen as one of the institutions for installation of internet facilities (Broadband and Wi-Fi). Year of installation is 2017

4.3.2 Student - Computer ratio

Response: 26.28

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 35-50 MBPS

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility, LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 24.41

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	10.46	7.49	0

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The college authority always emphasizes the proper and optimal utilization of all the available infrastructures for better teaching-learning facility. The proper utilization of the infrastructures provided to the departments is also monitored by the respective teachers of the departments. Following are some of the important parameters by which these are ensured.

Academic: Policies are framed and deployed right from the admission till the students leave the college. The admission policies adhere to the norms prescribed by the Himachal Pradesh University Shimla with regards to the selection. The students need to fill in the application form at the college. The student is counseled with regard to the subject of his/her choice. Applications are scrutinized and admissions are done after scrutiny by strictly adhering to the university norms.

Infrastructure: The student as well as the teaching community is free to use all the facilities available within the campus. The college authority always emphasizes the proper and optimal utilization of all the available infrastructures for better teaching-learning facility. The proper utilization of the infrastructure provided to the departments is also monitored by the respective teachers. The sports facilities are availed by the students with a written request submitted to the Sports In-charge at the beginning of the academic

session. These facilities are utilized by the students only with the permission during their free periods or after the college hours.

The library follows certain protocols in the usage of books. The entry register is kept for both staff and student at the entrance of the library. Anybody who enters the library must sign in the library register and to use the facilities in the library. At the beginning of the first year, each student is issued one library card after collecting the details. New books are issued to the students only after the previously borrowed books are returned in good condition. At the end of every semester, all the students must return the books to the library. Likewise the teachers are allowed to take any number of books after entering in the teachers register. Who so ever leave, the institution be it a student or faculty, must get a no due certificate from the librarian.

Laboratories of different departments are properly used for practical classes of under-graduate.

The college has Maintenance Committee that oversees the maintenance of buildings, classrooms and laboratories.

The Maintenance committee is headed by the Office Superintendent who in turn monitors the work of the Supervisor at the next level. The Supervisor is accountable to the Office Superintendent and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor - wise responsibilities, timings, leave etc.

The non-teaching staff is also trained in maintenance of science and computer equipment.

Adequate staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 9.67

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
34	61	55	44	28

File Description

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

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

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

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 2.16

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	23	11	6	3

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

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

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

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

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 6.93

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	13	6	3	5

File Description	Document
Details of student placement during the last five years	View Document

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

Response: 7.64

5.2.2.1 Number of outgoing students progressing to higher education

Response: 11

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 17.78

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	13	6	3	5

File Description**Document**

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

[View Document](#)

5.3 Student Participation and Activities

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

Response: 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

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

File Description**Document**

Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years

[View Document](#)

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

Response:

A students association is an organization operated by students of a College or Institution.

Student's organization gives the opportunity to broaden the horizon, learning new skills and promotes personal development of the students

The aims & objectives of the student association are

1. To advance the education and social development of its members and of the college as a whole.
2. To represent the interests and rights of its members and act as channel of communication in dealing with the college and other bodies.
3. To promote and protect the welfare of its members.
4. To provide quality extra-curricular activities of an educational, social, cultural and recreational nature to the campus community
5. To address issues of diversity and maintain an atmosphere, where all individuals and groups feel comfortable and empowered.
6. To organize a number of campus –wide events
7. To support and encourage students to explore their multiple identities.

Active Student council of Govt. Degree College Drang at Narla

At Govt. Degree College Drang at Narla, every year election are conducted under the aegis of Himachal Pradesh University and a student council is elected which is known as CSCA (College Student Central Association). The function of CSCA is to render the useful contribution in running the college and establish harmonious atmosphere inside the college

Direct elections to CSCA were banned in 2014 following violent clashes.

Indirect elections are held for the following posts

1. President
2. Vice President
3. General Secretary
4. Joint Secretary
5. Class representative

The first topper of all the classes is nominated as president of the council

The second topper of all the classes is placed as vice-president

The third and & fourth toppers are nominated as secretary and joint- secretary respectively

Other toppers remain nominated members of the association. The CSCA elections in H.P.U and colleges

have given rise to a large number of politicians and most of the leaders are occupying high positions in the government and political parties

2013-2014 CSCA Elections (Direct)

Nominations ---- 13th August, 2013.

Elections & Announcement of results- 17th August, 2013

Oath Taking ceremony --- 13th September 2013

2014-15 CSCA Elections (Indirect)

Nominations & Elections- 19th Sept. 2014 and Elections

Oath Taking - 13th Nov., 2014

2015-16 (Indirect)

Nominations & Elections- from 24-31st August 2015.

Oath Taking- 21st Sept., 2015

2016-17

Oath Taking Ceremony - 15th Sept., 2016.

2017-18

Oath Taking ceremony 13th Sept., 2017.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**Response:** 7.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	7	10	3	5

File Description**Document**

Number of sports and cultural activities / competitions organised per year

[View Document](#)**5.4 Alumni Engagement****5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years****Response:**

‘Old students Association’ of Govt. College Drang at Narla was established in the Year 2018 with a motive to strengthen the ties between students, to guide the students, to participate in various developmental activities and to serve the community. It is an independent and self-funded, non- profit organization designed to serve the needs & represent the interest of students. The main objective of the association are.

- 1.To maintain the updated and current information of the alumni.
- 2.To guide and motivate the students who are about to complete their courses of study at the college.
- 3.To develop a sense of belongingness to the Alma mater by being in regular contact with them.
- 4.To promote a spirit of volunteering and co-operation amongst college alumni in sporting the developmental activities.
- 5.To contribute financially towards the college funds to serve the institution and community as a whole.

