



Shree Guru Gobind Singh Ji Government College

Paonta Sahib, District Sirmour, H.P. 173025

Affiliated to Himachal Pradesh University, Shimla



Self-Study Report November 2016

Submitted to:
National Assessment and Accreditation Council
Bangalore, Karnataka 560010





SHREE GURU GOBIND SINGH JI GOVERNMENT COLLEGE

PAONTA SAHIB, DISTRICT SIRMOUR (H.P.) Phone/Fax : 01704-223357

Ref.No. 3087

Dated 17-11-2016

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Paonta Sahib

Date: 17/11/2016

(Dr. Kiran Vir Singh)

Principal
S.G.G.S. Govt. College
Paonta Sahib



SHREE GURU GOBIND SINGH JI GOVERNMENT COLLEGE

PAONTA SAHIB, DISTRICT SIRMAUR (H.P.) Phone/Fax : 01704-223357

Ref.No.3086.....

Dated 17-11-2016

CERTIFICATE OF COMPLIANCE

This is to certify that Shree Guru Gobind Singh Ji Government College Paonta Sahib, District Sirmour, Himachal Pradesh (Name of the institution) fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Place: Paonta Sahib

Date: 17/11/2016

(Dr. Kiran Vir Singh)

Principal
Principal,
S.G.G.S.J. Govt. Col.
Paonta Sahib

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PREFACE

Shree Guru Gobind Singh Ji Government College Paonta Sahib, established in the year 1994, has been given the name after 10th Sikh Guru Shree Guru Gobind Singh Ji to commemorate the tercentenary of Khalsa Panth which he founded here itself during his sojourn between 1685-1689. The Gurudwara Paonta Sahib holds high religious and historical importance to Sikhs all around the world. The majestic *Yamuna* flows by the town. Paonta Sahib is also one of the important growing industrial towns in Himachal Pradesh. Dehradun, the capital city of Uttarakhand State, is only 50 km from Paonta Sahib.

The College is affiliated to Himachal Pradesh University, Shimla and registered under 2f and 12b of UGC Act. The college is running regular UG courses in Arts, Science and Commerce. The IT courses BCA and PGDCA are also running under Self-financing mode. Our college is fortunate to be amongst the only two colleges in Himachal Pradesh where skill-based courses are being offered under the UGC sponsored Community College Scheme viz. Advance Diploma in Food Processing and Advance Diploma in Pharmaceuticals. From the current academic session (2016-17), two PG courses have also been started in our college viz. M.A. English and M.Com. The college is providing regular education to 1960 students. Apart from this, the college also has IGNOU (Indira Gandhi National Open University) Study Centre with an additional enrolment of over 633 learners.

The Self-Study Report represents the manifestation of the ideals and efforts of the College on its orientation towards quality and service. It has been an inward looking exercise, which will yield impetus to the growth and development of the College. This endeavour to prepare a report for NAAC has given us an opportunity to reflect upon and deliberate on further challenges in seeking this quest for excellence. Hence, it has given us an impetus to be prepared for a sustained progression and in striving for perfection. The present SSR has been prepared with utmost sincerity and honesty to ensure the authenticity of the information/data included to the best of our knowledge and belief. This report has been prepared according to the instructions laid down by NAAC. The Steering Committee has done a phenomenal job in collecting and collating the information and facts pertaining to the diverse aspects and operations of the College, and presenting the same in concise and lucid manner. Their efforts are indeed praiseworthy. But it must be acknowledged that the overall preparation of this report has been a serious cooperative effort by all teachers, across disciplines, and the administrative staff. The transparency of the report is vouched by involvement of everyone in the college in formulation of the SSR. I am thankful to Sh. Nalin Ramaul, Dr. Jahid Ali Malik, Ms. Amita Joshi, Sh. Anil Kumar for compiling this report in the shortest possible time. The work started just after my joining this college in May 2016.

It is my privilege to submit the Self Study Report to the National Assessment and Accreditation Council, Bangalore, for assessment and accreditation of the college.

With Regards,


Dr. Kiran Vir Singh
Principal
S.G.G.S.I. Govt. College
Paonta Sahib

EXECUTIVE SUMMARY: THE SWOC ANALYSIS OF THE INSTITUTION

STRENGTHS

Secular Ethics and Practice

- The name of the college sometimes gives the wrong impression that this is a minority educational institution. The fact is that this is a government college run by the Government of Himachal Pradesh. The college does not promote any specific religious faith but the name of the government college after Shree Guru Gobind Singh ji has been finalised by the state government keeping in view the relevance and importance of the place to the Khalsa Panth established by the Guru and the sentiments of the local population. The Guru is revered by people across religions in the area. The college promotes a set of values as enshrined in the vision statement such as humility, love for all, compassion and fearlessness. The secular character of the institution is reflected in the fact that the dominant proportion of the students belong to Hindus, with Muslim and Sikhs constituting significant proportions.

Inclusive Education

- Our institution firmly advocates inclusive education and parity i.e. equal opportunities for all irrespective of their financial, lingual and academic backgrounds. Students from diverse cultural, educational socio-linguistic and from disadvantaged sections of society study together as a cohesive unit thus giving rise to holistic learning environment with no disparity or discrimination. Equity is ensured and all are at par.
- Nominal fee structure, transparent merit-based admission procedure and adherence to the State government's reservation policy are a few steps towards attaining this objective.
- We cater primarily to the educational needs of the socio-economically challenged strata of the society by following the reservation roster.
- Fully realizing our institutional social responsibility towards the under-privileged and financially backward but meritorious students, we extend monetary assistance through a slew of welfare initiatives, and scholarship schemes.
- The College is multi-disciplinary in its orientation. It encourages the coexistence of the sciences, the humanities, the liberal arts, commerce, and skill-based courses in IT, Food Processing and Pharmaceuticals. Each of these streams is flourishing, and attracts a large number of students.

Crucial Location

- Paonta Sahib is geographically well located and is considered to be well connected and easily accessible to students from different parts of the Sirmaur district and some parts of Shimla district as well as the adjoining areas of Dehradun district of Uttarakhand. The only Government College in region providing higher education successfully to the surrounding rural and hilly areas and adjoining Kyarda Dun valley.

Vibrant and Dynamic Local Economy

- Paonta Sahib is also one of the important growing industrial towns in Himachal Pradesh. Besides this, industrial towns of Kala Amb in Sirmaur district and Baddi-Barotiwala-Nalagarh industrial areas in adjoining Solan district are also close by and have ample employment potential for the students. Moreover, since Paonta Sahib is bordering Uttarakhand with Dehradun at a distance of just 50 km, the fast growing Uttarakhand economy and Selqui pharma hub may also be tapped for placement of students.

Vibrant Academia-Industry Interface and Curricular Flexibility in Skill-Based Courses under Community College

- The College has endeavoured towards attracting an accentuated industry-institution-interface. In comparison to the regular courses and courses under Self-Financing Mode, where the course curriculum is finalised by the affiliating University with hardly any flexibility at the level of college; the community college scheme provides ample flexibility in curriculum development. Under Community College, the course curriculum is developed by the local board of studies under the overall framework as defined by the respective Sector Skill Council.
- The Board of Studies (BoS) of Community College have representatives from the college, partner industries and relevant Sector Skill Council(s) This reflects the academia-industry collaboration wherein the course curriculum is developed and designed in accordance with the requirements of the local industry.
- The BoS decides the courses to be offered by the CC, depending upon the industry needs, and finalise the course curriculum in modular form in consultation with the partner industry and relevant Sector Skill Councils (SSCs).
- ‘Skill Based Courses under Community College Scheme’ have been submitted as one of the Best Practices in our Self Study Report.

Research

- The most glaring challenge that the college faces is how to strike an effective balance between teaching and research. While the college recognizes that undergraduate course curriculum is a teaching intensive one, the model of education now being followed wants an equally vigorous research environment.
- Integrating teaching and research is a herculean task, which the college is successfully managing today.
- ‘Promoting Research Competencies among Faculty’ has been submitted as one of the Best Practices in our Self Study Report.

Holistic Development of Students

- Any student joining the college has to grow as a strong and healthy human being, intellectually sound, academically bright and morally upright. Personality development is an amalgam of sound academics, social etiquette, strong communication skills and firm grounding in manners and universal values.
- The motto of our college fully enshrines the mission statement:
शीलवृत् फला हि विद्या (shilvritphala hi vidya)

“The Fruit of Learning is Good Character and Righteous Conduct”

The institution’s mission is to create awareness that education is a continuous quest and develop individuals who are assets to the contemporary society.

- Over the years, our students, mostly from rural backgrounds who had been discriminated against, either on the basis of caste, qualification or simply their gender were vulnerable individuals with low self-esteem. The greatest achievement of our institution has been to transform their vulnerability into strength, their irrational thinking into a more informed approach, their timid demeanours into bold authoritative personalities, thus enhancing their self-esteem and turning them into financially, educationally and emotionally stronger individuals.
- We focus on an all-round development of students, thereby placing equal emphasis on academic and non-academic activities. Extension activities are carried out by NSS and Rovers & Rangers. We have been excelling in sports and our students have consistently been representing HP University in Inter-Varsity Tournaments in Hockey and Football. We have a spacious playground.

Women Empowerment: A Ground Reality

- The college has a team of qualified, dedicated and highly disciplined faculty with a fair mix of both the genders. Our Lady staff members comprise a significant portion of the staff strength, which speaks of our philosophy of gender equality and empowerment to women.
- The female male ratio of students is also strongly in the favour of females, which amply demonstrates the increasing women empowerment among the society in the area. However, it must be admitted that a lot of gender discrimination is still prevalent in the society and our institution may contribute by assisting in the mass movement against gender discrimination.
- The college is a coeducational college and is gender sensitive. Like most of its ideals, it believes in an integrated and not a segregated approach to education. It promotes a yin-yang philosophy that believes in the complementarity among opposite sexes.

Menstrual Hygiene Management (MHM)

- Menstrual hygiene management (MHM) relates to how girls and women manage their monthly period, and require access to information about menstruation, clean and safe menstrual absorbents, and amenities and facilities such as toilets and water, and waste management to maintain hygiene.
- Unfortunately, people often find it embarrassing to talk about menstruation. “Nobody hides tissues when they have a runny nose... people don’t get conscious when they have a sneeze coming on and public outbursts are casually blessed. The same is not there of periods.” What is worse, even the sanitary-product advertisements avoid mentioning menstruation by pouring a blue liquid on the sanitary item to demonstrate its absorptiveness. This shows the stigma surrounding the blood associated with menstruation.
- The college through its women cell and the extension works through NSS have been targeting dissemination of information specific to menstrual hygiene that can create awareness and break the stigma and silence around menstruation.
- The college has been making earnest attempts to follow the National Guidelines for

Menstrual Hygiene Management of the Ministry of Drinking Water and Sanitation released in December 2015. The MHM has been integrated with the Swachh Bharat Mission.

Vibrant IGNOU Study Centre

- The college has an IGNOU study centre which is functional since 2005.
- Over the years, our IGNOU Study Centre has emerged as one of the largest study centres in Himachal Pradesh with enrolment of over 633 learners.
- The centre cater to the needs of those who have a dream for higher and professional education in desired stream but cannot make it due to financial constraints or some other reasons like jobs compulsion and for leisurely acquiring education.
- IGNOU centre offers various UG and PG programmes in various streams of arts, science and commerce. Our study centre is one of the few study centres in Himachal Pradesh, which offer B.Sc. programme.
- In addition we offer B.A., B.Com., B.T.S. and numerous PG programmes including MPS, MEG, MHD, MHA, MAGD, MPA, MSO, etc. Moreover, numerous certificate and diploma programmes are also offered in the study centre.

Disaster Management Plan

- Disaster Management Plan for our institution has been formulated by Dr. Jagdish Chand of Department of Geography who is also an approved academic counsellor of IGNOU for P.G. Diploma in Disaster Management (PGDDM). Keeping in view his expertise and qualification in the field he was entrusted with the task of preparation of the college disaster management plan. He was assisted by Sh. Yashpal Singh Tomar and Sh. Shanta Negi in the completion of the task.

Green Audit

- To sensitise the students about various environmental issues, like plantation, energy conservation, water management, carbon neutrality, and waste management, green audit of the college campus is a necessary instrument for attaining sustainable development.
- Green Audit of the institution has been conducted by Dr. Jahid Ali Malik, Department of Botany.

RTI Proactive Disclosures

- RTI Proactive Disclosures mandatory under Section 4(1)(b)(i) of the Act the RTI Act 2005 have been prepared and updated in 17 prescribed manuals by a committee consisting of Sh. Nalin Ramaul, Department of Economics; Sh. Naresh Batra, Superintendent; and Sh. Sanjay Kumar, Computer Operator. As a public authority, the college has a designated PIO and APIO and accordingly these disclosures are mandatory for Government Colleges. These proactive disclosures have been uploaded on college website.

Mentor Programme

- College has initiated a mentor system in which a mentor is designated for every group of 15-20 students. The process has been initially started on a pilot basis for the students of 2014-15 RUSA batch (i.e. ensuing 6th Semester students). This system

provides academic and psychological support to the students. Mentor cards will be issued which track their participation in various activities and academic pursuits. These student-mentor cards will help in the selection of correct candidates for the Gaurav Awards.

Faculty

- Enriched with a team of well-qualified and dynamic faculty, along with added qualities of dedication, perseverance, our focus has been to sharpen the human capital of the country.
- It has been a constant endeavour of our teaching faculty to reinvigorate the philosophy of Mundakopanishad , “Sa Vidya Ya Vimuktaye” (true knowledge is that which liberates the mind of the students).

Installation of CCTV Cameras

- Close circuit cameras have been installed at vantage points, in the building and the campus, which ensures student safety, and for identification in cases of vandalism or theft.

WEAKNESSES

We are acutely aware of our weaknesses, which are many. Any institution that is truly geared to the pursuit of excellence cannot be otherwise. As the American poet Robert Frost says, “And miles to go before we sleep....”

Curriculum Rigidity

- Offering flexibility in the curriculum and including various practical methods of teaching is a constraint faced by all the affiliated colleges.
- A need has been felt to address this and faculty at an individual level does take up blended learning and interactive pedagogy into consideration while grooming the students.
- However, there is no formal mechanism to offer flexibility in the courses/ modules that can be offered for undergraduate programmes.

Frequent Re-Configuration of the Curricula

- Our college is affiliated to Himachal Pradesh University. Since the academic session 2013-14 the University introduced RUSA-CBCS system.
- But the a lot of discrepancies and incongruities were left in the formulation of the curriculum by the various authorities in the University such as Board of Studies, which caused erratic implementation and consequently a lot of dissatisfaction and resentment among the stakeholders especially the affected students.
- Frequent re-configuration of curricula and scheme of programmes in past few years by the authorities has adversely affected the academic environment throughout the state and degradation of the morale of the students.

Financial Constraints

- We are, financially, a poor institution. We need additional facilities like conference centres, seminar rooms, a large enough auditorium, a well-equipped, automated

office, and so on.

- Because of financial constraints, we have poor infrastructure.
- For instance, despite the acutely felt need of having a girls' common room with proper washroom facility and changing facility, we have not been able to provide it to our girl students.
- Similarly, despite having a large playground, we have not been able to develop the playground due to financial limitations.
- The college is not having student hostels and residential quarters for staff.

Lack of systemic mechanisms for student progression

- The College lacks a formal mechanism for tracking the student progression after the completion of the academic term.

Inadequate Staff

- Recruitment of more number of permanent teachers is a universal problem that most colleges are grappling with and our College is no exception. The college acknowledges that the recruitment process has slowed down over the years for a wide variety of reasons and that has had a telling effect on the college environment.
- Only a single post of college librarian is sanctioned by the Government A library assistant and has been engaged temporarily out of PTA fund for the smooth functioning of the library.

Alumni Association at a Nascent Stage

- A constant need has been felt for the meaningful alumni connect. The college is not able to formalise complete alumni database and use it optimally for the development of the Institution.
- Interaction with the alumni should be enhanced in order to ensure both financial as well as social support.

Financial Rigidities

- The financial position of the college, analysed by the types of funds reveals that the college has pretty good amount of funds in its bank accounts with total balance as on 31st March 2016 about 1 crore 50 lakhs. But these amounts are divided into different kinds of funds with consequent limits and conditions on its expenditures. Moreover, in any government educational institution, the general tendency is to equate the institution financial management with that of the family and it is expected that at least some proportion of the annual income must be saved. The analysis of the income-expenditure statement over the last four years reveals that the balance in different funds has been increasing. This so-called austerity in financial management does not augur well for the institution or for the economy. The misconceived fear and phobia of CAG audit should not be allowed to dampen the spirit of attaining educational excellence. The funds should be optimally utilised, for the benefit of the institution.

OPPORTUNITIES

Latest Techniques

- Keeping pace with the society and the economy, we also hope to imbibe the latest

techniques for research and pedagogy for seamless transference of knowledge from the faculty to the students.

UGC Schemes

- The College is well poised to take advantage of the various scheme on offer from the UGC for development and upgradation of facilities.
- We have the potential of starting B.Voc. courses as we are already running advance diploma courses under Community College.

Placement of Students

- A placement is a step into the professional world. The goal of any institute is to set placement goals and device the ways to accomplish them.
- For this it is necessary to encourage various competitive exams, so as to translate their skills into employability.

Consultancy Services:

- Consultancy services could be developed into an income-generating source.

Collaboration with NGOs

- Nongovernmental organizations should also be roped in as they would provide an excellent practical standpoint vis-à-vis the theoretical one as promoted by the university systems

CHALLENGES

Infrastructural Constraints

- While the number of students has increased exponentially, the infrastructure to accommodate and meet the future requirements continues to pose as a constraint.
- Therefore, the biggest challenge is to add significantly to our infrastructure.

Neglect of Classical Languages like Sanskrit

- In the age of a globalised world, we perhaps are losing the roots of vernacular languages.
- For us it is a challenge to motivate students to take up courses in classical languages and promote Indological studies, especially disciplines like Sanskrit.
- It is unfortunate that Sanskrit language could not attract even a single student in major in the last three years.
- However, students have been opting for Sanskrit as a compulsory or AECC course.

Talent Management

- Despite the challenge of investing a considerable time in teaching an intensive curriculum, keeping in sync with the changing economic scenario and the industry requirements, integrating teaching with research rigor is a constant challenge faced by the institution.
- We wish to inculcate a culture whereby students transcend the myopic view of education in terms of marks, assignments and ranks to a system in which they have

their vision set to achieving excellence in their field of operation, notwithstanding their background.

- Extracurricular activities fail to get adequate time under CBCS due to a tight academic schedule. This is dissuading students from participation in these significant activities and hampering their holistic growth.

Students' Socio-Economic Background

- Poor educational background of the students hailing from rural and hard areas prove to be a major hurdle in realizing the real potential of the students in academic and related activities. Students are mostly first generation learners getting little motivation from the parents or the society.

Synchronization of course curriculum with the needs of industry *vis a vis* employability

- The course curriculum is designed by the university although the views of the faculty are conveyed at the meeting of the Board of Studies.
- However there is no direct participation in curriculum design and therefore the departments have to go extra mile by way of value added programmes, extension lectures and industrial interactions to enhance employability of our students.
- This is a major challenge before us as the college needs to study the demands of the industry to plug gaps in theory and practice.

Environmental Conservation

- The global awareness towards conservation is another aspect to which all of us need to take concrete steps.
- Herbal garden, vermin-composting, green-audit and installation of solar panels are some of the measures that the college has taken or is planning to undertake but considering the severity of the crisis one has to devise more ways to battle this challenge.

Smart College and the Guru-Gadget Balance

- One of the biggest challenges is to maintain the balance between educational technology and human stature, i.e. the Guru-Gadget Balance in life and in education. To enhance the teaching learning process, we have introduced interactive boards, commonly known as smart boards in various classrooms. This innovative tool has made learning faster, more effective, giving our students a cutting edge over other professionals. Despite all the hoopla around smart class, we must admit that if we estimate the net worth of an institution of higher education, the greatest value would be estimated of the human capital, the Guru, the teacher, a human being. The technology is an enabler and facilitator and we can in no way discount human resources for technology.
- The ideal of the college is to transform itself into a 'Smart College' which is digital in its functioning. It provides for an educational environment which has an ICT enabled infrastructure but still more needs to be done through indigenous means to work towards these complimenting goals of 'Digital India' with 'Make in India'.