During the past two years i.e. from the year 2015-2017, the ‘old student Association’ has well accomplished its objectives informally. Every year, the association organizes two meetings: summer and winter, to discuss its plans and work accordingly. Presently there is an executive committee having members, headed by a secretary. The OSA takes part in activities of college functions and guides the administration from time to time for the betterment of the institution.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 4

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision:

- The vision of the institution is to do overall development of students and inculcate moral values in the students for the growth and development of the world and the humanity at large. The institution aims to develop the faculty for learning which can draw out the best from the students in terms of mind, body and spirit.

Mission:

- To produce an intellectual and skilled human resource which can contribute towards the progress of Nation.
- To groom the personalities of students so that they are able to face contemporary challenges
- To develop leadership qualities among students
- To sensitize learners towards inclusion and equity, human rights, environmental awareness and gender equality
- To motivate students about their societal responsibilities

The vision and mission of college is towards attaining excellent standards in higher education so as to meet contemporary challenges. The institution provides an environment of learning, developing rational and scientific temper and progressive attitude. Academic, co-curricular and extra-curricular programmes are encouraged. The teaching learning involves inculcating moral and ethical values to groom students as responsible citizens.

The overall management of the college is vested with the state Government. At the institution level, the Principal is responsible for the day to day administration of the college. The bursar keeps an account of and check on the receipts and the expenditure incurred out of college / student fund on regular basis.

The college administration is committed to ensure the effective and efficient management of the institution as far as the teaching-learning process is concerned. The classes are taken regularly as per Time-Table and steps are taken to adhere to the college calendar. Students who are weak in studies are identified by the teachers through class-room interaction, class tests and mid-term examinations and then the required counseling and reinforcement is given to such students in consultation with all the faculty members of the concerned department. Counseling is also given to the students at the time of admission to choose subjects as most of the students in this college come from rural background.

The Principal interacts with parents, students, staff, external members from local bodies, officers of this area and alumni and communicates them the plans and policies of the College. They support the Principal in taking decisions and resolving various issues. The college tries its best in excelling in every curricular, co-curricular and extra-curricular activity.

The curricular and co-curricular programmes of the college are effectively carried out by college committees constituted for specific purpose. In the beginning of every academic year, a general staff meeting is convened by the Principal, who assigns duties to different committees. The reforms are being incorporated after taking feedback from the staff members. Students are also included in various bodies like Women Cell, Sexual Harassment Cell and CSCA. This ensures their role and participation in the smooth functioning of college. CSCA is actively involved in various programmes of college and acts as a bridge between Principal and students. It puts forward students' issues to the management and also suggests on various occasions.

6.1.2 The institution practices decentralization and participative management

Response:

For smooth functioning of any institution decentralization is essential. The college has various sub units which function independently. These are monitored by the IQAC and helped by the Advisory Committee. The Advisory Committee meets at regular intervals with the Principal and these units. It gives suggestions on various aspects to the Principal. The suggestions of the Management are communicated to the teaching and non-teaching staff through the Principal. The Principal assigns specific duties to various academic and administrative bodies of the College on the basis of suggestions of the Advisory Committee. Every member of the administrative staff is given charge of specific sections. The Superintendent supervises and coordinates the functioning of the accounts section, establishment section, purchases, examinations, student affairs and is accountable to the Head of the Institution. Committees comprising teachers from different departments coordinate and conduct various activities and events in the college. The conveners/coordinators of curricular, co-curricular and extracurricular activities are responsible for all activities of their subunits and report directly to the Principal of the College. This system of decentralization and accountability develops a bonding among various staff members and gives a positive environment.

The college promotes a culture of participative management, in which faculty members, staff and students at all levels are encouraged to contribute their ideas and viewpoints on institutional objectives, goals, and other decisions that may directly affect them. We have a College Advisory Committee constituted of senior teachers. The Committee plays an important role in the execution of top Management policies and in the infrastructural development of the institution. The Committee meets the teaching and non-teaching staff of the College occasionally and they are encouraged to contribute their ideas and viewpoints on institutional objectives, goals, and other decisions. The IQAC and Advisory Committee regularly meet and discuss issues pertaining to the effective management of academic as well as administrative matters and reviews the working of the Committees. At the next level, departments and the various committees are asked to submit detailed annual action plans compatible with the strategic plan. These are then consolidated by IQAC according to importance, relevance and feasibility. The Principal approves the plan. Teachers are usually offered consultative status in making decisions related to Curriculum, teaching-learning and assessment processes. The non-teaching staff takes care of the smooth running of the administrative system, in collaboration with the teaching staff is part of all decision making bodies. The CSCA gives leadership to

all the activities at the bottom level, under the guidance of CSCA Advisory Committee. Tutorial and mentoring system ensures the personal development and participation of each and every student in the campus. PTA is the important body which support and facilitate the activities round the year, through participation and feedback.

The College understands the importance of a strong relationship among the Faculty members, staff, students, and the stakeholders. The innovative ideas, opinions and suggestions from the faculty members, staff and students are appreciated and incorporated in the decision making process.

6.2 Strategy Development and Deployment

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

Response:

The college has a clearly stated policy “to excel at imparting curricular, co-curricular and extra-curricular education and training to students and to have continual improvement so as to achieve societal and national goals”. Our continuous effort is towards quality teaching, personality development and academic excellence. Academic merit is given priority in admissions even though reservation is maintained as per roaster system. Continuous appraisal of the performance of the students, teachers and administrative staff is done regularly. The policy is reviewed through the feedback of all stakeholders.