1. PROFILE OF THE AFFILIATED COLLEGE

1. Name and Address of the College:

Name	:	Shree Guru Gobind Singh Ji Government College, Paonta Sahib		
Address	:	Paonta Sahib, District Sirmaur, Himachal Pradesh		
City	:	Paonta Sahib	Pin: 173025	State: Himachal Pradesh
Website	:	http://gcp.ac.in/		

2. For Communication:

Designation	Name	Telephone With STD code	Mobile	Fax	Email
Principal	Dr. Kiran Vir Singh	O: 01704-223357 R: ---	94181-54165	01704-223357	gcp.ac.in@gmail.com kiranvirsingh@yahoo.co.in
Vice Principal	Dr. Alka Chauhan	O: 01704-223357 R: ---	94181-04645	01704-223357	gcp.ac.in@gmail.com
Steering Committee Co-ordinator	Sh. Nalin Ramaul	O: 01704-223518 R: ---	98168-58644	01704-223357	nalinramaul76@gmail.com

3. Status of the Institution:

- Affiliated College
- Constituent College
- Any other (specify)

4. Type of Institution:

- a. By Gender
- i. For Men
- ii. For Women
- iii. Co-education
- b. By Shift
- i. Regular
- ii. Day
- iii. Evening

5. It is a recognized minority institution?

- a. Yes
- b. No

- c. If yes, specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:

- Government
- Grant-in-aid
- Self-financing
- Any other

7.

- a. **Date of establishment of the college:** 07/06/1994 (dd/mm/yyyy)
- b. **University to which the college is affiliated /or which governs the college (If it is a constituent college)**

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	12-04-2005	Letter No. F.8-40/2003(CPP-1)
ii. 12 (B)	12-04-2005	Letter No. F.8-40/2003(CPP-1)

(The Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act enclosed)

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

Under Section/ clause	Recognition/ Approval details Institution/ Department Programme	Date, Month & Year (dd-mm-yyyy)	Validity	Remarks
Not Applicable				

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

- Yes No

If yes, has the College applied for availing the autonomous status?

- Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

- Yes No

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

- Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq. mts:

Location *	Semi-Urban
Campus area in sq. mts.	27 Bighas (=27*809.289 m ²) = 21,850.8 m ²
Built up area in sq. mts.	5767 m ²

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
 - * Play ground
 - * Swimming pool
 - * Gymnasium
- Hostel
 - * Boys' hostel
 - Number of hostels
 - Number of inmates
 - Facilities (mention available facilities)
 - * Girls' hostel
 - Number of hostels
 - Number of inmates
 - Facilities (mention available facilities)
 - * Working women's hostel
 - Number of inmates
 - Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)
 - * Principal's Residence

There is one Principal's residence in the college campus.
- Cafeteria —

There is a small canteen in the college campus.
- Health centre –

There is no specific health centre in the college campus.
- First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health centre staff –

Qualified doctor Full time Part-time
 Qualified Nurse Full time Part-time

Local civil hospital is situated about 2 Km. and 108 ambulance service is available for 24x7.

• **Facilities like banking, post office, book shops:**

The stationery shops are just outside the college gate. The banks, Post office and bookshops are about 2 km from the college, in the main market.

- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage
- Solid waste management facility
- Waste water management
- Water harvesting

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
1	Under-Graduate	B.A.	3 years	10+2	Hindi/ English	60 per course per section	864
2		B.Sc.	3 years	10+2	Hindi/ English	60 per course per section	533
3		B.Com.	3 years	10+2	Hindi/ English	60 per course per section	360
4		B.C.A. (Self-financing)	3 years	10+2	English	50 per year (Total = 150)	97
4	Post-Graduate	M.A. English	2 years	UG	English	20	05
6		M.Com.	2 years	B.Com.	Hindi/ English	20	20
7	UG Diploma	Food Processing	1 year	10+2	Hindi/ English	50	24
8		Pharmaceuticals	1 year	10+2	Hindi/ English	50	12
9	Advanced Diploma	Food Processing	2 years	10+2	Hindi/ English	50	26
10		Pharmaceuticals	2 years	10+2	Hindi/ English	50	10
11	PG Diploma	PGDCA (Self-financing)	1 year	UG	English	50	26

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	4 (M.A. English, M.Com., Advanced Diploma in Food Processing, Advanced Diploma in Pharmaceuticals)
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments	UG	PG	Research
Science	Botany, Chemistry, Physics, Mathematics, Zoology	Yes	No	---
Arts	Economics, English, Geography, Hindi, History, Mathematics, Music, Physical Education, Political Science, Public Administration, Sanskrit, Sociology	Yes	Yes M.A. English	---
Commerce	Commerce	Yes	Yes M.Com.	
Any Other (Specify) Community College	Food Processing, Pharmaceuticals	Advanced Diploma in Food Processing, Advanced Diploma in Pharmaceuticals	---	---
Any Other (Specify) Self-Financing	Computer Applications	Yes BCA	PGDCA	---

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. Annual System
- b. Semester System
- c. Trimester System

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

If yes,

- a. Year of Introduction of the programme(s)..... (dd/mm/yyyy) and number of batches that completed the programme
- b. NCTE recognition details (if applicable)
 Notification No.:
 Date: (dd/mm/yyyy)
 Validity:.....
- c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?
 Yes No

19. Does the college offer UG or PG programme in Physical Education?

- Yes No

Physical Education is taught as a major/minor subject in BA classes. We do not offer any separate B.P.Ed. Programme.

If yes,

- a. Year of Introduction of the programme(s):
 B.A. (Physical Education Major) 2013 (dd/mm/yyyy)
 and number of batches that completed the programme
- b. NCTE recognition details (if applicable): N.A.
 Notification No.:
 Date:(dd/mm/yyyy)
 Validity:.....
- c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?
 Yes No

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff		
	Professor		Associate Professor		Assistant Professor		Male	Female	Male	Female	
	Male	Female	Male	Female	Male	Female					
Sanctioned by the UGC/ University/ State Government	30						13		07		
	<i>Recruited</i>	01		1	3	10	12	06	04	03	01
	<i>Yet to recruit</i>	03						03		03	
Sanctioned by the Management/ society or other authorized bodies	07						07		02		
	<i>Recruited</i>	--	--	--	--	02	05	04	03	02	--
	<i>Yet to recruit</i>	--		--		--		--		--	

21. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	01		01	01 (+1 Thesis Submitted) = 2	3 (+1 Thesis Submitted) = 4	03	11
M.Phil.				01	04	07	12
PG			01		01	02	04
Total	01		02	03	09	12	27
Temporary teachers							
Ph.D.							
M.Phil.						01	
PG					02*	04*	
Total					02	05	07
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

Note: * Teachers in Food Processing & Pharmaceuticals pursuing PG.

22. Number of Visiting Faculty /Guest Faculty engaged with the College 12

23. Furnish the number of the students admitted to the college during the last four academic years,

Categories	Year 1 (2013-14)			Year 2 (2014-15)			Year 3 (2015-16)			Year 4 (2016-17)		
	M	F	T	M	F	T	M	F	T	M	F	T
SC	70	89	159	73	78	151	96	114	210	165	114	279
ST	00	01	1	0	07	7	01	04	5	0	0	0
OBC	90	145	235	105	137	242	175	210	385	190	227	417
General	466	638	1104	551	689	1240	515	659	1174	573	689	1262
Others (Disabled)	02	0	2	0	0	0	02	01	3	1	1	2
Total	628	873	1501	729	911	1640	789	988	1777	929	1031	1960

Note: M – Male, F – Female, T – Total

24. Details on students enrolment in the college during the current academic year

Type of students	UG	PG	M.Phil.	Ph.D.	Total
Students from the same state where the college is located	1931	23	---	---	1954
Students from other states of India	05	01	---	---	06
NRI students	---	---	---	---	---
Foreign students	---	---	---	---	---
Total	1936	24	---	---	1960

25. Dropout rate in UG and PG (average of the last two batches)

UG PG

26. Unit Cost of Education (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

a. including the salary component
 b. excluding the salary component

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes No

If yes,

a. Is it a registered centre for offering distance education programmes of another University?

Yes No

b. Name of the University which has granted such registration.

c. Number of programmes offered.

d. Programmes carry the recognition of the Distance Education Council.

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered

Program/Course	No. of Students	No. of Teachers	Teacher-student Ratio
B.A.	862	13	1:66
B.Com.	367	2 (+1 on deputation) (Common for B.Com. & M.Com.)	1:193
M.Com.	20		
B.Sc.	541	10	1:54.1
B.C.A.	91	4 (Common for BCA & PGDCA)	1:29
P.G.D.C.A.	25		
M.A. English	5	3 (Common teachers as BA)	---
Advance Diploma in Food Processing	50	1	1:50
Advance Diploma in Pharmaceuticals	22	1	1:22

29. Is the college applying for:

Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4
 Re-assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.....

** Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure*

- 31. Number of working days during the last academic year.** 240 (Approx)
- 32. Number of teaching days during the last academic year** 130 (Approx)
(Teaching days means days on which lectures were engaged excluding the examination days)
- 33. Date of establishment of Internal Quality Assurance Cell (IQAC)**
IQAC: 19/10/2016 (dd/mm/yyyy)
- 34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.**
AQAR (i) (dd/mm/yyyy)
AQAR (ii) (dd/mm/yyyy)
AQAR (iii) (dd/mm/yyyy)
AQAR (iv) (dd/mm/yyyy)
- 35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)**

2. CRITERIA-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1.1. Curriculum Planning and Implementation

1.1.1. State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

* **Vision of the Institution**

The institution aspires to provide affordable quality education to the diverse strata of population including the poorest and weakest sections of the area; and create an environment conducive to the achievement of the highest standards of academic excellence along with multi-faceted development of personality of the students, transforming them into socially aware and responsible citizens of the country.

* **Mission of the Institution:**

The motto of our college fully enshrines the mission statement:

शीलवृत् फला हि विद्या (*shilvritphala hi vidya*)

“The Fruit of Learning is Good Character and Righteous Conduct”

The institution’s mission is to create awareness that education is a continuous quest and develop individuals who are assets to the contemporary society.

* **Objectives of the Institution**

- To provide learning opportunities for the current and future generations in keeping with the rapidly changing world.
- To instil enthusiasm and excitement for learning in the minds of the students and enable them to apply the knowledge thus gained in real life situations.
- To promote the ethical understanding of the world and to motivate the student community and the teaching fraternity to evolve into conscious responsible and thinking individuals.
- To blend learning with social activism and creativity by providing students space to freely express and develop views through various academic and co-curricular events taking place in and around the institution.
- To train the students to adapt to the changing needs of the society and try to contribute positively to the welfare of the society at large and inculcate the value of discipline in work and conduct among the students.
- To equip the students with necessary skills to attain optimum personal fulfilment through a holistic development of personality inculcating the values of courteousness, personal dignity, simplicity and austerity.
- To educate the young minds within a framework of liberal cultural and ethical values and to promote national consciousness among the students.

* **Communication of Vision, Mission and Objectives**

- Our Vision, Mission and objectives are communicated in the college website and displayed on the notice board in the college.
- Vision, Mission and objectives are communicated to the students during counselling/induction program at the beginning of the academic session.
- During meetings of clubs, societies, alumni association and PTA, etc. the Vision, Mission and objectives of the college are upheld.
- The IQAC and the College advisory committee are important bodies of the institution, which plan programmes and discuss key issues in tune with the vision and mission of the institution.

1.1.2. How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- * Since the college is an affiliated college, it does not have the freedom to develop its own curriculum for regular courses.
- * However, efforts are made, within the limitations of the prescribed framework, to complement the curriculum wherever felt to be necessary. This task is left to the initiative of departments.
- * The college develops action plans for effective implementation of the curriculum at the beginning of the session. At the beginning of each session, a staff meeting is convened where effective strategies are devised, keeping in view the staff and infrastructural constraints, for the implementation of the curriculum. The teachers are motivated to complete the curriculum within the stipulated time.
- * Each teacher individually prepares the course-wise plan also taking into account the college activities calendar and the HP University calendar. However, the effective working days under the new RUSA (CBCS) have been drastically reduced which puts undue pressure on the teacher to finish the curriculum within the stipulated timeframe.
- * After deliberations, each Department through its HOD distributes the courses and classes among the staff including practical and intimates the Principal and the timetable committee.
- * The timetable committee frames the timetable as per work distribution by the concerned HODs, making best efforts to comply with the UGC norms for each semester.
- * The timetable committee generally consists of one member from each faculty.
- * The Community College through its Board of Studies develops the course curriculum keeping in view the job roles as defined by the National Skill Qualification Framework (NSQF) modified as per the needs of the local industries. For ensuring this Academia-Industry collaboration, the board of studies includes the representatives of industries as active members. Memorandum of Understanding (MOUs) with several industries have already been signed by the college in this regard and notified to the sponsoring agency i.e. the University Grants Commission.

- * The Community College through regular meetings of its Board of Studies reviews the implementation of course curriculum and issues necessary feedback and instructions to the concerned teachers.

1.1.3. What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

- * The Himachal Pradesh University provides the backbone for the translation of curriculum into practice through guidelines, circulars and clarifications.
- * Regular workshops and conferences are organised by the government for the faculty members.
- * The State Project Directorate (RUSA), Government of Himachal Pradesh organised a 'Training Programme for Capacity Building of Senior Associate Professors under RUSA' at Himachal Pradesh Institute of Public Administration (HIPA), Fairlawns, Shimla w.e.f. 29/02/2016 to 04/03/2016, which was attended by Dr. Kuldeep Singh Sen, the then Incharge UGC/NAAC affairs in our college.
- * The Sensitisation Programme of RUSA was carried out for +2 level students in various schools in and around Paonta Sahib under the instructions of the State Project Directorate (RUSA), Government of Himachal Pradesh in the month of February 2016.
- * The course curriculum of each subject is prepared by the concerned Board of Studies of Himachal Pradesh University, Shimla, which also has senior faculty members from colleges as members.
- * The Board of Studies suggests certain reference books and reading material for different topics, which helps the students and faculty members to collect information on various topics of the syllabi.
- * The College assumes a proactive role in timely and relevant communication of curriculum and changes in it (if any) as well as resolution of queries of the faculty on a priority basis.
- * The college provides entire infrastructure, books, other teaching and reference material like Journals, Magazines for effective implementation of the curriculum.
- * The teachers attend Orientation / Refresher Courses /seminars /workshops etc. to keep them updated. The head of the institution encourages and supports the staff in their endeavours.
- * The Community College provides its teachers an opportunity to add to their skills and knowledge by arranging their participation in short-term workshops at various institutions and partner industries.
- * The admission committees function efficiently and effectively to scrutinise the eligibility criteria and give counselling to students at the time of admission to help them select subjects according to their aptitude and interest.

1.1.4. Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

- * The major teaching method employed by most of the teachers is the traditional lecture method. However, some teachers make certain innovations in their teaching methods. Some IT-savvy teachers also frequently use modern teaching aids like projectors and smart boards.
- * The college library is enriched with latest books, e-resources and INFLIBNET-NLIST.
- * A broad academic plan and review mechanism ensures the management of curriculum is done simultaneously on individual and institutional level.
- * Some teachers have attended inter-disciplinary courses in IT, which helps them in curriculum delivery.
- * Assignments, seminars, quizzes, project work, tutorials and discussion etc. are used to enhance the effectiveness of teaching. Under RUSA (CBCS) system, all these are taken into account while giving Internal Assessment awards to students.
- * The faculty is given discretion at a subject level to determine the flow, structure and pace of their teaching. They are empowered to modify the method of teaching to accommodate different types of learners who learn at a different pace. An informal student-teacher interaction process ensures two-way continuous and unabated feedback that facilitates modification of the delivery process.
- * The teachers give specimen copies of books to poor and needy students of the college on returnable basis.
- * The Community College organises regular industrial internship of at least four weeks in each semester of the course. This gives them first-hand experience to the students of working in the actual business and industry environment that is quite different from the work in a laboratory.
- * The Community College organises special guest lectures by inviting experts from industry and other reputed academic institutions.
- * The college hosts several special programmes in the colleges organised by agencies like HIMCON and Times. HIMCON (Himachal Consultancy Organisation Ltd. Shimla) has organised three-days Entrepreneurship Awareness Camp (EAC), which was sponsored by National Science and Technology Entrepreneurship Development Board (NSTEDB), Department of Science and Technology, Government of India.
- * The educational tours are organised every year to different places of historical importance.
- * Special classes are conducted for those students, who could not attend the classes on account of participation in the sports or co-curricular activities to make up their loss.

1.1.5. How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

*** Industry**

- The college has set up a Career guidance and Placement cell, which maintains professional relations with the representatives of industry.
- The HR managers of various companies remain in touch of placement cell and they are also invited to the college campus to interact with the students.
- The students of various departments of the college are taken for industrial visits from time to time to keep them abreast of the latest developments in the market.
- The Community College under UGC sponsored scheme has signed Memorandum of Understanding (MoUs) with several industries in Paonta Sahib.

*** Research Bodies**

- The teaching faculty of college is motivated to take up research projects of UGC, ICSSR and other sponsoring agencies.
- Some faculty members are life or annual members of various professional bodies and academic associations.
- Some staff members are pursuing Ph.D.
- The faculty members attend seminar and conferences.
- The college organises seminars and conferences.

*** University**

- The senior faculty members of the college are members of the respective Board of Studies in their subject of Himachal Pradesh University, Shimla
- Some faculty members are associated with the affiliating university as Research Guide/ Supervisor for M.Phil. and Ph.D. works.

1.1.6. What are the contributions of the institution and/or its staff-members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

- * Senior faculty members from colleges represent the Board of Studies of different departments of the Himachal Pradesh University, Shimla and they regularly participate in the process of syllabus design.
 - At present one faculty members from our college is on the HPU Board of Studies.
 - Dr. Kuldeep Singh Sen in Physics
- * The Principal has attended several meetings and conferences in the state on RUSA (CBCS) and presented the opinion and feedback from the college.

1.1.7. Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

- * Yes. The course curriculum of the courses offered by the Community college is designed by the college itself through its independent Board of Studies.
- * The curriculum development workshops were conducted for formulating the course curriculum.
- * Curriculum development is a continuous dynamic process and the draft curriculum was developed in collaboration with industry partners and Sector Skill Council.
- * Curriculum details of Advanced Diploma in Food Processing include a suitable mix of general education and skill development, which are designed for specific job roles in Food Processing industry. The course includes content, which equip skill development component in the candidate. Each semester includes practical as well as theory courses, which impart appropriate and relevant knowledge to the Food Processing industry. The candidates are exposed to project work and on the job training in the industry as well. Various visiting guest faculty from the Food Processing and Preservation Industry as well as the experienced faculty of the institute share their knowledge, information, experience, technology with students.

Table 1: Board of studies (BoS) of Community College

S. N.	Name	Designation in parent organization	Address
1	Dr. Kiran Vir Singh	Chairman cum Principal	Government College Paonta Sahib
2	Dr. Jahid Ali Malik	Nodal Officer (CC) & Asstt. Professor	Government College Paonta Sahib
3	Capt. P C Bhandari	General Manager	Himalayan International Ltd. Paonta Sahib (H.P)
4	Dr. Jitender Kumar	Sr. Vice President	Mankind Pharma Group of Companies
5	Sh. N.D. Tripathi	Head, QA/QC Department	Zeon Life Sciences, Rampur Ghat, Paonta Sahib.
6	Dr. Virender Singh	Assistant Professor & Head	Department of Life Sciences Himachal Institute of life Sciences, Paonta Sahib.
7	Sh. Sanjay Aggarwal	Director	RichPro Food, Santoshgarh, Nahan Road, Paonta Sahib (H.P.)
8	Mrs. Ritu Pant	Associate Professor	Government College Paonta Sahib
9	Mrs. Amita Joshi	Assistant Professor	Government College Paonta Sahib
10	Dr. Ujjawal Nautiyal	Associate Professor	Himachal Institute of Pharmacy, Paonta Sahib
11	Member from relevant Sector Skill Council		

1.1.8. How does institution analyse/ensure that the stated objectives of curriculum are achieved in the course of implementation?

- * The head of the institution constantly interacts with the students and seeks their feedback and opinion regarding the coverage of syllabi, understanding of topics and problems if any.
- * Regular feedback from the CSCA office bearers and members is taken in this regard.
- * The head of the institution communicates the deficiencies, if any observed or reported, to the concerned teacher and the Head of the Department for its rectification.
- * The Principal from time to time holds meetings of heads of departments to elicit first-hand information as regards the progress of implementation of the curriculum.

1.2. Academic Flexibility

1.2.1. Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

- * The skill-based programmes cater to the needs in the form of need-based, skill oriented, job oriented and interdisciplinary academic pursuits.
- * The district has limited penetration of vocational education and for every thousand population there are a little over 2 seats. Therefore, the accessibility is almost 50 percent lower than the state's average. The district has limited private penetration in vocational education with only one polytechnic with an intake of 300 and 6 private ITI's which train approximately 600 students. It was noted that vocational education is perceived by students as secondary to regular courses like B.A. and B.Com. Poor branding of technical courses has led to the closure of some trades and training centres.
- * With a view to make the skills acquired by the learners acceptable nationally, the curricula and system of certification should align with the National Occupational Standards. In order to facilitate offering of nationally standardized skill related programmes, the Government of India along with MHRD and UGC, have given shape to the concept of "Community College" in India.
- * **The objectives of Community College Scheme are:**
 - To provide judicious mix of skills relating to a profession and appropriate content of General Education.
 - To ensure that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme.
 - To provide flexibility to the students by means of pre-defined entry and multiple exit points.
 - To provide opportunity of employment to school and college dropouts as well as to Senior Secondary School pass - outs not willing to join existing higher education system.