The Institution has a perspective plan for development. The institution works with a focus on the continuous improvement of the physical and academic ambience and infrastructure of the College both qualitatively and quantitatively. The following are the key plans of the institution for the next five years:

- Elevate the Institution to a centre of excellence
- Help the teaching staff in their career advancement
- Establishment of a Computational Lab
- Enter into collaborative agreements with reputed Higher Educational centers, Institutions/Industrial houses for furthering research, consultancy and extension activities
- Construction of Girls Hostel
- Provision for digital library
- Construction of Science Block
- Construction of boundary wall
- Consruction of ramps for Divyangs
- Levelling and marking of playground

- Construction of Multipurpose Hall
- Provision of Transportation Facility
- To strengthen the Career Counselling activities

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Principal of the college may prioritize any of the above mentioned elements so that the educational administration management efficiency could be accelerated. As per discussion and resolutions adopted by different recommending bodies, the Principal recommends and forwards the matter for approval of any claims to Higher Education Directorate and Department. If the proposal is approved, the work is executed with the help of all concerned under the able guidance of the principal. As a Government College this institution is administered directly by the Higher Education Department, and the Education Directorate, Government of Himachal Pradesh. They regulate year-wise budget allocation under the plan and Non-plan heads for the colleges as well as enjoy full authority in all appointments, confirmation, career advancement and transfer of Principal, Teachers and Non-teaching staff. Even they decide on the principals and teachers participation in any Educational programme and foreign tour. As the head of the institution the Principal provides leadership in creating a working environment and implements the government policies. He is the key element in developing the organizational structure, formulating and implementing the strategy of development through the college development committees, and the university. In all these tasks, the Teachers Council and the Heads of departments assist and advise.

The internal organization structure consists of the Principal, teaching and non teaching staff. Each institution has separate Managing Committees to manage the affairs of the respective institution. Since the college is affiliated to Himachal Pradesh University the guidelines and directions are issued by the University. The Advisory Committee gives the Principal suggestions in various matters of administration of the College. The Committee meets at least ten times a year and implements the plans, policies and strategies. The Principal provides overall leadership and direction to the institution and presides over its academic and administrative departments. He is the key representative of the College to the entire academic community and to external agencies and fosters the public image of the institution as a centre of higher learning maintaining a close relationship with the affiliating University and the Directorate of Higher Education. He is the academic, administrative and financial head of the institution and who reports directly to the Directorate of Higher Education and University. The Principal is assisted by the Advisory Committee in his day-to-day decision making which ensures that the formulated plans are executed and the goals of the institution are achieved. Various campus activities are carried out and monitored by the committees constituted for specific purposes and are in turn supervised by IQAC. IQAC, the Institutional agency for quality assurance and enhancement, in operation since 2017 on the campus, takes care of the quality sustenance tasks of all aspects of the functioning of the College. The Superintendent is the ministerial head of the administrative wing and reports directly to the Principal. The CSCA nominated as per University guidelines functions effectively on the campus and ensures the participation of the whole student community in the campus activities.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

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

Response:

The college has a number of sub –committees to assist in its smooth function. Amongst them some are major committees which are mandatory and a pillar to the growth and development of the college. All of the committees are effective and functioning fully. Details of the committees are given in additional information .

All minutes of every staff meeting are recorded in the concerned register. Action is taken as discussed in the meeting, as chaired by the principal. All the important issues are resolved by the staff members with suitable time bound action plan under the chairmanship of Principal. In the follow up meetings the duly resolved issues are discussed and action plan is made for the future course of action.

6.3 Faculty Empowerment Strategies

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

Response:

As the college is a Government institution the head of the institution has no financial independence to implement welfare measures for teaching and no-teaching staff. However, government schemes for the welfare of teaching and non-teaching staff have been timely brought to the notice of the concerned for the proper utilization. Teachers are motivated to participate in UGC sponsored orientation programs and refresher courses. They are also supported to participate in state in -service training programs.

Many teachers have been able to complete Refresher course, Orientation Programme etc., and the college authority has always been supportive of such needs of the teachers. The faculty members of the college are also engaged in various activities of academic leadership. They are encouraged to perform their duties as the BOS members of the Himachal Pradesh University, as Head Examiner, Examiner, Paper setter, etc.

As per the welfare measures are concerned the permanent employees of the college are bona fide Government servants. As a result they are entitled to the General Provident Fund (GPF), PF and group Insurance Schemes (GIS) .The GPF, PF and GIS are compulsory for all and employees are availing it.

The non-teaching staff are given computer training and hands-on interactive session with software such as E-Salary, Examination Software etc. for preparation of salary bill, keeping accounts, student' data and various other function of the office.

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

Response: 0

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

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

File Description

Document

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

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

File Description**Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years****Response:** 16.48

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	3	1	3

File Description**Document**

Details of teachers attending professional development programs during the last five years

[View Document](#)**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff****Response:**

For performance appraisal the college follows the system prescribed by the department of Higher Education Govt. of Himachal Pradesh. A proforma is provided to each staff members to be duly filled in with self –appraisal. Other activities like number of classes taken, performance as a teacher, taking

responsibility, official conduct, integrity and some other points are also highlighted in the proforma and the Principal gives his remarks on it. On the basis of self –appraisal and Principal’s assessment, the performance appraisal report of an individual staff member is prepared. The Principal gives his remark in grades like satisfactory, good, outstanding, excellent etc. Before giving any adverse remark the concerned member is given ample scope to rectify his/ her conduct.

These self-appraisal reports are forwarded by the Principal to the Higher Education Department, Government of Himachal Pradesh. All activities of a teacher are reflected in a consolidated manner in the form of Annual Confidential Report (ACR), which is prepared by consulting the Self- appraisal reports. These self -appraisal reports serves as a necessary document for the career Advancement of the faculty. The teachers are encouraged by the UGC career Advancement Scheme endorsed by the Government.

There is scope of career Advancement Schemes for non –Teaching staff as well. They are evaluated by the Principal and Head of concerned department. The non-teaching staffs undergo a Performance appraisal system where the Principal submit Annual Confidential Report (ACR) to the higher authority. At the time, confirmation of service of every teaching and non –teaching staff, a special confidential report from the Principal is also required.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has a mechanism for internal and external audit. The internal audit is carried by the college bursar and a Registered Charter accountant. External audit is carried out by an auditor deputed by the state govt. This is an annual process and done during the end of the year. NSS funds are audited annually by a chartered accountant. Accounts are audited regularly; there is no major audit objection.

Annual accounts up to the financial year ended on 31st March 2018 got audited by external auditors. The audit was done for the period from 1st April 2008 to 31st March 2013.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

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

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Being a Govt. college, it is guided by the financial rules of the Govt. of Himachal Pradesh. A number of committees consisting of teaching and / or non-teaching staff are constituted every year to ensure purchase of equipment, books and furniture. The effective and efficient use of available financial resources of the college is ensured through a proper system. First of all for any purchase/ repair to be made a proper demand in writing is made by the concerned department/ committee with the full details of requirement of the apparatus, equipment, maintenance, infrastructure etc. to the Principal. The Principal scrutinizes the application and directs the department / official concerned/ committee to inspect and present its report in writing and then direct them to invite quotation of reputed concerns as per the rules. A meeting of purchase committee is held on the receipt of the quotation/ tender, which give its recommendation to the Principal after completing all codal formalities. All the official formalities are completed and done viz. preparation of voucher/ stock entry/ and issue of cheques to the concerned parties/ suppliers and the record maintain.

The financial resources of the College are managed in a very effective and efficient manner. The following accounts are maintained:

- Receipts and payment accounts
- Income and expenditure account
- Balance sheets
- Students' fund

The various funds are maintained by the college: They are Building Fund, University Fund, Sports Fund, Ranger Rover Fund, Geography and Music Fund, Computer Internet Fund, Library Fund, Furniture Repair Fund, Book Replace Fund, Campus Development Fund, Health Fund, Amalgamated Fund, Science Fund and House Examination Fund. Apart from this Government Contingencies, Sanctioned Budget by the Government, Grants, PTA Fund etc. are also used for effective and efficient management.

Each and every transaction is supported by vouchers. All vouchers are to be signed by the Principal. All the collections are deposited in the State Co-operative Bank and State Bank of India on the same day. All the receipts and vouchers are checked by the Bursar periodically. The yearly accounts are audited by the Accountant General and local auditor. The main source of funding is the Government budget, grants and the fee collected from the students. Recently the college has started receiving RUSA grants also. Some amount was also received from local MLA for encouraging cultural activities.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Institution has established an Internal Quality Assurance Cell (IQAC). IQAC was constituted in the year 2017. At present the IQAC has the following

members:

1. Dr. Sanjay Shegal
2. Dr. Ravinder Kumar
3. Dr. Dayak Ram Thakur
4. Dr. Vivek Kapoor
5. Mr. Raj Kumar
6. Mr. Mehar Chand
7. Dr. Jitender Sharma
8. Mr. Ram Singh Patyal
9. Dr. Kamal Kant

The Cell is planning and monitoring the internal quality pertaining to academic, curricular and co-curricular activities for the welfare of the students. The IQAC conceives plans, executes growth oriented programmes and keeps a critical eye over the functioning of all the components of the College to frame or reframe strategies for quality improvement. The Institutional policy with regard to quality assurance is enumerated as below:

- Imparting quality and responsible education and orientation for all round development of the students by implementing University approved curriculum.
- Continual up-gradation of facilities and human resources with a commitment to strive for improvements in all aspects of quality management.
- Providing additional inputs and career guidance to the students which enhance their employability.
- Encouraging faculty to participate in workshops, seminars, conferences, and invited talks.
- Developing strategies for further improvements in sports, academic and cultural activities.

b) How many decisions of the IQAC have been approved by the management/authorities for

implementation and how many of them were actually implemented?

The administration usually approves all the decisions of the IQAC. It is involved in the decision making process. The following decisions were taken by the QAC and approved by the administration for implementation.

- Purchase of books
- Purchase of Lab equipments
- To build up sports infrastructure
- To construct new hostel block for girls
- To install a new Computer Lab
- Purchase of computers
- Making the campus Wi-Fi enabled
- Purchase of Photostat and Printing Machine
- LCD Projector for power point presentation
- Action plan regarding establishment of more smart class rooms

c) Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes. These members helped the institute in making proposals and procuring sanctions regarding addition in infrastructure through local representatives.

d) How do students and alumni contribute to the effective functioning of the IQAC?

The students and alumni are constantly supporting and suggesting valuable inputs to improve quality in terms of academics, infrastructure etc. They make suggestions regarding improvement in teaching-learning process, examination system, day-to-day facilities like library services, leisure or canteen services etc. They are also informed about the decisions taken or policies made by IQAC for their welfare through notices, announcements etc.

e) How does the IQAC communicate and engage staff from different constituents of the institution?