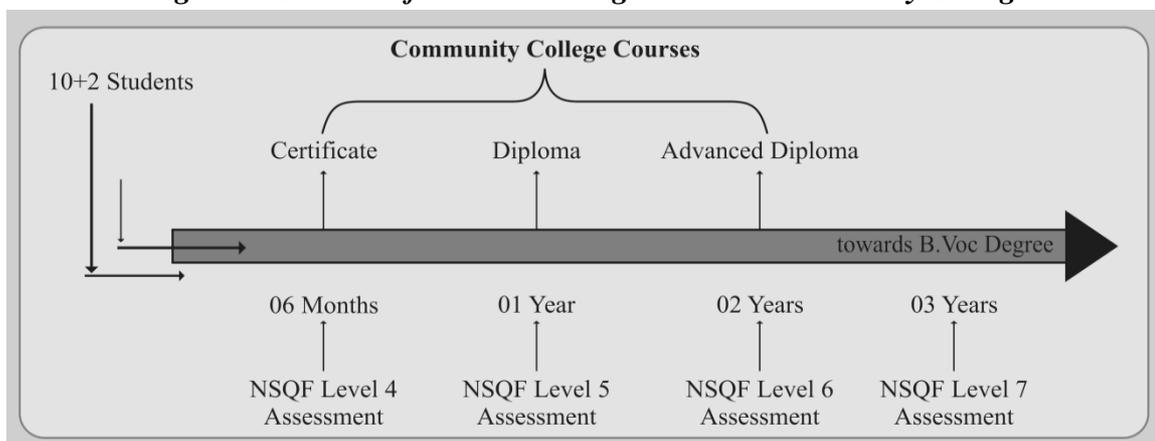
- To integrate NSQF within the undergraduate level of higher education in order to enhance employability of the students and meet industry requirements. Such students apart from meeting the needs of local and national industry are also expected to be equipped to become part of the global workforce.
 - To provide for up-gradation and certification of traditional/acquired skills of the learners irrespective of their age.
- * The Community College in Government College Paonta Sahib has been started with the aim to empower the disadvantaged and under-privileged students through appropriate skill development leading to employment in local industry. Community college is an alternative system of education, which is aimed to gain necessary skill for livelihood and formal qualifications for social status and societal recognition.

Table 2: Course Details

Sr. No.	Name of the Course	Seats	Eligibility	Mode of Selection
1	Advance Diploma in Food Processing	50	10+2 Pass in any discipline	Admission on the basis of 10+2 merit
2	Advance Diploma in Pharmaceuticals	50	10+2 Pass with Science	

- * The curriculum is assigned with NOS and Qualification packs given by respective sector skill Council under NSDC (National Skill Development Corporation) NOS (National Occupational Standards) refers to standards applied uniquely in Indian context comprising of performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of underpinning knowledge and understanding Qualification pack comprises the set of NOS, together with educational, training and other criteria required to perform a job role.
- * The duration of each course is two years spread over four semesters. However student may exit after six months with a CC Certificate (NSQF Level 4) or may continue for diploma or advanced diploma level courses.
- * An academic progression for the students in vocational stream is illustrated below:

Figure 1: Scheme of Academic Progression in Community College



- * Curriculum is divided into two components as follows:
 - Skill Component 60%
 - General Education component 40%

Table 3: Credit Allocation to the Curriculum Component

NSQF Level	Skill Component Credits	General Education Credits	Normal Duration	Exit Points/ Awards
6	72	48	Four Semesters	Advance Diploma
5	36	24	Two Semesters	Diploma
4	18	12	One Semester	Certificate

- * One credit equivalent of 14-15 periods of 60 minutes each for theory, practical/workshop and tutorials.
- * Monitoring, evaluation and updating of the curriculum is done periodically in consultation with all stakeholders, particularly the industries and SSCs keeping in view their requirements and changes in NOSs (National Occupational Standards).
- * **ASSESSMENT**
 - The Skill component of the course is assessed and certified by the respective Sector Skill Councils. The credits regarding skill component are awarded in terms of NSQF level certification, which has 60% weightage of total credits of the course in following manner.
 - Certificate courses: NSQF level 4 certificate - 18 credits
 - Diploma courses: NSQF level 5 certificate - 36 credits
 - Advanced diploma courses: NSQF level 6 certificate - 72 credits
 - The general education component will be assessed by the community college itself as follows
 - Internal Assessment: 50 marks
 - ✦ Sessional 30
 - ✦ Seminar/Assignment 15 marks
 - ✦ Attendance 05 marks
 - End-Semester examination: 50 marks

1.2.2. Does the institution offer programmes that facilitate twinning/dual degree? If 'yes', give details.

- * As a college affiliated to Himachal Pradesh University, our college follows the University prescribed curriculum. At present, there is no provision for twinning and/or dual degree.
- * But under the RUSA (CBCS) system introduced by HPU in 2003-04, a student is eligible for Double Major if he accumulates 30 credits in excess with a minimum of A grade. This double major seems to be equivalent to dual degree.

- * The advanced Diploma programmes offered through the community college if combined with BDP courses from IGNOU offer twinning. Most of the students doing diploma courses from Community College simultaneously have been enrolled with IGNOU for BDP courses.

1.2.3. Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond.

- * As an affiliated college following a course structure prescribed by the Himachal Pradesh University, the College is constricted in terms of academic flexibility. However, students are encouraged to exploit the diverse range of subjects featured as choices within the respective courses in terms of their individual perspective, orientation and career progression.
- * **Range of Core / Elective options offered by the University and those opted by the college:**
 - Some of the subjects, which are enlisted and offered by the Himachal Pradesh University, are not offered by our college due to non-availability of sanctioned posts in the subjects concerned.

Table 4: The Options Offered by the University and those Opted by the College

Faculty	Options Offered by HP University		Options Offered by College	
	Number	Options	Number	Options
Commerce and Management	3	B.Com., B.B.A., B.T.A.	1	B.Com.
Language	7	English, Hindi, Sanskrit, Urdu, Punjabi, Foreign Languages (French, German, Russian, Spanish etc.), and Indian regional languages	3	English, Hindi, Sanskrit
Social Science / Humanities Group	10	Economics, Political Science, Sociology, Psychology, History, Philosophy, Geography, Public Administration, Mathematics, Statistics.	7	Economics, Political Science, Sociology, History, Geography, Public Administration, Mathematics
Fine Arts and Applied Social Science Group	9	Music, Visual Arts, Drama / Theatre, Social Work, Journalism & Mass Communication, Physical Education, Home Science, Yoga, Education, Tourism.	2	Music, Physical Education
Life Sciences	5	Botany, Zoology, Biotechnology, Microbiology, Biochemistry	2	Botany, Zoology
Physical Sciences	7	B.C.A., Chemistry, Physics, Mathematics, Geology, Astro-Physics, Nano-Technology	4	B.C.A., Chemistry, Physics, Mathematics

- Based on the choices of subjects permitted under CBCS, the college makes efforts to open maximum options of subject combinations, keeping in view the constraints of infrastructure like the availability of classrooms, laboratories and other feasibility factors like number of teachers and convenience of students.
- No major subject combination restrictions are imposed for the students thereby offering highest possible choice.
- However, the seats in some subjects are limited keeping in view the constraints of infrastructure (classrooms, labs etc.), number of available teaching staff, popularity among students, feasibility of timetable etc.
- The earlier system of defining subject combination codes has been done away with, as this system was no doubt important in the manual system of processing admission, but with the new updated software, subject combination codes have become redundant vestige of the earlier system, and have therefore been done away with from the 2015-16 academic session.

* **Choice Based Credit System and range of subject options**

- The provision for a choice based credit system or credit transfer and accumulation has been implemented by the Himachal Pradesh since the year 2013. Hence, the College has introduced such schemes as per the Himachal Pradesh University guidelines. But from the academic year 2016-17, the CBCS system as proposed by UGC has been accepted and implemented in all the colleges affiliated to Himachal Pradesh University.
- Students are also briefed about credits, relative grading and other important aspects of CBCS system and RUSA. The admission committees for 1st Semester play important role in addressing the queries of students regarding selection of subjects under CBCS.

▪ **Outline of Choice Based Credit System**

- Core Courses (C): 14 for honours courses; 4 discipline specific papers each for regular courses and 2 papers each for English and Hindi/MIL in B.A./B.Com.
- Elective Course:
 - ✦ Discipline Specific Elective (DSE) Course: 4 for honours courses and 2 each for regular courses. Elective courses offered under the main discipline/subject of study is referred to as Discipline Specific Elective.
 - ✦ Generic Elective (GE) Course: 4 for honours courses and 2 each for B.A./B.Com. regular courses. An elective course chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s of choice is called a Generic Elective. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds:

- ✦ Ability Enhancement Compulsory Courses (AECC): AECC courses are the courses based upon the content that leads to knowledge enhancement; i. Environment Science and ii. English/Hindi/MIL Communication. These are mandatory for all disciplines.
- ✦ Skill Enhancement Courses (SEC) (minimum 2 for honours courses and 4 for regular courses): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work. The main purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability.
- Practical/Tutorials: One each with every core and discipline/generic specific elective paper.

*** Courses offered in modular form**

- As an affiliated college of Himachal Pradesh University, the college follows the University prescribed curriculum and does not offer courses in modular form.

*** Credit transfer and accumulation facility**

- The college offers credit transfer and accumulation facility as per the provisions framed by the Himachal Pradesh University.

*** Lateral and vertical mobility within and across programmes and courses**

- The scope of switching from one course to another is rigid in nature. Thus, flexibility remains rather limited as the University guidelines do not allow it.

*** Enrichment courses**

- The existing courses are enriched by preparing the students to design projects and presentations related to topics of curriculum.
- Lectures on moral values, skill improvement also enrich curriculum.
- The teachers assist in training apart from academics for various activities like youth festival and sports tournaments.
- Extension lecture by scholars in their respective fields are delivered to students to create awareness on issues of relevance.

1.2.4. Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

- * Yes. The BCA, PGDCA, Programs offered by the college are under self-financing scheme.

Table 5: Comparison of Self-Financed BCA/PGDCA with Other Programmes

Feature	Self-Financed BCA/PGDCA	Other Programmes
Admission	<ul style="list-style-type: none"> • Seats available: 50 per Semester/year • (25 subsidized & 25 Non Subsidized). • Admission to BCA and PGDCA is 	<ul style="list-style-type: none"> • Seats available: 60-80 per Semester per Subject per Section. • Admission is through merit

	<p>through merit and reservation roster is followed.</p> <ul style="list-style-type: none"> The advertisement for admission is published in the newspapers, and information is also disseminated through handbills distributed through newspaper hawkers. The posters and banners are also displayed at public places to give the course wide publicity. The admission notification is placed on the college website. The media coverage for these courses is also solicited through local media personnel. 	<p>and reservation roster is followed. But the college being a government institution, every eligible student is admitted. The seats may be increased in accordance with local constraints by the Principal on the recommendation of the college advisory committee.</p> <ul style="list-style-type: none"> No advertisements are done for traditional courses. The admission schedules are disseminated through press note to local media personnel for newspaper coverage.
Curriculum	<ul style="list-style-type: none"> The course curriculum as notified by HP University 	<ul style="list-style-type: none"> The course curriculum as notified by HP University
Fee structure	<ul style="list-style-type: none"> Subsidised Seats: Rs. 7,500/- per Semester Non-Subsidised Seats: Rs. 12,500/- per Semester The tuition fee of girl students is not exempted in self-financing courses. 	<ul style="list-style-type: none"> B.A./B.Com: Rs. 2056/- per Semester B.Sc. (NM): Rs. 2296/- per Semester B.Sc. (M): Rs. 2416/- per Semester M.A./M.Com.: Rs. 1890/- per Semester The tuition fee of girl students is exempted in traditional courses.
Teacher qualification	<ul style="list-style-type: none"> The norms for BCA/PGDCA as notified by AICTE and affiliating HP University are implemented. The All India Council for Technical Education (AICTE) in 'Pay Scales, Service Conditions and Qualifications for the Teachers and Other Academic Staff in Technical Institutions (Degree) Regulations, 2010' vide F.No. 37-3/Legal/2010 dated January 22, 2010 has provided the norms for the post of Assistant Professor in Computer Applications as follows: <ul style="list-style-type: none"> “ BE / BTech and ME / M. Tech in relevant branch with First Class or equivalent either in BE/BTech or ME/MTech OR 	<ul style="list-style-type: none"> The norms notified by UGC from time to time are valid. The teacher should have done Post Graduation with NET/SLET.

	<ul style="list-style-type: none"> • BE/ BTech and MCA with First class or equivalent in either BE / BTech or MCA • OR • MCA with first class or equivalent with two years relevant experience.” 	
Salary	<ul style="list-style-type: none"> • The salary to the teachers is paid on a monthly basis by the Higher Education Institute Society managing the Self-Financing Courses from its own funds. • The salary for the teachers is variable based on their qualification and experience. • Presently, the salary varies from Rs. 13,000/- per month to Rs. 20,000 per month. • The Honorarium to the Guest teachers is paid per lecture as per University Guidelines. • The faculty are paid only consolidated / per period salary which is fixed and revised from time to time by the HEIS society managing these courses. 	<ul style="list-style-type: none"> • The salary to the teachers is paid on a monthly basis by the Department of Higher Education, Government of Himachal Pradesh as per UGC norms and State Government guidelines in the matter
Governance	<ul style="list-style-type: none"> • The self-financing courses are managed by GCP Higher Education Institute Society registered under the H.P. Societies Registration Act, 2006. 	<ul style="list-style-type: none"> • These courses are government by the authorities appointed by the Government of Himachal Pradesh.

1.2.5. Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

* **Two skill-oriented courses Advance Diploma in Food Processing and Advance Diploma in Pharmaceuticals** are running under the Community College Scheme of UGC, MHRD, Government of India.

▪ **Relevance to Regional and Global Employment Market**

- The National Skill Development Council (NSDC) in its report *District wise skill gap study for the State of Himachal Pradesh (2012-17 & 2017-22)* has also identified sector-wise skill level requirements during 2012-22 for Sirmour District of Himachal Pradesh. The report prepared for NSDC by KPMG (KPMG Advisory Services Pvt. Ltd) reveals that the district has huge skill gap requirement.
- Paonta Sahib has emerged as the fast developing industrial town of Sirmour district with the setting up of medium and small-scale industries. However, there is a pronounced skill-gap in Paonta Sahib, with demand-supply mismatch of skilled workforce.

- The skill-oriented courses available in the market through private institutions have low credibility and acceptability with the employers. The traditional higher education system in the country is also rigid in terms of duration of courses, timings for teaching-learning, place of study and choice of subjects. There is a worldwide shift from conventional educational system to competence based qualification system.
- There is flexibility in curriculum and teaching methodology. Great opportunity of employment as this education system works in collaboration with the industrial sector of the local area. It also helps in promotion of self-employment and development of small enterprises.
- Detail of Programmes:
 - The detail of courses running under community college have already been mentioned in 1.2.1.
- Beneficiaries:
 - The beneficiaries of these programmes under Community College are mostly the school and college dropouts as well as to Senior Secondary School pass-outs not willing to join existing higher education system.
 - The local industry shall be the major beneficiary as these programmes will provide required skilled workforce for these industries as the course curriculum for these courses have been designed and implemented in close collaboration with partner industries.

Career Opportunities:	
<p>Industry</p> <ul style="list-style-type: none"> * Fruit and Vegetable Processing * Cereals, Pulses and Oil Seed Processing * Dairy Industries * Bakery and Confectionary * Pharmaceutical Industries 	<p>Job Roles</p> <ul style="list-style-type: none"> * Machine Operator * Store Executive * Quality Assurance Chemist * Quality Assurance Manager * Production Chemist * Purchase Executive * Supervisor * Bio-Chemist * Food Technologist

- * **BCA and PGDCA programmes**, which are self-financing courses, are also included in the category of skill-oriented programmes.
 - **Relevance to Regional and Global Employment Market**
 - BCA and PGDCA courses are customised for students wishing to excel in the field of computers and information technology.
 - These students can have the future challenging career in the field of Information and Technology with ample employment opportunities in both government and private sector.

- Just as China has emerged as the factory of the world, India has established and strengthened its position as an IT Power, a software giant in the world.
- **Detail of Programmes**
 - The detail of courses BCA and PGDCA running under self-financing courses have already been mentioned in 1.2.4.
- **Beneficiaries**
 - The main beneficiaries are the Senior Secondary School pass-outs not willing to join existing higher education system.
 - These courses have attracted students from lower middle class, the students who are not able to seek admission in high profile professional courses, which are out of the financial capacity of their parents.
 - The local industry and services industry have benefitted by recruiting these students for performing various IT related tasks and jobs.

1.2.6. Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

- * The affiliating Himachal Pradesh University provides for both regular and open learning mode of higher education in respect of certain courses. However, the College provides only the regular mode of education for its courses.
- * But, the affiliating University does not provide any flexibility for combining the conventional, face to face and Distance Mode of Education for the students to choose the courses of their choice. The students are provided with the flexibility to complete their degree from either of the two. However, the students can migrate between conventional
- * However, the college has an IGNOU Study Centre (1133) which was started in the college on February 1, 2005. The centre caters to the needs of the students of entire Sirmaur district of Himachal Pradesh, as some courses like B.Sc., MAGD (MA in Gender Development) are available only at this study centre. The study centre is offering various courses to students in arts, science and commerce. The strength of the centre has increased to 633 this year. At present, this study centre offers more than 32 courses to the learners.
- * The diploma and certificate courses of IGNOU can be pursued by the students along with regular courses from the college. The IGNOU also provides the facility of external credit transfer thereby providing mobility.

1.3. Curriculum Enrichment

1.3.1. Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

- * The supplementation of University’s curriculum happens only to a limited extent. Moreover, much of it happens in an informal way. The semester

system, for all its other advantages, has had the effect of cramming the life of students with course work and related requirements.

- * The institution envisions fostering meaningful and panoptic education. The curriculum delivery focuses on a keen expedition and introspection of knowledge over a conformist bias for marks.
- * The teachers assist in training apart from academics for various University curriculum like in youth festivals and sports curriculum.
- * The college has been sanctioned UGC sponsored remedial classes for the empowerment of SC/ST and OBC students and the remedial classes shall be started as soon as the grant is received by the college.
- * Seminars, quizzes, tutorials etc. are useful tools to supplement University's curriculum.
- * For career counselling of the students and improving communication skills and personality development programmes are organised through guest lectures and private or voluntary organisations.
- * The College subscribes to various newspapers and periodicals. The internet facility is made available for extensive online search.
- * The College provides a Wi-Fi enabled campus area.

1.3.2. What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

- * The college is dedicated to the continuous enrichment of the curriculum, integrating it to the needs of dynamic, fast-changing and continuously evolving employment market. Various programmes for the students and faculty members are organised in the college for providing a platform for intellectual interaction and development.

1.3.3. Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

- * **Gender**
 - The Women Grievances Redressal Cell has planned a comprehensive gender sensitisation programme to be implemented in December 2016 at the start of the even semester session.
 - The entire campus has recently been brought under CCTV surveillance by installing 16 CCTV cameras in the college campus at strategic locations with control room in the Principal's office.
 - This shall act as a deterrent to any sexual harassment within the college campus.
 - The students and the faculty shall be sensitised about the possible trade-off between the issues of invasion of privacy and violation of the right to privacy; and safety and security of women.
 - The college authorities shall ensure that the CCTV footages are not misused in any manner.

* **Climate Change and Environmental Education**

- Under the CBCS system introduced by Himachal Pradesh University, Environmental Science is a compulsory audit pass course, which has to be passed for completion of the degree.
- Every year, plantation works are carried out by NSS volunteers in close collaboration with the Forest Department.

* **Human Rights**

- Legal Awareness Campaign including issues of human rights etc. has been conducted in the college.
- For dealing with any human rights violations within the college campus, the college has formed various committees including discipline action taken committee, anti-ragging committee, women grievances redressal cell, committee on caste-based discrimination, etc.

* **ICT**

- Some teachers have been using ICT to deliver lectures. Some courses like B.Com. and B.Sc. have some computer-related papers in their curriculum prescribed by the University.

* **HIV/AIDS Awareness**

- The awareness campaigns regarding HIV/AIDS are regularly conducted by Red Ribbon Club and NSS.

1.3.4. What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

* **Moral and ethical values**

- Various extension programmes are conducted by the college NSS unit in surrounding areas and villages to promote awareness on social, moral and ethical aspects of life.
- The students of NSS during their camps organise awareness programmes on health and hygiene, which inculcates social and civic responsibilities in them.
- National Days of significance are commemorated and observed.
- Discussions on enhancing ethical and moral values are also under taken.