All strategies of IQAC are formulated in consultation with other faculty members. The staff members and students are involved at the time of execution of the plans. The IQAC maintains constant communication with the staff of the institution through its chairman i.e. Principal by way of internal memo/notices/meetings etc.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The institution has a clearly defined, set mechanism to continuously monitor the learning outcome. The annual academic audit helps to have a periodic review of the academic, co-curricular and extracurricular activities of each sub units of the institution. Continuous review of the teaching learning process is undertaken in the following manner:

Admission Committee: Assesses the performance of the students seeking admission in the Institution from their qualifying examinations and guides them for admissions in different programmes offered in the Institution and its utilities.

The Time Table Committee: It frames the over-all timetable for every semester.

Continuous Comprehensive Assessment: The Institution conducts internal exams during each semester for the students through which the teaching process of the students is assessed periodically. As part of continuous evaluation, student attendance is compulsorily taken for every lecture. Based on the participation in the class and the marks scored in the tutorials and assignments, the student level is judged by the staff member and appropriate internal evaluation marks are allotted to the students. Counseling is given to weak students. Subject teachers maintain record of each student and keep track of his /her performance. Parents of slow learners and those with shortage of attendance are called to meet their respective faculty members if required. Students who lag in University exams are given additional help and guidance.

Examination Committee: Examination Committee organizes and oversees all the examination process, such as seating arrangement, arranging staff for invigilation duties, handle all examination related materials such as question papers, answer sheets, etc. The above mechanism has improved results in the University Examination.

The Institution communicates its quality assurance policies, mechanism and outcomes to the various internal stakeholders like parents, students and staff through notices, circulars, meetings, etc. Specifically, the institution communicates its quality assurance policies to the parents during orientation programmes, admission interviews, parent-teachers meetings and to the staff during staff meetings and other informal interactions. PTA meeting is another forum to communicate to the parents about the quality policies

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The college since the inception has always tried to give best to its students and worked hard to upgrade itself and give new and modern facilities of teaching and learning. The college is equipped with one smart classroom which enables the student to learn and have interest in the topic discussed. the college has a free Wi-Fi service which helps the students as well as the teachers to be in touch with new improvements and news at national and international level. The college has four science laboratories. These science laboratories possess new modified equipment and instrument to help the students in learning efficiently . The department of geography in the college also boasts of impressive collection of maps and field instruments. The college has tried to upgrade and modernize the system to suit the effective teaching learning process. For instance the library of the college, having an impressive collection of books has

started the process of digitization. The construction of boundary wall is under progress. The boundary land will be converted into gardens in order to give an aesthetic feel to the learning process as well as the beautification of the college campus.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 0

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

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

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The classrooms of this College are well equipped with fixed benches and Green Boards and are well-lighted and so do not require artificial lighting during day time. The CCTV camera are installed. Students are instructed to switch off the lights and fans when not required. A team of Faculty members and students' representatives is made which every day check whether fans are switched off in unoccupied classrooms.

The college has a computer labs which makes the students computer savy. They are instructed to shut down the systems and printers properly when not in use. The college has a Career Counseling and Guidance cum Placement Cell and this cell guide the students about different career fields from time to time and display the various job opportunities and different Higher education courses advertisements on the notice board.

There are separate common rooms for Girls and Boys equipped with furniture where Girls and Boys take rest as our College is rural College and some buses comes early in the morning before the start of the College.

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 10200

File Description**Document**

Details of power requirement of the Institution met by renewable energy sources

[View Document](#)**7.1.4 Percentage of annual lighting power requirements met through LED bulbs****Response:** 0

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 4000

File Description**Document**

Details of lighting power requirements met through LED bulbs

[View Document](#)**7.1.5 Waste Management steps including:**

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

Response:

Waste Management steps include:

- **Solid waste management** : The college does not produce any hazardous waste that is unsuitable for disposal in the I & PH sewerage system, and there is a soak-pit for effluents from the Chemistry labs. The camps are organised from time to time to collect and dispose of the various type of solid waste by digging a hole and dumping it in that hole. **Liquid waste management:** Proper drainage system • **E-waste management:** proper E-waste management, so that environment remain ecofriendly.

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

Rain water harvesting structures and utilization in the campus:

The college building has Rain Harvesting System. The rain water is collected in a 30,000 litres of tank and the water thus collected is used to water plants and playground in the college. Hence ,the campus is made green and ecofriendly. The water is also used in the toilets and other cleaning purposes within the campus in the emergency situations. College celebrates Van-Mahotsav in which staff and students plant trees and inspire the students to plant more and more trees in their surroundings to increase ground water level.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Practices • Students, staff using a) Bicycles : They are used by small groups of people due to hilly area b) Public Transport :A large number of Students and staff members are using public transport and some of the teachers come to College by pooling the vehicles. c) Pedestrian friendly roads: The roads are in good condition, properly metttled. • Plastic-free campus: Our state is a plastic free state as plastic is banned by the Govt. of Himachal Pradesh and there is no polythene bags in the state and so our campus is plastic free campus. • Paperless office : We are following RUSA and so most of the work is paperless e. g students registration as well as exam forms are filled online and the results of students are also conveyed online. • Green landscaping with trees and plants: Our institution is full of lush green pine plants and trees thereby making it beautiful.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

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

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: E. None of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

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

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

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

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

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

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: No

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: No

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 0

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

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

File Description

Document

List of activities conducted for promotion of universal values

[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities: As per the guidelines of HP Govt. and central Govt. , the institution celebrates Independence day, Republic day, Himachal day and also celebrates Teacher day, Science day, Hindi Divas and NSS Day. On these occasions, a platform is provided to the students to put forth their views and ideas and various other resource Persons from the different walks of life are invited to make students aware about the importance of these festivals and great Indian personalities. They are motivated to serve the motherland with selfless spirit. On these days, the Principal and teachers of different faculties express their views and further encourage the students to contribute for the welfare of the nation.