* **Employable and life skills**

- The college organises programmes on communication skills which are important soft skills enhancing employment potential of students.
- The college through various societies and clubs organises competitions on essay writing, declamation and debate contests, slogan writing, poster making competitions, etc. which inculcate competitiveness among the students and aid in developing all-round personality.
- Students play important roles in organising various intra-college activities like annual athletic meet, cultural programmes, etc. under the guidance of faculty members, which develop organising skills among the students.

- The college magazine 'Bhanuja' provides the students a crucial avenue for honing their literary skills and develops communication effectiveness among the students in various languages including English, Hindi, Punjabi and Pahari.
- The constitution of College Students Central Association (CSCA) every year provides opportunities for students to develop leadership qualities. Unfortunately, in the last few years, the affiliating HP University has banned SCA elections on the grounds of student violence and the SCA has been constituted through nomination on the basis of merit. Inherently, this is against the Lyngdoh Committee recommendations and violation of the Supreme Court orders in the matter. The ban on student elections is against democratic values and there is a strong case for the restoration of democratic rights of students.
- Career Guidance Talks by eminent persons from the industry and service sector are organised to focus on employability needs.

* **Better career options**

- Introduction of skilled courses under community college, and BCA and PGDCA courses under self-financing courses have opened new and better avenues for career.
- Personality Development Programmes increase the employability of students.
- The career-counselling cell provides essential information to the students for exploiting job opportunity in the government and private sectors.

* **Community orientation**

- The college NSS, and Rovers & Ranger units regularly visit surrounding areas to provide awareness on social, moral and ethical principles.
- Over the past several years, the NSS volunteer students have been playing active role in Polio vaccination campaign.
- Rovers and Rangers organise cleanliness drives and undertake activities for the welfare of the society.

1.3.5. Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

- * The college has always endorsed the environment of open communication. The college actively collects feedback from its varied stakeholders, although on an informal basis.
- * Inputs obtained have been analysed and assessed and if viable are incorporated for the enhancement and enrichment of the curriculum.
- * The faculty members are in continuous interaction with the students. Their regular feedback is undertaken to know about their expectations and to deliberate on the potential changes to be incorporated in the curriculum enrichment and delivery.

- * The feedback from teachers is elicited largely at Staff meetings, which are chaired by the Principal and moderated by the Staff Secretary. The feedback is also discussed at the meetings of HODs.
- * The College Students Central Association (CSCA), Parent Teacher Association (PTA) and College Alumni Association are very effective instruments for soliciting feedback and inviting suggestions for the enrichment of curriculum.

1.3.6. How does the institution monitor and evaluate the quality of its enrichment programmes?

- * The Principal personally monitors the quality of its enrichment programmes through discussions with the faculty and regular informal interaction with students.
- * The deliberations in the staff meetings ensure periodic monitoring and evaluation of enrichment programmes.
- * The IQAC ensures that the students participate in these enrichment programmes and derive maximum benefit from them.
- * The Internal Quality Assurance Cell (IQAC) shall monitor and evaluate the quality of its various programmes. However, it is in the nascent infant stage of its policy formulation and is expected to play a concrete role in future.
- * The departmental and institutional SWOC analysis strengthens our endeavour for programme enrichment.
- * RUSA Committee has been established to meet with the challenges and opportunities of the newly started CBCS system.

1.4. Feedback System

1.4.1. What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- * Faculty as members of the Board of Studies and Syllabus Review Committees, paper setters, paper evaluators and examiners are in a position to contribute to curriculum development and revision.
- * The feedback regarding curriculum received from various stakeholders is communicated by the college to the concerned Board of Studies through Registrar, Himachal Pradesh University Shimla.

1.4.2. Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

- * The college has recently devised a formal mechanism to obtain feedback from students and stakeholders on curriculum.
- * **Students**
 - The formal feedback from students is taken through CSCA during its meeting with CSCA Advisory Committee or through interaction of students with the teachers and IQAC/RUSA Coordinator.

* **Parents**

- During the Parent Teacher Association meetings, various matters related to student's performance, including curriculum, are discussed and formal feedback is obtained.

* **Industry**

- The Career Guidance Cell has proposed to invite industry representatives for campus selection/placement in the month of December 2016 and the information and suggestions provided by them regarding incorporating industry requirements in the course curriculum will be communicated to the Board of Studies, through Registrar, HPU Shimla.

* **Alumni**

- The GCP Alumni Association has recently been formed and registered. Several alumni of the College are well placed in different fields and their interaction with the students and the faculty will generate constructive feedback related to curriculum enrichment, which shall be forwarded to the University authorities for consideration.

1.4.3. How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

- * Courses under Community College Scheme of UGC: The rationale of these courses is to provide opportunities for need-based skill-oriented courses with course curriculum development and implementation through vibrant Academia-Industry collaboration

- Advance Diploma in Food Processing: Introduced w.e.f. 2014-15
- Advance Diploma in Pharmaceuticals: Introduced w.e.f. 2015-16

* **M.Com.**

- Introduced w.e.f. 2016-17
- The rationale of this course is that every year about 100 students pass out from our college with B.Com. degree and M.Com. is one of the most sought after career avenue for these students. This course is not available in any other college in the district, with only limited seats in the HP University.

* **M.A. English**

- Introduced w.e.f. 2016-17
- The rationale of this course is that every year more than 300 students pass out of the college with B.A. degree. Moreover, M.A. English is also one of the most sought after courses.

1.4.4. Any other relevant information regarding curricular aspects which the college would like to include.

- * Nil

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1. Student Enrolment and Profile

2.1.1. How does the college ensure publicity and transparency in the admission process?

*** Publicity**

▪ Prospectus

- The prospectus committee updates the prospectus, which clearly mentions detailed information regarding various courses offered, fee structure, eligibility conditions for various courses, facilities provided and rule and regulations for students. The colleges prints three types of prospectus:
 - ✦ Common Prospectus
 - ✦ Prospectus for Self-Financing Courses
 - ✦ Prospectus for Courses under Community College
- The Prospectus is printed well in advance before the commencement of the academic session and made available to the students on payment through the College office.
- In addition, the prospectus for programmes offered by IGNOU, are separately available from the IGNOU study centre in the college.

▪ College Website

- The college website gives information about the admission process.
- The entire prospectus in pdf formats are uploaded on the college website.

▪ College Notice Board

- The admission schedule and admission committees are displayed prominently on the notice board.
- Any later changes in the admission schedule as notified by the Himachal Pradesh University are displayed separately and prominently on the college notice board and updated on the college website.

▪ Media

- The local print media provides excellent coverage to the college admission process and widely publicises the admission schedules and the cut-off percentage including any changes in the academic calendar by the University.

▪ Inquiries

- The inquiries received telephonically or through emails are directly handled by the office.

- In case of specific inquiries, the candidates are referred to the respective admission committees, and in case of ambiguity, the matter is addressed by the RUSA Coordinator and if any decision/clarification is required, it is done by the college advisory committee.
- **Help Desk by student organisations**
 - The admission procedure is duly explained to the desirous students by help desks of various student organisations. The college appreciates and acknowledges their assistance rendered to fresh students and the Principal and the Incharge Admissions keep these students updated about any recent changes or modifications.
- * **Transparency**
 - As an affiliated government college of Himachal Pradesh University, the College follows the norms and guidelines laid-down by the University and the Department of Higher Education, Government of Himachal Pradesh in a student-friendly and transparent manner.
 - Transparency is the sine qua non for pursuing excellence.
 - With the introduction of RUSA-CBCS system, the admission process needs to be more transparent as admissions are now on merit basis.
 - **Admission Committee**
 - Various admission committees are constituted and notified in the college prospectus.
 - Teachers from all departments are involved in Admission Committee.
 - Each admission committee is headed by a Convener, who is a senior faculty member.
 - **Staff Council Meeting**
 - A staff council meeting is held prior to the initiation of admission process to deliberate upon various issues related to admission process, and the broad guidelines to be followed in the admission process are discussed and approved in the Staff Council.
 - **Pre-Admission Counselling**
 - Pre-Admission Counselling is provided to potential students by the respective admission committees.
 - **Transparent Admission Process:**
 - The admission process begins with the sale of prospectus by the designated staff and ends with the issuance of roll number.
 - The admission process takes place in a four-tier system. In the first step, the admission committees, faculty/class-wise headed by a convener help the students in filling admission forms, check their eligibility for admission, verify the requisite documents and counsel the young entrants about the choice of subjects/faculty.
 - In case of any discrepancy, the students are guided about its rectification. The committee scrutinises the application forms of the

students as per the rules, regulations and norms laid down by the University and the State Government.

- Each application form is assigned a serial number and is registered in the computer by the computer operator assigned with each admission committee. Therefore, the data on the number of students applications received in each subject on each day is available.
- After the last date is over, the application forms are sorted out and the admission committee prepares the list of students as per merit duly incorporating the reservation roster.
- In the second stage, the dean of the concerned faculty scrutinise the admission forms and attachments of the selected candidates and recommends the suitable cases for admission.
- In the third stage the overall Incharge Admissions, who is generally the senior-most teacher of the college, verifies the credentials of each student and recommends it for admission.
- In the final stage, the Principal as Head of the Institution approves the admission and subsequently the names of the eligible and selected candidates are notified in the merit list, which is displayed on the notice board and the college website on the dates as specified in the academic calendar. The information is also shared with the local media.
- The students are admitted upon completion of all formalities and the fee is deposited in the college fee counter as per specified schedule, and the roll numbers are issued.
- The college administration is accountable to affiliating University in the matter of admission because if any anomaly or discrepancy is left in the admission process, the admission of the concerned student is liable to be rejected by the University.
- Therefore utmost care and multifarious accountability is ensured to make the admission process fair, transparent, and in accordance with University rules.

2.1.2. Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution

*** UG Courses**

- In CBCS system admission is given according to merit prepared on the basis of marks of 10+2 as seats are limited in each major subject.
- The institution implements the statutory reservation policies. Admissions are strictly on the basis of merit incorporating the Reservation Roster. According to pre-determined criteria, application forms are scrutinised and the first merit list is displayed as per specified schedule.
- In case there is a vacancy in the first list notified, a second list is displayed and the process is repeated until all seats are filled.

*** PG Courses**

- The admissions to PG Courses are done on the basis of score in the entrance test conducted by HP University.
- Since the entrance test was started by HPU only w.e.f. 2016-17 academic session, several students could not appear in the said entrance test, only a few seats in M.Com. could be filled on this basis. Therefore, as per instructions of HPU, separate entrance test for M.Com. was conducted by the college itself to fill the sanctioned seats.
- In M.A. English, the number of applicants was quite low, and all the eligible students were admitted.

*** Courses under Community College**

- The seats to each course are limited to 50 as per instructions of UGC. The admission to the advanced diploma courses in Food Processing and Pharmaceuticals are done on the basis of merit.
- As the response to the course increases, the Board of Management, Community College is at liberty to decide to change the criteria of admission to entrance examination.

2.1.3. Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

S.N.	Programme	Category	Minimum %	Maximum %
1	B.A.	General	47.6	86.4
		SC	43.8	86
		ST	--	--
		PWD	--	--
		Sports	44.4	--
		Cultural	--	--
2	B.Com.	General	60.6	91
		SC	53.0	63.6
		ST	--	--
		PWD	--	54.4
		Sports	--	--
		Cultural	--	--
3	B.Sc.	General	48.8	93
		SC	51.2	66.6
		ST	--	--
		PWD	--	--
		Sports	--	--
		Cultural	--	--
4	B.C.A.	All	--	--
5	P.G.D.C.A.	All	--	--
6	ADFP (CC)	All	--	--
7	ADPH (CC)	All	--	--
8	M.A. English	All	--	--
9	M.Com.	All	--	--

2.1.4. Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

*** Review of Admission Process**

- Admission process is reviewed during the staff council meetings before the start of the academic session.
- Any changes notified by the University or Department of Higher Education are incorporated in the admission process of the College.
- The necessary changes in the admission process are deliberated in the staff council meeting and the admission process for the ensuing session is finalises which is then incorporated in the prospectus by the Prospectus Committee.
- The efforts to adapt the admission process over time have resulted in the procedure being more streamlined and student-friendly in terms of access and execution.
- The Student Admission Management Software developed by Department of IT, Government College Dharamshala is being used by the college to manage admissions, generate fee receipts and issue roll numbers, etc. This software has been extremely useful and has streamlined the admission process making it efficient.

*** Review of Student Profile**

- The data generated from the Student Admission Management Software helps to prepare student profile.
- Some aspects of the student profiles are required to be submitted in the specified formats; to the State government in Annual Administrative Report and the affiliating Himachal Pradesh University in Annual University Report.
- The College annual report also includes a section on the profile of students.
- The student profiles are also demanded in specific formats by the Government through Directorate of Higher Education and Department of Higher Education on several other occasions.
- The outcome of the review of the student profile reveals that the proportion of girl students in the college is increasing over the years and more and more students are coming from rural areas. This has highlighted the need of the faculty to understand the specific needs of girl students especially those coming from rural areas and travelling several hours daily to reach the college. Thus, a proper girls' common room with proper changing rooms is a necessity. This has been identified as one of the main weaknesses and effort shall be made to make proper arrangement as we get funds for infrastructure development.
- Similarly, the student profile reveals that the majority of the students come from rural interior areas and the experience of the faculty shows that the rural students are generally poorer in communication and other soft skills, and therefore, special dedicated efforts need to be made for its

improvement. Accordingly, it is proposed to begin courses in soft-skill through self-financing mode to be managed under the GCP Higher Education Institute Society.

2.1.5. Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

*** The Roster for Admission and Reservation**

- The Roster for Admission and Reservation as followed in Himachal Pradesh University is provided and strictly implemented for admission to various courses as under RUSA-CBCS system, the admissions are based on merit and restrictions of seats are enforced in each course on the basis of infrastructure constraints and the faculty availability.
- The list of admission based on merit in accordance with roster are prepared by the concerned admission committees, and recommended by the dean and incharge of admission, and are displayed with the approval of the Principal. These checks ensure that the roster is properly implemented.
- The necessary documentation required for taking the benefit of reservation of seats is strictly enforced. If at the end of the admission process the reserved seats remain vacant, these seats are transferred to the open category and filled on the basis of merit.

*** SC/ST**

- There is a relaxation of 5% in the minimum eligible criteria to candidates belonging to reserved categories of SC, ST to the undergraduate programmes.
- Relaxation in age for SC/ST candidates is allowed by three years, from 22 years for boys to 25 years for girls for admission to UG courses.
- The scholarship scheme for SC/ST students encourages admissions of these students.

*** OBC**

- No benefits are provided to OBC candidates in admission process as per state government rules and the regulations of the affiliating HP University.
- Nevertheless, the scholarship scheme for OBC students encourages admissions of OBC category students.

*** Women**

- There is no need to reserve seats for women, as they outnumber men students, on merit, in several of the courses. The female-male ratio of enrolment is now 111:100 in favour of women.
- Relaxation in age of women candidates is allowed by three years, from 22 years for boys to 25 years for girls for admission to UG courses.
- Tuition fee is completely waived off for bonafide Himachali girl students as per HP Govt. direction in this regard.

*** Differently abled**

- There is a relaxation of 5% in the minimum eligible criteria to candidates belonging to reserved categories of PWD to the undergraduate programmes.
- Certain relaxations are given to differently- abled students like extra time, getting an amanuensis during class tests and final examination as per University norms.
- Tuition fee exempted with 40% and above disability.
- The college ensures that all their classes are held on the ground floor only.
- The enabled infrastructure is an important precondition for ensuring admissions of these students.
- The scholarship scheme for Persons with Disability students encourages admissions of these students.

*** Economically weaker sections**

- While the college does not have special reservation for candidates from the economically weaker sections, they are facilitated through various government scholarship schemes.
- Students in need of financial support are encouraged to apply for financial aid.

*** Minority community**

- The scholarships for students from minority communities are provided by the Government. The students are encouraged to apply for these scholarships.

*** Any other**

2.1.6. Provide the following details for various programmes offered by the institution during the last four years and comment on the trends, i.e. reasons for increase / decrease and actions initiated for improvement.

	Number of applications	Number of students admitted	Demand Ratio
UG			
1 B.A.	351	351	1:1
2 B.Sc.	-	222	-
3 B.Com.	-	135	-
4 B.C.A.	36	36	1:1
PG			
1 M.A. English	05	05	1:1
2 M.Com.	25	20	1:1
M.Phil.	-	-	-
Ph.D.	-	-	-
Integrated PG Ph.D.	-	-	-
Value added			
1 ADFP	14	14	1:1
2 ADPH	04	04	1:1

	Number of applications	Number of students admitted	Demand Ratio
Certificate	-	-	-
Diploma	-	-	-
PG Diploma			
P.G.D.C.A.	26	26	26
Any Other	-	-	-

2.2. Catering to Student Diversity

2.2.1. How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

- * The College meticulously adheres to the National Policy for Disabled as laid down by the Government of India. Recognizing the special needs of the differently abled students, the College pays additional emphasis on their development and integration with the society.
- * **Enabled Infrastructure**
 - Keeping in view the mobility issues of differently- abled students, the College infrastructure is aligned with the special requirements of the students.
 - The new academic and administrative blocks are provided with ramps and wider doors connecting classrooms, to facilitate the differently abled students.
 - But much more needs to be done to make the physical infrastructure more disabled-friendly.
 - The college ensures that the classes of such students are preferably held on the ground floor only for the purpose of easy accessibility.
- * **Teaching-Learning Process**
 - Additional attention and focus is given by the faculty to the differently abled students to facilitate their learning needs.
 - The teaching- learning process of the differently abled student is modified suitably through tutorials, open interaction and a mentoring process.
- * **Reservation**
 - Three per cent seats in each department and course are reserved for differently abled students.
- * **Examination Process**
 - The facility of the scribe/reader/Lab assistant and compensatory time of minimum of 1 hour in the Examinations of 3 hours duration is provided to any such person who has disability of 40% or more and if desired by him in examinations time as per guidelines issued by Govt. of India, Ministry of Social Justice and Empowerment.

* **Scholarships and Fee Concessions**

- We offer scholarships and fee concessions to such students as per guidelines.

2.2.2. Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

- * Yes, the College assesses the students' needs in terms of knowledge and skills in the following manner.

* **Counselling**

- Members of the Admission Committee and the Career Guidance Cell counsel students to help in selecting appropriate subject combinations keeping in mind their career pursuits and potential.

* **Zero Week**

- In the first week of the commencement of the academic year the college observes Zero Week when the basics of the subjects are revised which help in bridging the knowledge gap of weaker students and prepares them for the course curriculum.

* **Change in Subject**

- On the basis of their initial class performance, interaction, class room behaviour, peer interaction, response and participation; the students are given 15 days to change the opted subject if they are not coping well with it.

* **Continuous Assessment of Students by the Faculty**

- At the commencement of teaching, teachers normally have intensive interaction with the students in the classroom that enable them to decide the academic competence of the class.

2.2.3. What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

* **Bridge Classes**

- The college belongs to the semi-urban area. But many students come from a rural background. Some of these are from neighbouring districts. As such, the students admitted to the college are often handicapped by social and economic backwardness. Such backwardness leads to lack of academic competence and confidence among the students. As such, this gap needs to be bridged.
- Every year at the beginning of the academic session, bridge classes are undertaken to bridge the knowledge gap among enrolled students and bring them at par with the rest of the class. Teachers provide additional attention beyond class hours.
- Large number of 1st year students in this institution face difficulty in understanding the content of subjects due to weak basic concepts and poor language. They lack confidence and need personal attention, motivation,

extra time to bridge the knowledge gap. They are personally guided by faculty members from time to time.

* **Tutorial Classes**

- Tutorial classes are organised in which the students of different streams and subjects are grouped. In such classes, students are provoked to interact on different topics related with value education, burning and current social issues, competitive examinations and remedial courses. Such classes reduce the gap between teachers and students
- The institution is aware of the differing levels of competency in language skills and learning ability amongst students. If one-size-fits-all education delivery process is adopted it vitiates the learning curve of these students. The medium of instruction for most subjects in the College is Hindi, and they find it very difficult to pass the English papers.

* **Remedial Classes**

- The institution shall conduct remedial classes for SC/ST students in different subjects to enhance their skills and competence as per the UGC guides lines, which has already been sanctioned by UGC.
- Besides, teachers remain available for such students in off hours of the teaching also.

* **Enrichment Programme**

- Personality enrichment of such students is ensured through active participation in co-curricular and extra-curricular activities like NSS, cultural events and sports and to orient them towards an innovative and creative mind-set. Besides, activities like career and job counselling activities are encouraged in this regard.

2.2.4. How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

* **Sensitisation on Gender**

- The College has constituted Women Grievances Redressal Cell, which acts as the Internal Complaints Committee (ICC) in compliance with the Prevention of Sexual Harassment Act of 2013. The task of raising awareness in this regard is cast upon this very competent committee.
- A seminar on Cyber Crime was organised on 18th October 2016 by the Women Cell in which the cyber experts from the Police Department apprised the students about Cyber Stalking, Bullying, Hacking, Online Frauds, and Spoofing etc.
- Teachers are allowed to participate in the Seminars, Workshops, organized by the different Government agencies and NGOs at state and National level on these issues by providing duty leave.
- Sh. Nalin Ramaul, Department of Economics had organised 2-Days 'National Seminar on Violence against Women' at Himachal Pradesh University on August 21 & 22, 2013 as Seminar Co-Convenor. The National Seminar was organised jointly by the Department of Laws and the Department of Economics at Himachal Pradesh University, Shimla. The

seminar was attended by more than 250 participants and a total of 219 seminar papers on various sub-themes were presented.

- Gender sensitisation is a crucial issue in the present era of women empowerment. The IQAC has requested the Women Grievances Redressal Cell to launch extensive gender sensitisation campaign in the college in the month of December 2016 just at the beginning of the ensuing even semester. The target is to reach each and every girl student, in manageable groups of 50-60 students each. The gender-sensitisation will also cover male students. A detailed comprehensive programme in this respect has been formulated by the Women Grievances Redressal Cell.

* **Sensitisation on Inclusion**

- During the NSS camps the students belonging to various castes and religions stay, prepare their food and eat together which inculcates a feeling of unity, communal harmony, and egalitarianism among the students and the staff.
- The college has staff belonging to different religions, and the staff from minority communities, Muslims and Sikhs, have been specially forthcoming in inculcating the spirit of communal harmony and mutual respect for all religions.
- The analysis of the demographic composition of the area reveals significant population of minority communities, both Muslims and Sikhs. This diversity is amply reflected in the composition of the students. But, Paonta Sahib and especially our college has been fortunate to have never seen any communal discord, not even hints of any conflict.
- A research paper entitled 'Socio-Economic Status of Muslims in India: Struggle for Inclusion' has been submitted by Sh. Nalin Ramaul to the World Bank Research Observer and is under review.

* **Sensitisation on Environment**

- NSS organises cleaning campaigns and shramdans on Gandhi Jayanti.
- An interdisciplinary course in Environmental Science is compulsory for all students at the under graduate level as Audit Pass Course in RUSA-CBCS system.
- Science students collected, identified and prepared herbarium sheets of medicinal plants.
- Declamation, drawing and essay competitions are held to sensitize students about the detrimental effects of environmental pollution and the ways to reduce it. The Eco Club and the Science Society have been working on sensitisation on Environment.
- The Science Society led by Ms. Amita Joshi organised competitions and discussions on 'Clean Energy Option & Nuclear Safety' on November 22, 2012.
- Different programmes and competitions were organised on 29th February 2016 in the programme, 'Energy Conservation & Role of Consumers'

organised by the Science Society and sponsored by the Himachal Pradesh State Electricity Board, Shimla.

2.2.5. How does the institution identify and respond to special educational/learning needs of advanced learners?

- * Understanding the ignited zeal and enthusiasm of advanced learners who wish to infuse their academic curriculum with their individual progression, the following initiatives are taken:
 - The advanced learners are identified from the merit list of the enrolled students, class interaction, question-answer sessions, home assignments, group discussions, and mid-term examinations.
 - Under CBCS (RUSA) the advanced learners are allowed to do emphasis or double majors and certificate courses.
 - The meritorious students in the fields of academics, sports, and cultural fields are awarded prizes in cash and kind during Annual Prize Distribution Function.
 - The advanced learners are given special career oriented guidance.
 - Library accords special facilities to meritorious/advanced learners in the form of extra books and reference material. The merit holders in each class (15 students who have been notified as CSCA office bearers and members on the basis of academic merit) are entitled to be issued 6 books at a time instead of 2 books in respect of other students.
 - In addition, the College Advisory Committee has delegated the power to grant this facility also to any other meritorious student subject to the discretion and satisfaction of the college librarian.
 - The advanced learners are also given extra-assignments and are encouraged to take part in activities such as quizzes, essay writing, different competitions and seminars.
 - They are encouraged to acquire new and advanced information through books and the internet to bring out their full potential.
 - The college offers INFLIBNET facility supported by internet connectivity for procurement of educational material in addition to the general library facility, which is well stacked with books, journals and magazines.
 - The creative abilities of students are given vent through wall magazines and the college magazine.
 - For advanced learners, additional reference books / assignments are recommended. They are helped by providing advanced books in possession of teachers on returnable basis.
 - Such students are also nominated to CSCA to enable them to participate in administrative activities of the college.

2.2.6. How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society,

physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

- * The College recognizes the distinct heterogeneity of the cognitive capacity and socio-economic variations in the student base and strives to achieve a uniform level of education for all. Understanding that the lack of support is fraught with the risk of dropout for the disadvantaged students, which is akin to the failure to the idea of education, the College has several measures in place for collection and analysis as well as implementation of support structures to ensure that learning parity and homogeneity is achieved among students.
- * The academic performance of the students is evaluated by the respective faculty and class in-charges through continuous evaluation.
- * Poor performance in exams, tests, assignments, class interactions and short attendance are some of the indicators of risk of drop out. Such students are counselled by the teachers.
- * The list of such students who have shortage in attendance is displayed on notice boards and they are warned regularly.
- * Their parents are contacted and apprised about the attendance and academic performance of their wards and further asked for necessary intervention.
- * They are provided extra attention and encouraged morally from teachers in the class as well as in off hours of teachings.
- * Apart from providing students concessional fees, the College also provides scholarships on need cum merit basis.

2.3. Teaching-Learning Process

2.3.1. How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

- * **Academic calendar**
 - The academic calendar is devised by the Directorate of Higher Education, H.P. in consultation with Himachal Pradesh University, Shimla and is followed in totality by our college. The same academic calendar is published in the college prospectus.
 - The College plans and organizes the teaching, learning and evaluation schedules in accordance with the above-mentioned academic calendar.
 - Before the start of the academic year, the Advisory Committee of the College conducts meetings with the department heads and faculty to plan and ensure effective and timely implementation of the curriculum.
 - In the next step, the Time Table Committee prepares the workload for each semester after adequate deliberation on the teaching plans to ensure that the timetable is prepared well in advance and faculty and students are informed about the same. This helps to ensure that the lectures start on the very first day of the academic year. Further, the committee ensures that subjects are allotted as per faculty preferences and specializations.

- Under the new dispensation with the constitution of IQAC, every department shall submit the details of academic and other activities of the department to the IQAC.
- The Heads of all departments with IQAC discuss workloads of their respective departments, hold meetings to allocate subject, number of lectures, lesson plans and finalise timetable for theory and practical classes at the beginning of the session.
- The Principal with the help of Heads of various departments and the IQAC prepares the academic calendar that provides a comprehensive plan of all the academic, co-curricular and extracurricular activities.
- The calendar is distributed to the faculty and the students and also displayed on the notice boards.

* **Teaching Plan**

- The College meticulously develops action plans taking into note the objectives of the curriculum, the number of teachers and students and the infrastructure available.
- The teaching process is based on the requirements of the subject and the topic. Emphasis is laid on organized, regular and systematic teaching whereby the punctuality and discipline of the lectures are strictly adhered. The syllabi are completed well in time.
- The teaching process is held as per the time and schedule mentioned in the timetable. The Principal along with senior teachers take regular rounds of the campus for monitoring and ensuring that teachers meet their classes according to timetable.
- The faculty members prepare their respective course plans, which are verified by the head of the departments as to accommodate tutorial, bridge, remedial and extra classes.
- Regular attendance of the students is taken in every class by the teachers concerned and the attendance registers are updated regularly. Lists of absentees are submitted in the office from time to time by the subject teachers concerned.
- Some special/useful hints are given by teachers to the students, like proper structuring of their assignments and answers for optimum score in the examination. They are also encouraged to highlight important information through graphic and diagrammatic representation wherever necessary.

* **Evaluation Blue Print**

- Schedule of house examination/ mid - term tests and their evaluation, university examination and evaluation, practical examinations are strictly followed as notified by HP University in this regard.
- The college has well executed the responsibilities related to examination work with proper diligence, prudence and in a systematic manner.
- Evaluation is fair, impartial and transparent whether it is internal evaluation or external evaluation and due regard is given to the effort and hard work of the students.

- Students also take all their tests and examinations with full honesty, confidence and without apprehensions.
- Invigilation process in the College strictly adheres to the University invigilation rules so that there is full transparency and objectivity of the examination procedure with zero tolerance towards the use of unfair means.
- The College follows a well-structured evaluation pattern for UG/PG courses. For the smooth implementation of CBCS, RUSA committee has been formulated. CBCS under RUSA follows a Comprehensive Continuous Assessment (CCA) of 50 marks and final exam of 50 marks for 2013-14 and 2014-15 batches. There is a 50 per cent internal assessment of CBCS system for which students are evaluated on the basis of two minor tests (15 marks each), attendance (5 marks) and written test, term paper, seminar presentation, quiz, assignments, extension work, open book test, projects, group discussions etc. for the remaining 15 marks. But for the 2-15-16 and later batches, the Internal Evaluation and End-Semester Exams carry relative weight age of 70:30.
- To make the CCA transparent the marks obtained by the students are shown and discussed with the students.
- End-Semester examinations are conducted by the Himachal Pradesh University, Shimla for which Government College, Paonta Sahib is one of the major examination centers.

2.3.2. How does IQAC contribute to improve the teaching-learning process?

- * The IQAC of the College was established in the Institution as a coordinating and facilitating organ among various wings of the College with the objective to build and ensure a quality culture aimed at all round excellence at the institutional level. IQAC forms a central part of academics and a linkage between the teachers and the administration of the College. Being at developmental phase, the IQAC is in the process of finalising its policy framework.
- * Once completed, the Cell aims at continuous improvement of institutional quality and achieving academic excellence by setting and regular monitoring of Quality radars on the different facets of the service delivery.
- * The IQAC works towards the enhancement of the learner's knowledge, capacity and personality. Regular feedback is taken by the IQAC from the students and other stakeholders. It shall be preparing the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.
- * The IQAC also envisions greater integration of teaching, technology, infrastructure and support services such as library to facilitate smooth flow of the teaching-learning process.
- * IQAC recommends purchase of certain equipment useful in teaching learning process. The IQAC has already recommended the purchase of 5 new computers and 2 smart boards and the purchase procedures has been initiated.
- * The college library reading room has recently been air-conditioned. IQAC has further recommended establishing 'book bank' facility for poor students in the

college library. The Library Advisory Committee has formulated the necessary modalities and the necessary funds have been allocated by the Principal for the book bank.

2.3.3. How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

*** Student Centric Learning**

- Student centric learning is focussed on the needs of students, their abilities, interests and learning styles where the teacher acts as a facilitator. Classroom teaching is one-to-many, but to make it more student centric, various strategies are adopted by the teacher and participatory teaching-learning activities are undertaken.
- Students are exposed to latest developments in the field through extension lectures, experts in the field, brain storming sessions and project based learning.
- Teaching methods are adopted as per the requirement of the prescribed curriculum. Interactive methods are used to discuss fundamental concepts and students are encouraged to ask questions.
- Students are motivated to work on their own, and prepare learning models, charts and make presentations. Small modules/ assignments are given to students for self-study.
- The introduction of Choice Based Credit System is a major step in making the curriculum student-centric. The students are given freedom to choose subject combinations of their choice subject to the availability of faculty and infrastructure.
- Short duration projects given to UG students of Arts, Science and Commerce has made learning more meaningful and has propagated enquiry based learning amongst the students.
- Traditionally, the college has eschewed 'spoon-feeding'! One of the clear emphases in the academic vision of the college is the need to respect the talent and independence of the student. We believe in the enormous potential of the students for independent learning.
- Teachers have the liberty to develop their own course / study material which is in the form of notes, power point presentations, sharing of e-resources/books with the students.

*** Support Structures and Systems available for Teachers**

- The College ensures the creation and provision of support structures and systems to teachers to develop a multitude of learning aptitudes among students.
- Faculty are accorded complete autonomy on the curriculum delivery with respect to their individual subjects to adapt and adjust their teaching methodology to accommodate the learning needs of the students. Accordingly, faculty can construct and control the flow and pace of their

subject to engineer various learning derivatives in the process. Use of technology and alternative teaching methods are encouraged to ensure creativity and develop interactive learning.

- The college magazine 'Bhanuja' is published annually which provides a good platform for the students to develop independent learning by expressing their views, and improving their writing skills.
- Education tours, visit to fields for plant collection, bird watching etc. are helpful to promote the collaborative learning among students.
- A major support system is the library. We encourage our students to make optimum use of this facility.
- The internet facility enables teachers and students to access online e-resources such as INFLIBNET in addition to availing the library resources.
- The campus is fully Wi-Fi enabled so that students have access to a universe of learning resources from all over the world.
- The college library has an Internet Resource Centre (IRC), which is made good use of by students. Faculty members too have access to this.

2.3.4. How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

*** Critical Thinking**

- The extension activities teach the students to work in a team, enhances their critical thinking, oral communication, and decision-making skills.
- Healthy debates, discussions and dialogues are promoted in the classrooms over a rudimentary one-way communication process. Curriculum delivery stresses the importance of application and knowledge over rote learning.
- Students are encouraged to make projects assignments, presentations, related to curriculum. The teachers give feed back to the students to improve their performance. The originality of ideas and thoughts is appreciated.

*** Creativity**

- Students are motivated to provide articles for college magazine, which promotes creativity. Each section of the magazine has a student editor.
- The annual cultural events such as *Peahal*, the annual sports event i.e. the Annual Athletics Meet and other programmes provide a platform for students to bring out their leadership and managerial skills, creativity and other hidden talents.
- Numerous subject societies and committees of college strive to inculcate creative thinking among students through debates, assignments, seminars, etc.
- The students are encouraged to participate in various extra-curricular activities and youth festivals for the all-round growth of their personality. The long list of prizes won by our students in youth festivals and other district and state level competitions bears a testimony to it.

- The students as members of NSS, Red Ribbon Club, Women Cell, and Rovers & Rangers participate in social outreach programmes inculcating life skills.

* **Scientific Temper**

- As an enlightened institution, the college has a catalytic role in fostering a rational and scientific outlook quintessential to the growth of the individual and the nation.
- The College carefully and conscientiously develops in its students, mental faculties of thought, reasoning and logic. A blend of innovative teaching practices and a vibrant peer atmosphere helps develop the lifelong zeal for learning and innovation. The open and democratic teacher-student interaction process helps stimulate thought process while simultaneously broadens their intellectual horizons. The faculty mentors the ardour for questioning and temperament in their wards.
- The College nurtures scientific temper among the students by motivating them to undertake projects. The students are protected against excessive obsession with examinations and results.
- B.Sc. students prepared project in Chemistry as part of their course curriculum under B.Sc. Chemistry major.
- BA 6th Semester and B.Com. 6th Semester students conducted field surveys and social survey as project work under their course curriculum under RUSA-CBCS.
- Science students collected, identified and prepared herbarium sheets of medicinal plants.
- Science students (B.Sc. 5th Semester) under the guidance of Ms. Amita Joshi and Ms. Pooja Kashyap of Chemistry Department visited science laboratory of the Department of Irrigation and Public Health at Majra in September 2016 to learn the technique of testing drinking water samples

2.3.5. What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

* **Smart College and the Guru-Gadget Balance**

- One of the biggest challenges is to maintain the balance between educational technology and human stature, i.e. the Guru-Gadget Balance in life and in education.
- The College employs a symbiotic blend of traditional and modern facilities for ensuring effectiveness and efficiency in the delivery of its academic curriculum.
- The classrooms have been upgraded to facilitate teaching using information and communication technology by harmonising the traditional style of teaching with the integrated learning process.

- * Campus is Wi-Fi enabled which helps both teachers and students.

- * Teachers have been issued personal identity protocol so that they can have access to these e -Journals and e -Books round the clock.
- * The College is connected to Information and Library Network (INFLIBNET) Info centre, Ahmedabad. The College has the access to N-LIST (National Library and Information Services Infrastructure for Scholarly Content) on-line resource facility of UGC-INFLIBNET-NLIST provide access to electronic resources (6,000+ ejournals and 30,00,000+ ebooks) and other relevant e-resources.

2.3.6. How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

- * Teaching learning is a continuous process and being in tune with recent developments helps both the teachers and students to sharpen their skills. Many opportunities are created by the college to expose students and faculty to advanced levels of knowledge and skills.
- * **Blended learning**
 - With the advent of facilities like ICT facilities, audio-visual facilities and language laboratory, the faculty has started exploring the use of technology in teaching, which has resulted in implementing the blended learning process for students. Computer assisted learning and digital materials are made available to the students to supplement classroom teaching.
 - Recognizing the need to supplement static academic curriculum with skill building and development programmes, field and industrial trips are organized to expose students and faculty to advanced level of knowledge and skills.
- * **Expert lectures**
 - Renowned personalities from all walks of life, like, scientists, consultants, businessmen, writers, actors and entrepreneurs are invited to the campus to interact with the students.
 - The college organizes lectures on various issues like women empowerment, AIDS awareness and environmental issues, etc. in which faculty members and students are encouraged to participate.
- * **Experts Lectures in the Last Four Years**
 - Dr. Vatsala Pandey, OSD, Hon'ble Speaker, Lok Sabha, counselled and provided career guidance to the students of B.Sc. Chemistry on 11th March 2016.
 - Sh. Gyan Singh Chauhan, GM, District Industries Centre, Sirmaur District at Nahan (on 8th February 2016 and 10th August 2016)
 - Ms Neelam Sharma, Miss Himachal Finalist interacted with girl students of the college and shared tips of modelling in a one-day workshop organised by Divya Himachal Media Group on 21st December 2015.
 - Sh. H.S. Rana, the SDM Paonta Sahib interacted with the students of the college under the Swachh Bharat Campaign for the local citizen programme/ initiative 'Clean Paonta, Green Paonta' on 26th August 2015.

- Dr. Neena Sablok interacted with NSS volunteers on the occasion of blood donation camp on 1st July 2015 in the college campus.
- The DFO, Forest Division Paonta Sahib motivated the students about the afforestation campaign launched in the last week of August 2016. The programme was also addressed by the officials/ representatives of HP Legal Services Authority.
- Sh. Sharvan Manta, SDM Paonta Sahib addressed the students under 'Matdata Jagrukta Abhiyaan' launched under the auspices of the Election Commission of India on 23rd October 2013.
- Sh. Manish Sharma, MD, Pharma Force Lab Paonta Sahib, on 28th February 2013.
- Dr. Ashok Gupta, BMO Rajpura and Sh. Birbal Verma, Health Educator interacted with the students about AIDS awareness in the programme organised by Red Ribbon Club on 1st December 2012.
- Sh. Naresh Parashar, Development Officer, LIC, Shillai informed the NSS students about the importance of life insurance on 29th January 2015.

*** Seminars and Conferences**

- Faculty members are encouraged to attend the refresher courses/ orientation programs, faculty development programs organised by various agencies like academic staff college, SCERT, HIPA etc.
- Over the past many years, the faculty has been participating in the seminars and conferences, and presenting papers in national and international level seminars and conferences. The details are given in 2.4.3.

2.3.7. Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counselling /mentoring/ academic advise) provided to students?

*** Academic Support**

- Academic advice is provided at various stages right from the choice of subjects at the time of admission to the selection of projects by the faculty members and various committees and cells.
- Teacher of the concerned subject also support the students in term of academic and personal help.
- The institution constitute RUSA committee and the admission committees in the beginning of the session which ensures the counselling of the students at entry level about their subject combinations, and the stream to which students opt as their UG programme of study.

*** Personal and Psycho-Social Support**

- As a nurturing and developmental institution, the College understands its moral and fiduciary responsibility to the mental, social and psychological well-being of its wards.
- Sincere efforts have been made for the creation of an open environment in the College to promote free dialogue between students and teachers. Each faculty doubles up as a counsellor to aid and guide the students in respect of

academics and life. The college teachers act as true friend, philosopher and a guide for the students in essence.

- NSS activities inculcate the spirit of social responsibility thus helping the students to cope up with their own and societal challenges.
- The College has recently appointed a part time counsellor for the psychological support to the students to deal with stress/anxiety/examination phobia. The names of the help seekers are kept confidential.

* **Guidance Services (Professional Counselling /Mentoring/ Academic Advise)**

▪ **Mentor Programme**

- College has initiated a mentor system in which a mentor is designated for every group of 15-20 students. The process has been initially started on a pilot basis for the students of 2014-15 RUSA batch (i.e. ensuing 6th Semester students). This system provides academic and psychological support to the students. Mentor cards will be issued which track their participation in various activities and academic pursuits. These student-mentor cards will help in the selection of the best candidates for the *Gaurav Awards* (the award for the best all-round performance, one each in the male and female categories for the outgoing class).
- Counselling and Placement cell of College arranges the lectures, seminars and interactive workshops so as to acquaint students about status of job opportunities in the National and State levels.