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

Response:

The admission process of the different courses is completely transparent as College widely publicizes the information regarding these courses along with the eligibility criteria, number of seats, date and procedure of admission through different news papers, the college website and social media. The College prospectus gives detailed information regarding various courses being offered, fee structure, eligibility conditions, facilities provided and rules and regulations for students. The structure of different courses is duly explained to the students by help desks of various student organizations and teachers Committees. The admission committee consisting of groups of teachers, headed by a senior teacher, counsels the students about different subject combinations and options they may choose. Merit lists of selected applicants, together with a waiting list, are displayed on notice boards on specific dates and times notified in advance as per University/Govt. guidelines. The Reservation Roster of the Himachal Pradesh University is applied in toto for admission to various courses. The students are given equal opportunity irrespective of religion, caste or gender.

As ours is Govt. College so the audit of expenditure is done by the Govt. Auditors on yearly basis and as such there is no major Audit is pending against our College. The various expenditure are done in transparent manner by forming a committee of faculty members and non teaching staff for every expenditure which is further checked and verified by Bursar who is member among staff. On the recommendation of the committee and the bursar bills are further submitted to Principal to make the payments.

7.2 Best Practices

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

Response:

PRESENTATION OF THE BEST PRACTICES

1. Title of the Practice Precedent of Discipline

Objectives of the Practice

The institution works on the objectives of maintaining discipline by preventing misconduct, minimizing disruption and facilitating learning. The precedent of discipline in the institution is set by making rules and regulations to comply with and cultivating the relation between disciplinary practices and student behavioural outcome. To improve student engagement in learning and other co-curricular activities is ensured with maintaining discipline in the institution. Even some monetary fine, minimal penalty and other punishments are used as a tool to mend, correct and train the young minds. Controlled behavior is the aim of this practice which is the product of such training. It helps to better prepare the students for society because society requires disciplined individuals.

The Context

There were many challenging issues that needed to be addressed in designing and implementing the practice of discipline:

1. Incomplete boundary wall
2. Eve teasing of girls on the way to college

The first and foremost challenging issue that required special attention was boundary wall. The incomplete boundary wall causes intrusion of outsiders, risk to the safety of college property and students, students run away from the campus and access to stray animals. The biggest challenge was that the people of local communities were not in the favour to construct boundary wall, with their personal gains vested in encroaching the institutional property and using the campus for transportation means. However the boundary wall construction is under progress with the effort of the principal and the staff.

The second challenging issue was eve teasing of girls outside the premise of college campus as a number of outsiders and antisocial elements keep on roaming around the vicinity. To maintain the discipline in and around the college and to check the loitering of outsider for the safety of girls, the institution sought the assistance of DSP, Padhar sub division, who in response increased the patrolling of the police.

Both the issues had relative effect on maintaining the discipline in and around the college campus. Some other challenging issues are the lack of parents involvement and the support of community that need to be sought after, because a well-disciplined institution is one which has the support of parents and communities they serve.

The Practice

Desirable behaviour and emphasis on positive changes in student's environment has been the purpose of this practice. The uniqueness of this practice lies in the fact that unlike many institutions, the college adheres to the disciplinary practices. Some of these practices are STAYBACK, restriction on the use of cell phone in the campus and restricted entry of outsiders to the campus.

India through higher education recommends institutions to use positive discipline practice. Following the norms, this institution adheres to the codes of correct obedience and to a large extent the institution is setting an example by practicing the standard of STAYBACK. Under this practice, every teaching staff ought to stay back in the college once in a week, devoting an additional hour after the usual working hours to ensure the availability of human resource and to counter any unexpected incident of misconduct or indiscipline. At least one male and one female teacher is assigned to stay back every day. This practice has stopped the unnecessary loitering of students in and outside the classroom and also the outsiders around the college campus. The teachers ensure the timely exit of the students, especially girl students to their respective places so they may not face any trouble during the odd hours.

Secondly students are not allowed to use cell phones, as the use has been banned in the campus, except in the girls' common room and boys' common room. If any student is caught using the cell phone in restricted area, his/her phone is confiscated and taken into the possession of the college and sometimes charged with the monetary fine also.

PROBLEMS ENCOUNTERED

1. Inadequate support of parent and communities become the problem in speedy action and implement the discipline action against antisocial element that is in favour of institution. Lack of human resource remains the problem encountered to maintain discipline in and outside of the campus, be it the inadequacy of staff and the police force. Police department depute some police men to patrol in and around the college campus

but that is not possible on daily basis as, the police also need to be deployed to other places.

3. The punishment given to student to mould learners behaviour (either monitory, compassion and other punitive measures) does not ensure the change in behaviours and dowering the chances of misconduct in future. Not even rewarding the good conduct, maintaining compassionate relationship with students guarantee the desirable behaviours some instances of misbehaviours and misconducts are always there although a few.

EVIDENCE

1. The govt. Orders and circulars are released time to time in order to maintain discipline in the institution, bur the institution has initiated the practice of STAY BACK, a new step to avoid any disciplinary problems . So vide letter no. EDN-GDCDN(Est.) 2108-256, all the faculty members are directed to STAY BACK in the college at least once a week. STAY BACK has been practiced for the last on year

2. Discipline is maintained through various means like guidance and counselling of students, verbal wring for the misbehaviours, acting upon the written complaints taking help of the police department for patrolling vide letter no. EDN- GDCDN(Misc./2012 185 making boundary wall, restriction on the use of cell phones filing FIR against the antisocial elements, end adhering to the guidelines from Directorate of Higher Education as vide letter No. EDN-H (s) E (3) C W P I L No. 124/2017 ect.

2. Title: Girl's Hygiene, Security and Empowerment

Objectives:

- To develop self confidence among girls.
- To highlight the importance of health and hygiene.
- To guide the girls about Women Welfare laws.
- To create awareness of feminine potential.
- To create social awareness about the problems of women particularly gender discrimination.
- To prevent sexual harassment and to promote general wellbeing of female students.
- To provide and maintain a dignified congenial studying environment for girls, where they can explore their potential to the fullest.

Context:

This college is situated away from the hum drum life at a very calm, serene, beautiful place in the countryside at Jundar, in the lap of Nature. This college also caters to needs of poor students who come from far flung village areas and due to lack of proper and adequate means of transportation, they have to walk long distances of about 1-3km. to reach the college through forest region. So, the girls have been

facing problems of eve-teasing by hooligans, drunkards on their way to college frequently. Some outsiders on their bikes also tried to follow them to the college campus. Since, this evil of eve teasing is one of the biggest stigmas on our society and it has an ability of curtailing the education of a girl leading to the trend of dropouts from the college, early marriages and ultimately detaining them from getting better employment prospects. So, the college administration took all these burning issues related to girls security, hygiene and empowerment very seriously and put their earnest efforts to create a safe and congenial academic atmosphere by observing strict disciplinary actions.

The Practice:

Gender discrimination is enormous problem not only within Indian society but worldwide. In Indian society, patriarchal norms have discriminated women and imposed secondary status. This process begins at adolescent age in the form of eve-teasing which is a common euphemism for sexual harassment of women in public areas by men. This menace of eve-teasing manifests itself in various forms among the college girls such as inside and outside the campus, during commuting etc.

Perceived Consequences of Eve teasing include:

- Girls feeling insecure to go to the colleges leading to tight restrictions on girls mobility.
- Eve teasing as beginning of her own underestimation and pursuing herself as an inferior individual.
- Girls feel demotivated as being blamed of causing problems of family disgrace.
- There is a tendency in the rural areas to opt for drop out and early marriages for girls because the parents are fearful of social status and feel insecure under the threats of eve-teasers.
- There are some serious dreadful psychological impacts on girls such as anxiety, schizophrenia, depression, demotivation, inferiority complex and in some cases it may lead to suicides.
- Moreover, detaining girls from getting education and employment is a serious violation of the fundamental right of women.

Our college administration is highly determined to curb this menace of eve teasing and empowering the girl students and have taken some serious actions in this direction as following:

- Our college has Anti-Ragging cell, Grievance and Redressal cell to deal with the complaints of the students.
- College has Anti-Sexual Harassment cell, Women cell which sensitize the girls about sexual harassment acts, Women welfare laws health and hygiene issues by organizing talks, seminars workshops etc.
- Career Counseling cell of the college provides guidance about various career opportunities in different fields.
- Our college's entire campus is under CCTV camera Surveillance which is one of the most effective ways to maintain discipline.

- There is Zero tolerance to outsiders, bikers, tobacco, drugs and other intoxicants.
- Our college faculty is dedicating their extra time with a compulsory presence of lady teachers daily till the campus gets vacated after the last class, for the security of girls students.
- The college administration also managed the patrolling of local police frequently outside the campus area to fight the problem of eve teasing by anti- social elements.

Evidence of success:

- An adequate, safe and congenial academic atmosphere is maintained in the college.
- Decline in the dropouts rate of girl students.
- The trend of early marriages of girls is declining slowly.
- A notable increase in the strength of girl students.
- Girls confidence level is going high and they are becoming more serious about their career and future.
- Parents are also becoming more aware and serious about girls health, hygiene, education, future employment prospects and gender equality.
- Parents and various stakeholders feedback regarding these initiatives is quite encouraging.
- Local police is constantly co-operating with the college administration to maintain discipline.
- The government is also implementing the policy of providing sanitary Napkin vending machine in the colleges keeping in view the health and hygiene of the girl students.

Problems Encountered and Resources Required:

- Awareness and preventive measures are of paramount importance for girls.
- The mindset of the society has to change regarding gender equality.
- Need to increase the role of family to give moral education to boys.
- Parental involvement is critical to long term behavior modifications.
- Moral education should be included in the curriculum.
- The need of implications of laws.
- Local police and college security should work in collaboration.
- Social workers to counsel both girls and boys.

- The government should provide more means of transportation for college students in this rural area.
- There should be self- defense coaching classes for students to learn tricks for their safety.
- The government should have more firm position against the eve teasers and take necessary steps to punish them before it begins to be replicated with impunity.
- It's our duty as a responsible person to start talking about it, must stand up and act against this menace.
- Adream of fearless society for girls and women is possible if we all stop to be mute witnesses to such burning issue of the society.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

By adopting CBCS under RUSA Scheme enrolment has increased from session 2014 onwards. The aim to increase the GRE at the higher education to 30% by 2030 can be achieved easily under new RUSA Scheme. Our state was first to adopt RUSA and by which our state gets grants 90/10 instead of 75/25 as our state is a Hilly state. As our College is a part of Vallabh Cluster University and get grants under RUSA to develop new facilities for students and which will help them in the their pursuit of knowledge. The new curriculum as suggested by UGC was adopted under CBCS which empower students and enhance their overall developments.

5. CONCLUSION

Additional Information :

Other than academic pursuits it is the responsibility of the college to inculcate some good habits to make them responsible and accountable citizens. The College administration has played a significant role with his earnest painstaking efforts in this direction:

A general culture has been developed in the college to use dustbins.