2.3.8. Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

* **Innovative Teaching Approaches/Methods Adopted**

- The use of learning integrated technology such as laptops and projectors to deliver lectures through power-point presentations.
- Some teachers suggest certain topics to the students for seminars where students are asked to read and collect the relevant material and present it in the classroom, followed by discussion related to the topic. This helps in developing confidence amongst the students.

* **Institutional Support to the Faculty to Adopt Innovative Methods**

- The College extends it full support and encourages the use of such teaching practices by its faculty.
- The required technological and infrastructural support is extended to the faculty to accommodate their methodology of teaching.
- Organise Seminars and Conferences in the College
- Special training programmes are organised for the staff to use latest technology in the classrooms.

* **Impact of Innovative Practices on Student Learning**

- While it is difficult to assess the immediate impact of the teaching methodology on student learning, it can be reasonably said that such innovative practices aid in the development of the students and are better anchored to the make the teaching-learning process more conducive and participative.
- These innovative methods help in effective communication and create conducive environment for learning.
- As the students are keen learners and tech-savvy, the teaching learning process has become student centric.

2.3.9. How are library resources used to augment the teaching-learning process?

- * The institution has a centralized library with the good collection of books.
- * Every year latest course books and reference books are added. At present, the total number of books in the library is above 9000.
- * Students are motivated to visit library and ICT labs for successful completion of projects and assignments.
- * The college has recently proposed to award a prize for the best users of library by the students of all streams from the academic year 2016-17. The modalities for this have been finalised by the Library Advisory Committee.
- * The college library reading room has recently been air-conditioned by installing 3 split ACs of 2 tonne capacity each.
- * A 'book bank' facility for poor students is being set up in the college library. The economically poor students will be given books from the book bank for the whole academic session.
- * On line e-books available to the students/teachers through inflibnet, which provides access to 6,000+ ejournals and 30,00,000+ ebooks. The main library has separate computers with internet facility where free inflibnet access is provided in the UGC Resource Centre.
- * A special zone for faculty has been created for reading purposes.
- * The Library subscribes about 9 journals of national and international repute. The prominent Journals being subscribed by the Library are: Human values, Yojna, Kurukshetra, University news, Administrative Behaviour and administrative culture, International journals of information dissemination and technology, JELL (journal English language and literature), Prabhandhan Indian journals of management and Indian journal of Chemistry – "A & B".
- * Magazines like – India Today, Competition Success Review, Competition Affairs, Vyapar Udyog, Women's Era, Current Science, Current Affairs, Pratiyogita Darpan, Competition Master, etc. are also subscribed by the library to augment the teaching-learning process.
- * In addition, 8 daily newspapers and 1 employment newspapers have been subscribed.

- * The library committee of the College looks after the purchase of books and journals every year. The library committee collects the requisitions for the purchase of books from the head of departments at the beginning of every academic year to augment the basic resources for teaching-learning process.
- * The advanced learners use the library for reference work, assignments, projects, book reviews etc.
- * Meritorious students are given additional facilities.
- * The record of teachers and students who visit library and take advantage of library resources in teaching and learning is maintained.

2.3.10. Does the institution face any challenges in completing the curriculum within the planned timeframe and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

- * Through careful planning and meticulous implementation, the College ensures that the curriculum is completed within the planned timeframe and the academic calendar prescribed by the University.
- * Prior to the start of the academic period, planning in the form of weighted deliberations and discussions by the Workload Committee ensures the creation of a broad academic plan. Further, the curriculum implementation takes place on an evolving basis. The plan is reviewed and revised in the light of suggestions, feedback or any development from the University.
- * The academic timetable is devised well in advance to ensure that classes are held without any delay.
- * If required, the faculty members conduct extra classes at regular college hours or otherwise to ensure that syllabus of a subject is accomplished within the prescribed time-framework.
- * It is also ensured that the administrative and academic assignments given to teachers do not impinge upon the teaching work.
- * Guest / Ad hoc faculty is appointed by College in place of permanent faculty members availing long leaves to ensure that syllabus of each subject is completed within planned time framework.
- * Besides, the arrangements for additional teachers are made through PTA (Parents Teacher Association) and its own resources by the college.
- * The institution does face some time constraint in completing the curriculum because the rigorous academic schedule under CBCS, but the faculty tries to overcome these challenges through extra classes and personal coaching to the students.
- * College is facing disruption and irregularity in its academic schedule due to the introduction of CBCS system, under which the university is taking inordinately long time to streamline the process. The college is constantly communicating with the university to overcome these issues.
- * The teachers and College office make an extra effort to keep in touch with the university and other appropriate authorities to remain updated on any changes and developments to prevent any delays and disruptions.

2.3.11. How does the institute monitor and evaluate the quality of teaching learning?

- * The monitoring and evaluation of the quality of teaching and learning is done at several levels in the institution.
- * On an individual level, the faculty ensures regular and periodic feedback from the students about the flow, methodology and pace of teaching in the class. Such feedback is accommodated to align the teaching process with the learning objectives of the class. A fully functional and integrated tutorial system ensures a means of providing spontaneous feedback on quality of teaching learning in a systematic manner. Regular tests, assignments & presentations help teachers to assess the outcome of the teaching efforts and the results are evaluated as pointers for changes required in the delivery of the curriculum.
- * All due efforts are made to ensure regular conduct of the classes at the scheduled time by the respective teachers and personal real-time monitoring is ensured by the Principal along with the senior faculty/course coordinators/nodal officer with instantaneous intimations whenever aberrations are reported.
- * Grievances of the students related to any aspect of teaching learning are handled by the Principal on an immediate basis and strict measures are taken by the authorities for effective redressal of such grievances.
- * The newly constituted IQAC is expected to play a vigilant and corrective role in process of evaluation and monitoring of teaching quality.
- * The Staff Council meetings discuss, debate and decide on changes in curricular and teaching learning practices.
- * Informal Feedback: The principal and faculty members also listen to informal feedback from parents of the students, alumni members and external peers. These are also taken in to account while developing strategies for quality improvement.
- * The performance of the teachers is also monitored through the ACRs (Annual Confidential Reports) evaluated by peers in the Department of Higher Education.
- * RUSA Committee discusses issues pertaining to CBCS system, formative and summative assessment, attendance, examinations and evaluation.
- * SWOC analysis is conducted by the departments and institution to evaluate opportunities and challenges.

2.4. Teacher Quality

2.4.1. Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

- * Himachal Pradesh Public Service Commission (HPPSC) recruits assistant Professors on regular and contract basis following all rules and regulations laid down by Government of Himachal Pradesh and the UGC.
- * Since Government College, Paonta Sahib is managed by the state government, transfer of teachers takes place in routine and the institution has no role to play

in the retention of teachers. However, a teacher is invariably replaced by an equally competent and qualified teacher recruited through same process and teaching a similar curriculum.

- * Head of the institution makes whole-hearted efforts to get vacant posts filled through the agency of the Secretary, Higher Education, who is appointing and regulating authority for all the Government colleges in the state.
- * However, with the state of higher education being in an undecided flux; there has been a shift from the earlier fixed patterns of recruitment. As such, the Government permits the appointment of faculty members on a short-term basis, both on an ad hoc basis as well as on a lecture-by-lecture basis (guest teachers). While this may not be an ideal situation, the College seeks to make the best of it by providing the ad hoc and guest teachers with all support and encouragement.
- * The Workload Committee is entrusted to come up with workload requirements at the beginning of each semester to make arrangements in advance, to fill up gaps in human resource requirements. At the beginning of new sessions, interviews are conducted for recruitment of temporary/ad-hoc posts under University guidelines for smooth running of various programmes at the College.
- * There is one post of the Principal, 29 sanctioned posts of teachers and 4 teachers have been recruited in Self-financing department and 2 teachers have been recruited in the UGC sponsored Community College. Among regular staff, 3 posts of teaching faculty are lying vacant and for the smooth teaching 1 teacher has been appointed on period basis (Local/ internal PTA). There are 3 types of faculty on the basis of recruitments viz. regular, on contract basis and local/ internal PTA.
- * Appointments of the faculty on period-basis are made at the level of institution by local PTA in accordance with the rules/regulations of the State Government, HP University and the UGC. Permission of Director of Higher Education is sought for this. Posts are advertised in local newspaper, through pamphlets, personal contact and through website of the college. This is followed by a rigorous selection process, including teaching demonstration and interview by the Board constituted for the purpose. Selection Committee constituted for appointment includes PTA President, PTA Secretary, PTA Chairperson i.e. principal of the college and two Subject experts. Merit of candidates is made and finally appointment is given.
- * The College strives to provide both congenial and challenging environment for the faculty members to work with dignity.
- * Majority of the staff have acquired higher academic qualifications like M. Phil and Ph.D. Teachers are encouraged to acquire higher qualifications for which there is a provision of study leave also.

2.4.2. How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

*** Efforts of the institution to meet the growing demand**

- The College faculty has the ability and capacity to teach new subject perspectives with latest knowledge acquired through participation in various Workshops, Refresher Courses, and Seminars from time to time.
- Existing teachers are encouraged to attend refresher courses, orientation courses and enhance their qualification for new courses offered.
- The regular faculty provides their services as guest lecturers in Self-Financing Courses (BCA/PGDCA) and the Community College (Advance Diploma in Food Processing and Advance Diploma in Pharmaceuticals) as per detail below:
 - **Guest Faculty in Community College from Host College**
 - ✦ Ms. Ritu Pant, Associate Professor, Department of Zoology
 - ✦ Ms. Dhanmanti Kandasi, Assistant Professor, Department of Botany
 - ✦ Ms. Seema Tyagi, Assistant Professor, Department of Zoology
 - ✦ Ms. Amita Joshi, Assistant Professor, Department of Chemistry
 - ✦ Ms. Pooja Kashyap, Assistant Professor, Department of Chemistry
 - **Guest Faculty in Self Financing Courses from Host College**
 - ✦ Sh. Yashpal Tomar, Department of Economics
 - ✦ Sh. Rinku Aggarwal, Department of Commerce (PTA-GIA appointee)
- Guest lecturers, eminent speakers and resource persons are also invited from various institutions.

Table 6: Guest Faculty in Community College from other academic institutions

S. N.	Name	Address
1	Dr. Virender Singh	H.O.D. Deptt. of Micro-Biology, Himachal Institute of Life sciences, Paonta Sahib
2	Dr. Ujjwal Nautiyal	Principal, Himachal Institute of Pharmacy, Paonta Sahib
3	Ms. Rohini Sharma	Asst. Professor, Himachal Institute of Pharmacy
4	Ms. Monika Sharma	Former academician
5	Sh. Ramesh Chander Sharma	Retired academician (English)

Table 7: Guest Faculty/Experts in Community College from Industry

S. No.	Name	Address
1	Dr. Jitender Kumar	Sr. Vice-President, Mankind Pharma Ltd, Paonta Sahib
2	Sh. Sanjay Aggarwal	Director, RichPro Food, Paonta Sahib
3	Sh. Jai Prakash	Sr. Executive (QA), Tirupati Medicare Ltd.
4	Sh. Hans Raj Sharma	Fruit Technologist, Fruit canning unit, Dhaulakuan, Paonta Sahib
5	Sh. Sanjeev Bansal	Horticulture Extension Officer, Dhaulakuan, Paonta Sahib
6	Sh. Virender Singh	Plant Head, Minocha Foods, Shoghi, Shimla
7	Sh. R.K. Singh	Head Quality Assurance, Mother dairy Ltd. Delhi

- Academic Programmes in Biotechnology and Bio-informatics have not been introduced in the college as yet, since, as a matter of policy, the state education department allocates such courses to technology oriented colleges/ universities.
- With regard to Information Technology, the college has well-equipped IT labs and runs Bachelor and diploma level courses like BCA and PGDCA on self-financing basis. These courses have been approved by the state government and the degree/diploma thereof is awarded by H.P. University, Shimla. The teaching faculty for running these courses is recruited by the college itself through a registered society constituted for the purpose viz. Government College Paonta Sahib Higher Education Institute (GCP-HEIS) Society. At present 4 faculty members have been appointed by the GCP-HEIS:
 - Sh. Anuj Sharma, M.Sc. Mathematics, SLET
 - Ms. Jyoti Sharma, M.C.A.
 - Mrs. Aparna, M.C.A.
 - Mrs. Bahar, M.C.A.
- The Community College has appointed 2 faculty members as per detail below:
 - Sh. Rahul Dev, B.Tech. (Food Technology); Lecture, Food processing
 - Ms. Asha Kaushal, B.Pharm.; Lecturer, Pharmaceuticals

*** Outcome**

- Students experience higher levels of learning and exposure through well-qualified and dedicated faculty.
- Faculty prefers to continue to work in the institution, as there are opportunities for personal and professional growth.
- The quality of teaching and research output has improved.
- Teacher appointed on self-financing (BCA & PGDCA) courses and Community College are young and very much familiar with recent trends to teach subject like IT and computer.
- The guest faculty have been providing their experienced inputs for the students.

2.4.3. Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

*** Nomination to staff development programmes**

- The Academic Staff Colleges/ Human Resource Development Centres across Universities all over India conducts various Orientation and Refresher Courses as approved by UGC from time to time to cater to the needs of the faculty members for teaching and research wherein the College nominates its faculty to attend these programmes.

- Almost entire regular faculty undergoes refresher and orientation courses during their service period on a regular basis.
- Duty leave of 14 days in an academic session is sanctioned for such faculty development programmes by Principal of the college.
- Study leave of 2 years is also granted to the teacher who are keen wants to pursue research work as by Secretary of Higher Education as per Govt. norms.
- With the aim of quality enhancement, 11 teachers out of 27 regular teachers have acquired Ph.D. (9 have done Ph.D. and 2 have submitted Ph.D. thesis) and 4 are still perusing for their Ph. D from different Universities. Further 12 teachers have done M.Phil. Thus, a total of 23 out of 27 teachers have done Ph.D. or M.Phil. degree i.e. 85.2% of regular faculty have got a research degree.

Table 8: Academic Staff Development Programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	6
HRD programmes	-
Orientation programmes	3
Staff training conducted by the university	-
Staff training conducted by other institutions	8
Summer / winter schools, workshops, etc.	-

▪ **Academic Staff Development Programmes**

- Chand, Jagdish. Attended “Open Source Geospatial Tools” Organized by Centre for Space Science and Technology Education in Asia and the Pacific (United Nations) and Indian Institute of Remote Sensing (ISRO) and Open Source Geospatial Foundation of India (OSGeo-India) at Dehradun from 2nd to 4th April 2012.
- Joshi, Amita. Attended orientation programme (OP105) H.P.U. Shimla (w.e.f. 09.04.2012 to 05.05.2012).
- Joshi, Amita. Attended One week in Service training Programme SCERT Solan (16.07.2012 to 21.07.2012).
- Negi, Kuldeep Singh. Refresher Course in Library & Information Science organized by UGC-Academic Staff College, Kumouni University, Nainital, in 2012.
- Ramaul, Nalin Kumar. Attended ICSSR Sponsored Training Programme on Computer and Statistical Methods in Social Science at Gauhati University, Guwahati from April 18-27, 2013.
- Kumar, Shanta. ‘21-day Workshop on ‘Research Methodology and Electronic Data Processing’, organized by Inter-Disciplinary Research Group, Pratibha Spandan and Department of Music, Himachal Pradesh University, Shimla, held on 5-8-2013 to 25-8-2013 at H.P. University, Shimla.
- Negi, Kuldeep Singh. Refresher Course in Library & Information Science organized by Panjabi University, Patiyala, in 2013.

- Negi, Kuldeep Singh. One Day Workshop on “DELNET : Resource Services & Facilities & Koha: An Open Source Integrated Library System”, organized by DELNET in Collaboration with Central University, Dharamshala, in 2013.
 - Chand, Jagdish. “Induction Training Programme” Organised by Govt. College of Teacher Education at Dharamshala from 24th December 2013 to 5th January 2014.
 - Negi, Mohan Singh. Induction Programme for Assistant Professors of Govt. Colleges of Himachal Pradesh at SCERT w.e.f. 1st August to 12 August 2014.
 - Kandasi, Dhanmanti. Refresher Course in Environmental Sciences from ASC HPU Shimla from 14/09/2015 to 03/10/2015.
 - Negi, Kuldeep Singh. Sh. Refresher Course in Library & Information Science organized by Aligarh Muslim University, Aligarh, in 2015.
 - Kandasi, Dhanmanti. Refresher Course in Basic and Applied Science from HRDC Punjab University Chandigarh from 26th May 2016 to 15th June 2016.
 - Bhandari, Dipali Sharma. Refresher course in language and literature at P U Chandigarh from 1.9.2016 to 21.9.2016.
 - Tomar, Yashpal Singh. Training Programme on Consumer Protection for the Faculty Members of Training Institutions organised by Indian Institute of Public Administration, Centre for Consumer Studies w.e.f. 16th to 20th May 2016.
 - Kumar, Shanta. Induction Training organized by ‘SCERT, Solan’ Himachal Pradesh w.e.f. 11.07.2016 to 22.07.2016.
 - Malik, Jahid Ali. 2 Days Orientation Programme for Academic Counsellors in Life Sciences at RC Noida on 21st and 22nd October 2016.
 - Tomar, Yashpal Singh. 2 Days Orientation Programme for Academic Counsellors in M.A. Economics at RC Delhi 3 on 11th and 12th November 2016.
- * **Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning**
- **Teaching learning methods/approaches**
 - The college motivates teachers to prepare computer aided teaching/learning materials, mostly using latest software and other electronic tools.
 - The BCA department of the college regularly organises training programs for teachers of other departments to make them aware of the latest developments in the technology. They train teachers to use computers and internet to improve their teaching methods and to empower the teachers.

- **Handling new curriculum**
 - Whenever there is a change in the syllabus initiated by HPU, the same is conveyed to the HODs by the Principal well in time. The HODs call meetings of their teachers, and explain the new syllabus and devise strategies to empower the teachers to handle the new syllabus effectively.
 - The IQAC will arrange a training workshops for the faculty in which external experts will be invited to update them on new curriculum, CCA and teaching plans.
 - It is proposed to invite Dean Planning HPU (Coordinator IQAC, H.P. University Shimla) for a talk on CBCS system under RUSA.
- **Content/knowledge management**
 - The Government College Paonta Sahib organised one day 'National Seminar on Make in India: Challenges and Prospects' sponsored by ICSSR on 11th July 2016 with Nalin Ramaul as the Seminar Convener.
 - Investor Awareness Programme was organised by the SEBI (Securities and Exchange Board of India) on 14th August 2015, which was attended by over 150 students and teachers.
- **Selection, development and use of enrichment materials**
 - The teachers select quality reference material for enrichment of the curriculum. Some teachers develop their own study materials, which supplements the textbooks available for the students in the market. The audio-visual material is also used by some teachers, especially in community college.
- **Assessment**
 - The self-assessment report is one of the important yardsticks used for the evaluation of the faculty. It also generates feedback about the needs of the faculty in terms of their research and other activities. Suggestions to improve the academic system provided by the faculty through the self-assessment report are also taken into account by the college. The Principal also maintains the ACR of the teachers, which records the annual performance of the teachers. This report is further communicated to the peers in the Department of Higher Education. The annual increments, higher emoluments and promotions to the teachers are granted subject to the grades earned in their ACR.
- **Cross cutting issues**
 - Awareness programme on Cyber Crime focused on rise in crime on the Internet and guidelines to be kept in mind while surfing the Internet.
 - It is proposed to organise disaster management mock drill in the college.
 - College has recently conducted the Green Audit of its campus and facilities. The Green audit of the campus has been carried by the team constituted for it led by Dr. Jahid Ali Malik.

- **Audio Visual Aids/multimedia**
 - The College encourages the staff members about the use of e-resources, digital library, SPSS, campus care, smart boards, visualizers etc. from time to time.
- **OER's (Open Educational Resources)**
 - For open educational resources (OERs), the teachers may attend various workshops organised by various institutions for the purpose.
 - Using NPTEL website, the college provides the facility of open educational resources, which includes full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge for faculty members.
- **Teaching learning material development, selection and use**
 - The teachers of our institute are given free access to the internet. This helps them collect learning material from the internet, etc.

* **Percentage of faculty**

- A very large percentage of the faculty are involved in regular academic and research activities. However, their participation in academic activity must be encouraged further.

Table 9: Academic Activity Year Wise (%)

Nature of Activity	2012-13	2013-14	2014-15	2015-16
Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies.	-	-	1	3
Participated in external Workshops / Seminars / Conferences recognized by national/international professional bodies.	7	14	17	12
Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies	3	9	6	4

- **Resource Persons**
 - Ms. Amita Joshi, Resource Person, SCERT, Solan
 - Sh. Nalin Ramaul delivered a lecture entitled “Unleashing your Entrepreneurial Capabilities” during Entrepreneurship Awareness Camp (EAC) organised by HIMCON (Himachal Consultancy Organisation Ltd. Shimla) and sponsored by National Science and Technology Entrepreneurship Development Board (NSTEDB), Department of Science and Technology, Government of India.
 - Sh. Yashpal Tomar resource person for EAC, HIMCON.

- Dr. Dipali Bhandari: Entrepreneurship Awareness Camp organised by HIMCON
- **Participation and Presentation of Papers in Seminars and Conferences**
 - Tomar, Yashpal. Presented a joint paper authored by Ramaul, Nalin, Pinki Ramaul and Yashpal Tomar entitled “Make in India: Opportunities for *Make in Himachal*” at the National Seminar on “Make in India: Challenges and Prospects”, organised by SGGJS Govt. PG College, Paonta Sahib on 11th July 2016.
 - Negi, Kuldeep Singh. Three Day International Seminar on Caliber-2015, organized by Indian Institute of Advanced Study, Shimla & Himachal Pradesh University, Shimla in in Collaboration with INFLIBNET, Ahmadabad, in 2015.
 - Bhandari, Dipali Sharma. Curriculum Requirements in English under RUSA. National Conference Sponsored by HGCTA (HP). September 2015.
 - Bhandari, Dipali Sharma. Folklore vis-à-vis media: a Scrutiny of AK Ramanujan’s A Flowering tree and Cheluvi (1992). National Conference on Linguistics and Folklore, Punjab Agricultural University Ludhiana, May 2015.
 - Chand, Jagdish. November 28-30, 2014: Presented a Paper on “Industrialization, Urbanization and Overpopulation’s Impact on Physical Environment of Nahan Town-A Case Study” in Three day International Seminar on “Rediscovering Traditions of Folk, Place and Work in Sustainable Settlement Planning” Jointly Organized by Institute for Spatial Planning and Environment Research (ISPER) and Association of Punjab Geographers (APG) at ISPER, Amravati Enclave, Panchkula, Haryana, India.
 - Chand, Jagdish. October 13-14, 2014: Presented a Paper on “Water Resource Management in Himalayan Region and Geographical Analysis-A Case Study” in International Conference on “Change in Cryosphere its Impact on Ecosystem Services and Rural Livelihoods: Understanding Local Adaptation in the Himalayan Region” Organized by Department of Earth Sciences, Institute of Mountain Environment, Baderwah Campus, Jammu University, India.
 - Chand, Jagdish. October 3-5, 2014: Presented a Paper on “Effects of Climate Change on Natural Resources and Communities: A Case Study of Renuka Forest Division” in *International Conference* on “Development, Biodiversity and Climate Change: Issue and Challenges” Organized by Govt. PG College, Chamba.
 - Chand, Jagdish. March 29-30, 2014: Presented a Paper on “Change Detection in Forest Cover Using Remote Sensing Data and GIS-A Case Study” in the National Seminar on “Natural Resource Management for Sustainable Development: Present Needs and Our Common Future” Organized by Youth for Sustainable Development (YSD), Shimla and Maharaja Agrasen University, Solan.

- Tomar, Yashpal. Presented a Paper entitled “The Scenario of Foreign Direct Investment in India: Trends and Implications” in the National Seminar on Foreign Direct Investment: Trends, Opportunities and Challenges, Organized by HPU Business School, Himachal Pradesh University, Shimla on 28th and 29th March, 2014.
- Tomar, Yashpal. Presented a Paper on “Livestock Sector: Growth, Production and Contribution in the Economy of Himachal Pradesh” in the National Seminar, Organized by Deptt. of Economics at Govt. PG College, Hamirpur.
- Bhandari, Dipali Sharma. Screen Adaptations of books: Litterateur’s Agony, Audience’s Joy. National Seminar, Govt. College Kullu. December 2013.
- Bhandari, Dipali Sharma. Disaster Management: Perspectives and Overview. National Seminar on Disaster Management, Govt. College Hamirpur, October 2013.
- Chand, Jagdish. March 14-16, 2013: Presented a Paper on “Socio-economic and Environmental Impact of Renuka Dam HP- A Case Study” in the International Geographical Union (IGU) Conference on “Geoinformatics for Biodiversity and Climate Change” Organized by Deptt. of Geography of Maharshi Dayanand University, Haryana (India) Rohtak.
- Negi, Shanta Kumar. National Seminar on ‘Inter-Disciplinary Research in Modern Times’ organized by Pratibha Spandan and Department of Music, Himachal Pradesh University, Shimla, held on 3rd December, 2013 at HPU, Shimla. Presented a paper entitled “Tea industry in Himachal Pardesh: A Historical Perspective”.
- Negi, Shanta Kumar. National Seminar on ‘Small Business Enterprises and Finance’ organized by HPUCES, Shimla and presented a paper entitled “Tea industry in Himachal Pardesh: A Historical Perspective”.
- Negi, Kuldeep Singh. National Seminar on “Library in Digital Era” organized by CLA, Chandigarh, in 2013.
- Chand, Jagdish. December 10-12, 2013: Presented a Paper on “Socio-economic and Environmental Impact of Hydropower-A Case Study of Bajoli Holi Hydropower” in 4th International Seminar on “Save Rivers to Save Children of Our Children: Drawing Comprehensive Plans for River Water Management, Monitoring and Enforcement” Organized by Institute for Spatial Planning and Environment Research (ISPER), India, Panchkula.
- Chand, Jagdish. October 4-5, 2013: Presented a Paper on “Climate Change and Impact on Livestock of Changpa Nomadic Community in Eastern Ladakh, J&K” in the 1st International Conference of Association of Punjab Geographers on “Disasters, Natural Resources Management and Socio-economic Development” Organized by Deptt. of Geography of Kurukshetra University, Haryana (India).

- Chand, Jagdish. October 18-20, 2013: Presented a Paper on “Disaster Management and Landslides- A Case Study of NH-22” in the National Seminar on “Natural Disasters: Vulnerability, Preparedness and Mitigation” Organized by The Environmental Forum, NSCBM, Govt. College, Hamirpur (HP).
- Joshi, Amita. Participated in one day National Conference (Women Empowerment) MCM DAV Chandigarh on 13.02.2013.
- Bhandari, Dipali Sharma. The Impact of Technology on the Improvement of Quality and Evaluation in the Field of Literary Research. International Conference, KMV Jalandhar, October 2012.
- Chand, Jagdish. May 12, 2012: Presented a Paper on “Application of Remote Sensing in Forest Resources” in the Regional Seminar on “Forests for Sustainable Livelihood” Organized by Institute of Mountain Environment Baderwah Campus, University of Jammu.
- Chand, Jagdish. October 4-5, 2012: Presented a Paper on “Forest Resources of Sirmour District” in the National Conference on “Environmental Issues and Challenges- the Himalayan Perspective” Organized by Institute of Mountain Environment Baderwah Campus, University of Jammu.
- Joshi, Amita. 2 days conference (National) on New Frontiers in Chemical sciences. (22 & 23 Sept.2012) Kurukshetra University.

2.4.4. What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

*** Special Provision of Leave**

- The College facilitates further research in the best academic tradition, by granting the following types of leave to its faculty.
- **Study leave**
 - Study leave, as permissible by the State Government is granted to those faculty members who seek to pursue higher degrees, especially a doctoral degree.
- **Extraordinary leave**
 - Extraordinary leave, as per the guidelines of State Government, is also granted whenever applicable for academic activities of the faculty.
- **Duty Leave**
 - There is a provision of duty leave for the teachers who participate in workshops, refresher/ orientation course, and other faculty development programme as per government norms.
- **Special Leave**
 - The faculty members can also avail 14 days special leave for participation in conference and seminars or for research project work as per UGC guidelines.

* **Acquisition of Research Degree**

- Faculty is encouraged to pursue their M. Phil. and Ph. D. through faculty development schemes, Research Award, Doctoral or Post-Doctoral Fellowships of UGC and ICSSR.
- * Moreover, the college always encourages the faculty to attend Conferences and Seminars.
- * Reimbursement of amount spent on registration etc. for seminar, conferences and workshops, etc. depending on availability of UGC grants for the same.
- * Faculty members are always encouraged to apply for minor and major research projects and circulars from UGC are circulated from time to time among the teaching staff.
- * The research achievements of teachers get due credit in annual appraisal/ Confidential report submitted to the State Government.
- * The College has constituted a Research Committee. The Research Committee motivates the teachers to participate in orientation and refresher courses as well as in research activities.
- * Teachers are motivated to visit other institutions as Resource Persons.

2.4.5. Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

- * The college provides necessary infrastructure and other required support to encourage teachers to excel in their teaching.
- * The College generously extends its infrastructural facilities to faculty members even beyond their office hours to work uninterruptedly for their academic pursuits.
- * The College provides separate rooms for faculty in sciences and other practical subjects. For other staff in Arts and Commerce, the space and facility for undertaking academic activities is provided in the library as the college is facing severe infrastructural constraints.

2.4.6. Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

- * As of now, the Institution has not introduced an evaluation system for faculty by students and external peers. However, informal evaluation mechanism exists at two levels. One at the individual level, each faculty member seeks feedback on the teaching process and methodology from the students being taught on a periodic basis. Secondly, the Principal brings teaching quality issues like their accessibility, communication gaps, pedagogic aspects, content knowledge, etc. as an important agenda in his meetings with class representatives of every section conducted regularly throughout the academic year. The College takes corrective actions based on the feedback.

- * Parents and students are always free to meet principal and their suggestions are given due considerations.
- * The principal counsels the respective teachers individually in order to make improvements.
- * The formal system of evaluation of teachers by students has been introduced in Self-Financing and Community College from 2016-17 academic session.

2.5. Evaluation Process and Reforms

2.5.1. How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- * The evaluation process, comprising of the internal and external evaluation, provides a quantitative measure of the effectiveness of the teaching-learning process and the academic plan. The importance of the evaluation process is well imprinted in the academic tradition of the country. Such a spread of information begins from the prospectus, which provides detailed understanding on the evaluation process to prospective students and their parents. This include a methodical trifurcation of the evaluation process into its components and the weights assigned viz.,
 - Attendance and its minimum requirements,
 - Internal Assessment comprising of Assignments and Class Test, and;
 - External Examinations conducted and evaluated by the University.
- * Faculty members are apprised of the evaluation process through Staff Council and Departmental meetings. Clarifications on the same are sought from the University and quickly assimilated in the process.
- * During the academic session, the students are informed about the evaluation systems and the procedures involved, and queries, if any, are resolved by the teachers.
- * The scheme of the students' course-wise assessment and evaluation methods is communicated to the students and parents through college prospectus. Prospectus contains information about mid-term examinations, end-term examinations, attendance etc. Prospectus is also uploaded on website of the college. Besides, the counselling is done at the time of admission are organized in which complete structure of programme offered at entry level, Continuous comprehensive Assessment (CCA) and evaluation is discussed by the members of admission committee with the students and parents. Tentative dates and month of mid-term and end term examination are notified in college calendar at the beginning of academic year. The pattern of examination and papers is explained by subject teachers in the classrooms.
- * All the important information, changes in evaluation process and new guidelines in this direction from the HP University and the Department of Higher Education are discussed in staff council meetings to educate the faculty members from time to time. They are informed about the syllabus, internal assessment, and criteria for assessment, weightage of marks, form of question paper, minor tests and their weightage, attendance and its weightage prescribed by the university.

- * The periodic instructions issued by the affiliating university are also promptly communicated to the students. The faculty members inform the students about such instructions even in the classrooms and copies of the same are also displayed on the students' notice board.
- * To make the students familiar with the CBCS system, the Himachal Pradesh University has mandated that at the beginning of the academic session a zero week shall be observed in all the colleges where the main purpose would be to explain the CBCS system to the students and sensitise them about it.
- * Staff Council, departmental, IQAC, and RUSA meetings are organised regularly to discuss the evaluation criteria and the general performance of the students.
- * Mid-term examinations are conducted on the pattern of the end semester examinations to prepare students to face the same with confidence.

2.5.2. What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

*** Evaluation Reforms introduced by the Affiliating University**

- The Himachal Pradesh University Shimla introduced RUSA-CBCS system from the 2013-14 academic session.
- In CBCS for evaluation the Continuous comprehensive Assessment (CCA) and End Semester Examination (ESE) have been introduced.
- For the 2013-14 2014-15 batch of students, the Continuous Comprehensive Assessment (CCA) accounts for 50% of the final grade and End-Semester Examination (ESE) for the remaining 50% of the final grade.
- For the batches 2015-16 onwards, the Continuous Comprehensive Assessment (CCA) accounts for 30% of the final grade that a student gets in a course; and End-Semester Examination (ESE) accounts for the remaining 70% of the final grade that the student gets in a course.
- Beginning from 2015-16 session, a student will have to pass both the components (i.e. CCA and ESE) separately to become eligible to be declared successful in a course.
- **Mid-Term (Minor) Test**
 - There is one mid-term test, to be conducted when approximately 2/3 of the syllabus has been covered. This mid-term test is for 15 marks. Mid-term test is conducted by the college in consultation with the teacher.
 - ✦ Note: Mid-term (Minor) Test is of 30 marks for the students of the academic sessions admitted in 2014-15
- **Seminar/Assignment/Attendance**
 - The attendance has 5 marks in the CCA. The remaining 10 marks of the CCA will be awarded on the basis of seminar/assignment/term paper etc. that the course teacher might give to the students.
 - Note: Seminar/Assignment/Term Paper will be of 15 marks for the students of the academic session 2014.

▪ **End-Semester Examination (ESE)**

- The end-semester examination (ESE) is for three hours duration and covers the whole syllabus of the course.
 - ✦ Note: Only those students are allowed to appear in the ESE who have been successful in the CCA.
- If an eligible student fails to appear in a semester examination, or to complete it on account of his/her own serious illness, accident, or on account of the death of near relative (mother, father, brother and sister), or the dates of state or national level examinations falls on dates of the semester exams, may be allowed to appear in the semester exam in the next academic year when examination for that semester is due. Permission to sit in the examination will be permitted by college Principal/Director on the production of a valid certificate/document from the competent authority. The college will send the name of the student to the Registration and Migration Cell for Information.

* **Reforms Initiated by the College**

- On its own accord, the College has initiated reforms in the evaluation process with respect to the procedure and implementation. A comprehensive and continuous evaluation system of formative assessment has been adopted with adequate flexibility given to the individual faculty members to innovate regarding the form and mode of assessment within the broad University guidelines.
- A transparent system of internal assessments has been developed by providing various opportunities to the students by disclosure of internal assessment scores on its website and notice boards to weed out any mistakes and providing parity. The College, thus, also ensures that the corrective action can be taken in time before finalization of marks to be submitted to the University for the award of degree.
- If a student is unable to appear in the mid-term examination for some genuine reason, the concerned student has to formally represent his/her case to the Principal in written, who grants special permission for the conduct of special exam for such students, and the concerned subject teacher is subsequently intimated to conduct the special exam.
- Even if some students does not perform well in CCA or fails to clear the eligibility condition, an extra chance is given to the student for his/her evaluation subject to the judicious exercise of the discretion by the concerned teacher subject to informal special permission from the Principal.

2.5.3. How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

- * To ensure effective implementation of these evaluation reforms the college has constituted a Committee for Mid-Term Examinations, which acts as an internal Controller of Exams (COE) and receives the question papers from concerned teacher in sealed envelope, notifies the schedule of conduct of the Mid-Term Test with the approval of the Principal. The evaluation of answer scripts and submission of complete course-wise assessment and evaluative awards by the

concerned teachers is done in a time-bound manner. In the entire process, complete transparency is maintained. Institution also adheres to the condition of 75 % attendance strictly, monthly absentee statements are worked out, and meagre amounts of fine imposed on students so that they remain vigilant in future.

- * Teachers perform invigilation duties for internal and external examinations, as assigned by the Principal from time to time.
- * The teachers evaluate answer scripts of examinations and set question papers for the university examinations, as well as the mid-term examinations.
- * The college is one of the examination centres for university examinations.
- * All possible attempts are made to check the use of any unfair means during the examination. However, due care is taken to ensure that the sincere studious students are not disturbed in any manner during the process of checking for unfair means.
- * The students are shown their evaluated answer sheets of mid-term examinations. Any doubt about evaluation is made clear to the students.
- * Examination record is maintained in a transparent manner for mid-term and class tests as well as other parameters of assessment.
- * The students are communicated well in advance in a transparent manner regarding their CCA awards, their performances in the internal assessment and attendance shortage issues to provide them a chance to improve their performances and maintain transparency in the process.

2.5.4. Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

- * **Formative Assessment**
 - The College gives students an opportunity to understand and identify their strengths and weaknesses and target areas that needs improvement. It also helps faculty to recognize and understand the areas in which the students are struggling and address their problems immediately for improved performance.
 - The formative assessment is conducted to measure students' achievements and performance following the CCA pattern, which includes attendance, assignments, group discussions, seminars, project work, paper presentations, power point, quiz, book review etc.
 - Apart from this, the students also attend lectures by experts, seminars, etc. organised in and outside the College.
 - Students also attend and organise various inter department and inter College activities, competitions, literary meets, etc.
 - Student's achievements are also measured by considering their performance and participation in sports and co-curricular activities at college, State /National levels and they are also rewarded for this in the annual function of the college.

* **Summative Assessment**

- Summative assessment adopted helps to evaluate students' learning outcome at the end of each semester and to determine to what extent the instructional and learning goals have been met.
- The summative evaluation is done during terminal tests. For summative assessment, each student is subject to
 - A midterm examination managed and conducted internally by the college.
 - End-semester examination and practical, if applicable, as per the norms, and the schedule of the University in each academic semester.

2.5.5. Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioural aspects, independent learning, communication skills etc.).

- * The result of the performance of the students in continuous assessment tests is shared with the students during the course of the semester.
- * The answer sheets are shown to the students, the papers are discussed and suggestions for improvement are given by the faculty members.
- * Weightage is given to written tests, presentations, assignments and group discussions towards the development of the students specially in enhancing their academic and communicative skills.
- * The CCA marks have been broken down to specific heads, which make the evaluation process rigorous.
- * The marks obtained by the students in each component i.e. class test, mid-term tests /assignments are shown to the students in the class, besides the students of the college have right to make appeal against any component of evaluation to the RUSA Grievances cell of the college.
- * The concerned teacher ensures that the assessment and evaluation record are made available to each student.
- * The students can check their marks and approach the concerned teacher directly in case of any clarification or discrepancy.
- * Lists of attendance and marks scored by the students are displayed on notice boards of the college before sending it to the university.
- * Behavioural aspects has no direct weightage as per university guidelines, however timely submission of assignment, regularity, punctuality etc are certainly noted down by teacher. Thus, although there is no definite mechanism to give weightage for behaviour aspects but students gets due credit in internal assessment for good behaviour.
- * Independent learning and communication skills are given weightage during presentations, group discussions, and the class and assignment, debates, etc.

2.5.6. What are the graduate attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

*** Graduate Attributes specified by the College/ Affiliating University**

- The Himachal Pradesh University does not specify any particular graduate attributes.
- The College aims at intellectual, physical, emotional, spiritual and moral development of students. Accordingly, the College would like its graduates to enliven the following attributes which are embodied in the vision, mission and motto of the College:
 - Well-rounded personality in personal and professional spheres inculcating a thirst for knowledge, sensibility and compassion.
 - Effectiveness in problem-solving with the ability of applying logical, critical and creative thinking to a myriad of problems.
 - Confidence, determination and the ability to work autonomously and collaboratively as a team.
 - Responsibility to profession and nation committed to ethical action and social responsibility.
 - Effective communication ability in professional practice and as a member of the community.

*** Attainment of Graduate Attributes**

- These attributes reflect the academic inclemency and the maturation of the students graduating out of the College. They represent the fruits bore of the labour of the students and faculty in a harmonious symphony.
- The College ensures that the graduates in spirit these attributes by the comprehensive of academic and para-academic rigor.
- A conducive and ideating environment that provides opportunity of action and stimulation of thought coupled with the punctiliously delivered academic curriculum ensures that these attributes are indoctrinated in the students graduating from the college.
- The College provides a platform to the students to develop these attributes through participation in various academic, co-curricular, extra-curricular and extension activities.
- Students develop academic and socio-communication skills through organisation of various events, internships & participation in outreach programmes. This helps in the realisation of a holistic personality with humanistic and ethical orientation.
- Leadership qualities are nurtured and encouraged through various roles in the extracurricular activities. For example, office bearers of student union and various societies plan and organise the events under the guidance of teacher conveners and their colleagues. In this process, students develop confidence and learn to voice their views.

2.5.7. What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

*** Redressal of Grievances with Reference to Evaluation at College Level**

- The answer scripts of the Mid-Term Exam (Minor Test, 15 marks) which is part of the CCA, are shown to the students in the class. If they find any discrepancy, it is dealt with immediately there and then in the class by the concerned teacher.
- Attendance (which has five marks) is displayed on noticeboard time to time, and the teachers announce the lectures attended in the class also.
- The students of the college have right to make appeal against any component of evaluation if it does not settle in the department. He/she can do so by submitting a written appeal to the college RUSA Grievances Redressal Cell.