The use of mobile phones has also been restricted to certain specified zones both for the faculty and students.

The students are motivated to save electricity by switching off electric appliances, tubes, and bulbs in each classroom when they leave the class.

The NSS volunteers adopt a village or an area in the vicinity to organize a weeklong camp for cleanliness and up gradation of that area.

The college also provides platform for grooming student leadership. The college has a proactive CSCA which is apolitically and democratically elected. It has representatives from various faculties, societies, clubs, activities and they are part and parcel of management and decision making.

The clubs\societies\Cells of the college involve the students in various activities like awareness and sensitization programs , community development and any other socially relevant issues / activities. NSS and Rangers and Rovers wings sensitize students and spread awareness by organizing camps and rallies etc. on issues such as Plantation drive, Swachh Bharat Abhiyaan etc.

Various Societies and Clubs like Eco- Club, Women Redersal cum Counseling cell, Red Ribbon Club make students aware of significant issues of environment and greening activities, gender equality and physical and mental health.

The Equal Opportunity Cell of the college is proactive in ensuring that there is no discrimination against any student on the basis of caste or disability.

The faculty members who are in the Board of Studies play an important role in formulating, revising, and enriching the curriculum under new CBCS under RUSA.

Subsidized bus pass facility is also provided to the students.

The college observes a Zero Tolerance Policy towards ragging and sexual harassment.

Concluding Remarks :

Government Degree College Drang at Narla, was established with a vision to build holistic and vibrant learning environment founded in value based academic principles. The basic instinct was to inculcate mental and spiritual strength and clarity of thoughts in order to develop the character of the students and to awaken the

latent potential of the students, develop among them the sense of social service, communal harmony, discipline, conscientious environment concerns, leadership and mutual cooperation which unequivocally helps in transforming them into responsible and accountable citizens of India. Besides giving a firm foundation in hard skills, emphasis would be on imparting and improving soft skills to combat with the needs of the world and to make the children of villages and small towns fit for the global society.

College aims to form young men and women of competence, commitment, and conscience which enables the students to herald the social change in national and global.

The college aims to inculcate the highest intellectual standards through rigorous academic commitment and discipline. Students are motivated to attain higher level of academic achievement by mastering the subjects they have chosen to study. The highly qualified and energetic faculty of the college is always on the front foot to foster these values in the students on warsteps focusing on complete development of the students

The institution is located in a rural area, but it also embraces in its reach the backward region of Chauhar Valley of Mandi District of Himachal Pradesh. The majority of population is socially and economically backward, having lived in geographical isolation for ages. The opening of this institution in 2006 has kindled expectation and confidence. Therefore, emancipation of the masses through higher education has been the mission of this college.

To an extent the College has been successful in its aim of bringing more students into the stream of higher education by launching a vigorous and sustained motivational campaign and it will undergo many more in the coming years to cater the ever-changing and increasing needs of the students and achieve new milestones in the field of quality education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : B.Any 3 of the above</p> <p>Answer After DVV Verification: E.None of the above</p>																														
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken</p> <p>Answer After DVV Verification: E. Feedback not collected</p>																														
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>473</td> <td>626</td> <td>532</td> <td>466</td> <td>241</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>473</td> <td>626</td> <td>532</td> <td>466</td> <td>241</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	473	626	532	466	241	2017-18	2016-17	2015-16	2014-15	2013-14	473	626	532	466	241	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																											
473	626	532	466	241																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
473	626	532	466	241																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>174</td> <td>230</td> <td>171</td> <td>159</td> <td>87</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>174</td> <td>230</td> <td>171</td> <td>143</td> <td>87</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	174	230	171	159	87	2017-18	2016-17	2015-16	2014-15	2013-14	174	230	171	143	87										
2017-18	2016-17	2015-16	2014-15	2013-14																											
174	230	171	159	87																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
174	230	171	143	87																											

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 16

Answer after DVV Verification: 0

Remark : HEI input edited according to provided information.

3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI input edited because no relevant data found.

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	8	4	4	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	8	4	4	3

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 70

Answer after DVV Verification: 35

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

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
34	61	55	44	28

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
34	61	55	44	28

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : B. Any 6 of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : HEI input edited because no relevant data found.

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

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

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

18	13	6	3	5
----	----	---	---	---

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	13	6	3	5

Remark : HEI input edited according to provided documents.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Provided documents not accepted.

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Answer before DVV Verification : Yes

Answer After DVV Verification: No

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	2	1	2

Answer After DVV Verification :

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

0	0	0	0	0
---	---	---	---	---

Remark : Provided documents not accepted.

2. Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 14</p> <p>Answer after DVV Verification : 51</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	14	14	14	14	9	2017-18	2016-17	2015-16	2014-15	2013-14	3	3	3	3	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
14	14	14	14	9																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	3	3	3	1																	
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>473</td> <td>626</td> <td>532</td> <td>466</td> <td>241</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>473</td> <td>626</td> <td>532</td> <td>466</td> <td>241</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	473	626	532	466	241	2017-18	2016-17	2015-16	2014-15	2013-14	473	626	532	466	241
2017-18	2016-17	2015-16	2014-15	2013-14																	
473	626	532	466	241																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
473	626	532	466	241																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>243</td> <td>243</td> <td>243</td> <td>243</td> <td>122</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>174</td> <td>230</td> <td>171</td> <td>143</td> <td>87</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	243	243	243	243	122	2017-18	2016-17	2015-16	2014-15	2013-14	174	230	171	143	87
2017-18	2016-17	2015-16	2014-15	2013-14																	
243	243	243	243	122																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
174	230	171	143	87																	