*** Redressal of Grievances with Reference to Evaluation at University Level**

- At the University level, during evaluation of answer scripts, one head examiner is deputed for five sub-examiners in each subject. He is assigned the duty to moderate or check or crosscheck the answer scripts and in case of any discrepancy, he has the right to correct the sub-examiner.
- The Himachal Pradesh University also allows for re-evaluation of the answer scripts of students, which are evaluated by a different examiner to rule out the possibility of any further discrepancy on the payment of a nominal fee.
- The aggrieved student can apply for re- evaluation of his manuscripts at the University level, within 21 days of the declaration of results.

2.6. Student performance and Learning Outcomes

2.6.1. Does the college have clearly stated learning outcomes? If 'yes', give details on how the students and staff are made aware of these?

* Yes, the College has clearly stated learning outcomes for all the programmes.

*** Syllabus Related Learning Outcomes**

- The learning outcomes are stated in the syllabi and course plans. Each academic plan has specifically stated learning objectives. Further, each subject has its own learning objectives commensurate with the level of learning envisaged by the University.
- Faculty communicates these objectives to the student at the beginning of the session.
- Constant efforts are made to accomplish the objectives that are reflected in outstanding performance, and high percentages.
- The College ensures the communication of these learning objectives to faculty members through staff council and departmental meetings.
- The faculty further convey these learning objectives to the students via classroom and tutorial interaction.

* **Mission Related Learning Outcomes**

- The learning outcomes have also been envisaged in the Mission, Vision, and College Motto. As a part of its vision and mission, the College has very clearly stated the orientation and endeavour of its learning process.
- These outcomes are communicated in the college prospectus, website and the college notice board.

* **Learning Outcomes of the Institution:**

- Motivating girls from rural areas for higher education, better placements, and social responsibility; and upliftment of other weaker and marginalised section of the society.
- To achieve these learning outcomes SWOC analysis at the institutional and departmental levels is conducted by IQAC.

2.6.2. Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

* **Monitoring the progress of the students**

- The progress and the performance of the students is monitored by each department through class test, assignments, group discussions, paper presentations, quiz etc. at regular intervals. These tests and assignments are shared and discussed with the students.
- Attendance also forms an important part of the Continuous Comprehensive Assessment (CCA). The marks of each assessment (conducted by the college) are displayed on the Department Notice Board.

* **Analysis of the Student Results / Achievements**

- The analysis of last four years results reveals that the College results are outstanding and the results of college students in different disciplines/courses of study have been over and above the university pass per cent age over the last four years.
- Result of 1st year classes remains low throughout Himachal Pradesh and same is reflected in result percentage of our College.
- There are certain limitations we continuously face, like less exposure of students due to their rural background, poor language command, weak comprehension, and weak basic concepts especially amongst 1st Semester/year courses.
- Due to location of Paonta Sahib as a bordering area, very close to Dehradun, Yamuna Nagar and Chandigarh, meritorious students who have paying capacity generally seek admission in the colleges in Dehradun, Yamuna Nagar or Chandigarh.
- For the session 2013-14 onwards, gazette notification of the result is yet to be compiled by the university according to new evaluation scheme under RUSA.

Table 10: Students Results of session 2012-13

S. N.	Class	College Pass Percentage	University Pass Parentage	Difference
1	B.A. 1 st Year	68.98	48.53	+20.45%
2	B.A. 2 nd year	93.20	77.28	+15.92%
3	B.A. 3 rd Year	90.66	78.79	+11.87%
4	B.Com 1 st year	60.81	49.56	+11.25%
5	B.Com 2 nd Year	92.13	72.43	+19.70 %
6	B.Com 3 rd year	100	97.56	+2.44%
7	B.Sc. 1 st year	49.56	37.07	+12.49%
8	B.Sc. 2 nd year	96	-	-
9	B.Sc. 3 rd year	100	96.06	+3.94%
10	B.C.A. 1 st year	66.86	-	-
11	B.C.A 2 nd year	70	-	-

Table 11: Students Results of session 2013-14

S. N.	Class	College Pass Percentage	University Pass Parentage	Difference
1	B.A. 1 st Year	76.96	48.40	+28.56 %
2	B.A. 2 nd year	80.23	76.6	+3.63 %
3	B.A. 3 rd Year	90.73	80.35	+ 10.38 %
4	B.Com 1 st year	48.12	53.23	- 5.11 %
5	B.Com 2 nd Year	70	78.12	- 8.12 %
6	B.Com 3 rd year	100	96.08	+ 3.92 %
7	B.Sc. 1 st year	55.96	48.45	+ 7.51 %
8	B.Sc. 2 nd year	85.71	77.23	+ 8.48 %
9	B.Sc. 3 rd year	100	97.06	+ 2.94 %

Table 12: Students Results of session 2014-15

S. N.	Class	College Pass Percentage	University Pass Parentage	Difference
1	B.A. 2 nd year	92	72.64	+ 19.36 %
2	B.A. 3 rd Year	97	85.56	+ 11.44 %
3	B.Com 2 nd Year	32	59.31	- 27.31 %
4	B.Com 3 rd year	96	97.09	- 1.09 %
5	B.Sc. 2 nd year	48	69.15	- 21.15 %
6	B.Sc. 3 rd year	100	98.02	+ 1.98 %

Table 13: Students Results of session 2015-16

S. N.	Class	College Pass Percentage	University Pass Parentage	Difference
1	B.A. 3 rd year	92.51	85.24	+ 7.24 %
2	B.Sc. 3 rd year	89.61	85.05	+ 4.56 %
3	B.Com 3 rd year	80.18	90.04	- 9.86 %
4	B.C.A. 3 rd year	73.33	-	-
5	B.C.A. 2 nd year	18.18	-	-
6	P.G.D.C.A.	88.88	-	-

2.6.3. How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

*** Teaching Strategies**

- The College follows the University prescribed curriculum and assessment policy to facilitate the achievement of the intended learning outcomes. While transacting the curriculum and implementing the assessment directives, the College adopts a blend of conventional and innovative pedagogy to meet the requirements of the curriculum.
- Regular classes ensure high academic quality and rigor. Strict adherence to attendance-rules inculcates discipline and regularity amongst students. Timetable is so structured to cater to the demands of the curriculum. However, there is scope of enough flexibility for the teacher to plan and incorporate innovative methods of teaching learning and include “beyond the classroom” activities.
- Besides lecture method, collaborative teaching methodologies are adopted to create a participatory and democratic milieu for learning.

*** Learning Strategies**

- Students are encouraged to read widely and beyond the prescribed reading list of university.
- To facilitate holistic development of students, the College provides various opportunities to students through department associations, and cultural and sports activities. Participation in these forums aid students to develop organisational and social skills, teamwork as well as leadership.
- The student’s magazine ‘Bhanuja’ gives a platform to the students for expressing their creativity in Hindi, English, Sanskrit and Punjabi.
- The College also organizes industrial visits and field trips to provide industrial exposure and overall development.
- Recent introduction of Community college will definitely provide ample opportunity to inculcate the managerial, entrepreneurial and organizational skills in the students.

*** Assessment Strategies**

- The academic learning outcomes are assessed by the established mechanism as per University Guidelines including Continuous Comprehensive Assessment (CCA) as well as End Term Examinations.
- The capacity of social responsibility is assessed by the voluntary initiatives taken by the students, including their active participation in NSS and Rovers & Rangers units of college.
- The vital learning outcome of ensuring the holistic development of the students is assessed by their participation in various sports and cultural activities.
- The assessment strategies stress the importance of application and knowledge over rote learning. Field visits, project work and educational

excursions give students the practical exposure and help them to apply classroom knowledge to real life settings.

2.6.4. What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

*** Skill Oriented Courses**

- The college is providing need-based skill-oriented courses under Community College Scheme of UGC (Food Processing & Pharmaceuticals) and under self-financing mode (IT courses BCA and PGDCA).
- These courses help in promotion of self-employment, small business development, declaration of competence and eligibility for employment.
- These courses are planned and implemented in collaboration with industrial, commercial and service sectors of the local area and responds to the socio-economic needs and issues of the local community.

*** Student Placements and Career Guidance Cell**

- The career guidance cell of the college offers pre-placement and placement assistance to students, prepares them to face interviews and organises placement programmes by inviting companies, industries, etc. for campus recruitment.
- It organises special expert lectures, career counselling sessions, and interactions with HR managers from industry.
- The Cell invites entrepreneurs to share their experiences with students to help them to become successful future entrepreneurs.

*** Extension Activities**

- The college has played an important role in propagating social awareness amongst students by networking with social organisations and helped the students to understand social problems.
- There is participation of students in campaigns on various health, gender, sexual abuse and environmental issues, through NSS units, Women Cell, Eco Club, Rovers & Rangers, Red Ribbon Club, etc.
- These ventures have helped the students in understanding the needs of society in general and created awareness among students in particular.
- These community extension programmes have also helped to develop soft skills, life skills, organizational and management skills and talent.

*** Socio-Economic Relevance of Course Curriculum**

- The courses run by college have both social and economic relevance. In order to enhance the social relevance of the courses offered, the students are provided with an opportunity to study compulsory courses like Constitution of India, History and Geography of H.P., Indian Culture, Environmental Science, etc. to orient them towards national, social and cultural goals and values.

- In addition, skill based courses, like communication skills, reasoning and logical ability, Basic Science and basic Math and Mushroom cultivation, etc. are offered to the students under General interest/ Hobby courses to develop competence and entrepreneurship among students.

* **Research Activities**

- The students of B.Sc. Chemistry Major, BA 6th Semester, and B.Com. 6th Semester students are required to do project work under their course curriculum under RUSA-CBCS. A teacher is assigned to a group of students, who acts as a mentor/ supervisor for the project assigned. Students learn to do research, standardize protocols, conduct surveys, use statistical analysis, and write reports.
- Research culture amongst the students will also be inculcated by assigning short-term research projects through UGC-CPE and UGC-BSR grants for undergraduate students after accreditation and receipt of UGC grants.

2.6.5. How does the institution collect and analyse data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

* **Collection and Analysis of Data**

- Marks obtained by students in class tests, assignments, projects, attendance etc. are compiled and subject-wise mark lists is prepared and internal assessment is calculated.
- Attendance registers are maintained for continuous comprehensive evaluation.
- The results of end semester examination help in identifying the effectiveness of the teaching learning process.
- The data so collected is carefully analysed through faculty meetings, meeting with the Principal and discussion with students.
- The performance of the students and important issues pertaining to these are discussed in the Staff Council meeting.
- The interaction with the Alumnae also helps in identifying the gaps existing between learning outcomes and expectations.
- The analysis of the data collected helps in planning and overcoming barriers of learning.

* **Overcoming the Barrier in Learning**

- Counselling, remedial classes, tutorials, and extra classes are undertaken to help the slow learners.
- Bridge classes are conducted to narrow down the knowledge gap of the newly enrolled students.
- Scholarships, free ships, and fee concessions as per government rules are made available.
- Infrastructural facilities with modern technology are provided.

- The corrective measures are undertaken in respect of the students with short attendance and the defaulting students are fined.
- The college ensures timely redressal of students' grievances.

2.6.6. How does the institution monitor and ensure the achievement of learning outcomes?

* To monitor and ensure effective achievement of learning outcomes the management has constituted various monitoring systems.

*** Monitoring by IQAC**

- The recently constituted IQAC plays an important role in execution and enhancement of quality of teaching, learning and evaluation.
- Regular meetings are held to formulate the Perspective Plan, Academic Calendar and guidelines to various committees, societies and clubs.

*** Monitoring by RUSA Committee**

- RUSA Committee is responsible for effective implementation of CBCS system. It discusses issues like internal assessment, attendance, examinations and evaluation schedules.

*** SWOC Analysis**

- Institution conducts SWOC analysis for the college and all the departments to monitor and ensure that learning outcomes are being achieved.

*** Role of CSCA**

- The College Students Central Association (CSCA) is involved in monitoring and ensuring the learning outcome.

*** Ensuring Achievement of Learning Outcomes**

- It is made sure that students attend classes and participate in classroom activities. Students are encouraged to ask maximum questions or doubts.
- Special attention is laid down on maintenance of discipline in the class.
- Complete record of student is maintained by concerned teacher as well as the Mid Term Examination Committee.

2.6.7. Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

* Yes, the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning.

* But it must be emphasised that the assessment/evaluation outcomes are not seen as the sole indicators of student performance. Besides marks scored by students in class test and external examination, participation, creativity and team work in various activities are also strong parameters for evaluating student performance.

- * Under CBCS, a comprehensive continuous assessment (CCA) method is followed. Internal assessment is calculated and compiled for each student subject wise.
- * Subject wise analysis of results and mark lists showing comparative performance of students in internal assessment examinations are prepared. This data helps in identifying and understanding the academic strengths and weaknesses of the students. The student is counselled to seek improvement. The interpretation of the entire process is used to make the teaching methods more learner-oriented.
- * The future of the student in terms of higher learning or job prospects is incumbent upon the marks/Division/grade/CGPA attained at the graduate level and determines the future of the students to a great extent.
 - Students' performance is an indicator of her grasp and understanding of a subject.
 - It also reflects the strengths and skills that will stand her in good stead in the future
 - The results serve as the basis for further academic/professional planning.

2.6.8. Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

- * The college is sensitized to the needs of the society and follows an inclusive policy. This is highly significant keeping in view the fact that Paonta Sahib is a multi-religious society with significant population of minority communities, Muslims and Sikhs.
- * The college continues in its endeavours to make the institution student centric and socially responsive.
- * Emphasis on fieldwork, field visits and exposure to practical knowledge enriches the learning process of students. This bridges the gap between theory and practice. The pass-out students of skill oriented courses under UGC sponsored Community College Scheme will usher a new beginning in terms of employment-oriented, need-based, skill-development courses.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1. Promotion of Research

3.1.1. Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

- * No, the College does not have recognized research center/s of the affiliating University or any other agency/organization
- * However, the college has a Study Centre of IGNOU and a number of teachers as approved academic counsellors are guiding students for their project work in various courses/programmes like PGDRD, AHE (P), MBA etc..
- * Moreover, the teachers of our college are associated with affiliating university in various capacities for research.
- * Some of the college teachers are also guiding research students for M.Phil. and Ph.D.

3.1.2. Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

- * Yes, the institution has a research committee to monitor and address the issues of research.
- * **Composition of Research Committee**
 - Dr. Kiran Vir Singh, Principal (Chairperson)
 - Dr. Kuldeep Singh Sen (Convener)
 - Sh. Nalin Ramaul
 - Dr. Jagdish Chand
 - Dr. Jahid Ali Malik
- * **Recommendations of the Research Committee and Impact**
 - Seminars and conferences form an integral part of faculty development and hence it is recommended that Seminar/Conference registration fee, TA, DA etc. should be paid to the participating faculties from UGC funds to motivate participation in seminars and conferences.
 - The faculty participating in research seminars, conferences and research workshops should be granted duty leave.
 - Teaching staff should be motivated and encouraged to take up major/minor research projects sponsored by various organisations like UGC, CSIR, ICSSR, DST, ICMR etc.
 - Encourage the faculty members to apply for organizing national and international seminars and conferences in the college. The College authorities shall fully cooperate in the successful organization of the seminars.

- The Special Leave should be granted to the teachers for research project work as per UGC guidelines.
- The institution should renew its subscription with INFLIBNET under NLIST scheme of UGC and every member of the staff should be provided individual login ID and password.
- The cases of faculty seeking permission for foreign travel concerning research should be promptly forwarded to the Directorate and the college office should pursue and follow-up these cases with the Directorate and Secretariat on priority basis.
- The faculty pursuing M.Phil. and Ph.D. should be liberally granted 'Leave of the Kind Due' as and when required.
- The ethics of research should be religiously followed and ensured in all kinds of research activities conducted by the college faculties.
- A Special Research room to be set up.
- The measures should be initiated to make additional research related learning resources available through the College library.
- The Statistical Package for Social Sciences (SPSS) and Stata software to be made available to the faculty for research data analysis should be purchased by the college.
- Efforts should be made to start a peer reviewed interdisciplinary, academic journal and the necessary funding sources for the purpose should be explored.

3.1.3. What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

*** Autonomy to the principal investigator**

- The institution, as a policy, does not interfere with the research work of the Principal investigator. The principal investigator of research project(s) funded by external funding agency is fully autonomous to take the decision w.r.t. the concerned research project for its smooth progress and Implementation. This includes full autonomy regarding expenditure, purchase of equipment, travel and so on, related to the research projects.

*** Timely availability or release of resources**

- The institution promptly releases the sanctioned grants and resources as desired by the Principal Investigator.

*** Adequate infrastructure and human resources**

- The College has certain constraints regarding sufficient infrastructure in terms of laboratories and adequate rooms.
- The library facilities has certain limitations regarding subscription to research journals due to financial constraints but online access to journals somewhat compensates for it.
- The necessary human resources required for the research projects are hired in consultation with the Principal Investigator.

* **Time-off, reduced teaching load, special leave etc. to teachers**

- The faculty timetable for teachers engaged in research is prepared taking into consideration that project work does not suffer. However, full teaching load is assigned to the investigator of the project.
- The department of Higher Education grants two years study leave for the pursuing research. Sh. Nalin Ramaul, Department of Economics has availed study leave of 2 years for pursuing his Ph.D.
- The faculty members can also avail 14 days special leave for participation in conference and seminars. This special leave is granted by Principal of the College.
- The faculty members are granted leave for participating in conferences/ seminars / workshops / symposia. Many of the faculty members have attended state, national and international conferences and seminars in India and abroad.
- Some of the faculty members are also invited as resource persons at refresher courses and training programs.

* **Support in terms of technology and information needs**

- The college has sufficient number of computers and internet connectivity, which is available to the faculty for research work.
- The college has subscribed to the UGC-NLIST-INFLIBNET through which e-journals are made available and individual ID and Passwords are given to the staff members.

* **Facilitate timely auditing and submission of utilization certificate to the funding authorities**

- The teachers pursuing research are expected to adhere to timely submission of utilization certificates to the funding authorities.
- Periodic progress reports are forwarded to the funding agencies.
- The College maintains a separate account for each project.
- An audit is carried out after completion of the project.
- Timely audit reports and utilisation certificates of the released grants are being submitted to the funding agencies.
- The services of the college administrative staff are provided for the preparation and submission of utilisation certificates of the project and the honorarium for secretarial assistance as admissible under norms are paid to the staff members.

* **any other**

- The institution encourages students to undertake research projects mentored by the faculty.

3.1.4. What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

- * Under RUSA-CBCS system, under several programmes there are specific courses/ papers on research methodology as well as on Statistics.

- * Under RUSA-CBCS system adopted by HP University, the students under several subjects are required to submit individual projects. The project work undertaken by the students at the under graduate level is ably mentored by respective faculty. Insights are provided with regard to the various dimensions of research work viz. literature review, statistical techniques etc.
- * Students are motivated for completion of projects, assigned to them under the guidance of faculty members.
- * ICT resources for students provided in the UGC Resource room in the college library where the teachers and students can make use of the internet for referring to e-books and journals for making literature surveys.
- * Eminent speakers from different fields are invited who interact with students.
- * Hence, an overall stimulating research environment is provided along with suitable incentives to encourage and develop passion for research in fields of Humanities, Commerce and the Sciences.
- * The college also proposed to support research among students through activities/ schemes like UGC-CPE and UGCBSR. Through these activities, the college provides financial and infrastructural support to the students to do research projects of short duration. The research projects give hands on experience to students on 'how to do research'.

3.1.5. Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

*** Guiding Student Research**

Table 14: Guiding Student Research

S. N.	Name of the Faculty	Department	Number of Students registered for M.Phil and Ph.D	Topic/Title	No of students awarded/ submitted
1	Dr. Dipali Sharma Bhandari	English	1	Portrayal of Freedom Struggle in Selected Novels of R.K. Narayan	1 (to be submitted in Dec. 2016)

*** Research Projects**

Table 15: Research Projects: Nalin Ramaul, Department of Economics

S. N.	Title of the Project	Duration	Sponsored/ Funded by	Budget Sanctioned	Project Status
1	A Study on Impact Evaluation of Package of Special Category States – Uttarakhand, Himachal Pradesh and J.K. (As Project Co-Director)	8 months	Planning Commission Government of India	9.195 Lakhs	Completed
2	Role of Central Fiscal Incentives in Industrial Location in India (MRP as Principal Investigator)	2 years	UGC	1.5 Lakh	Completed

3	Tourism in North India: Challenges and Prospects (as Consultant) F.No. 02/57/2011/RP	18 months	Indian Council of Social Science Research	8.42 Lakhs	Completed
4	Impact of Women Self Help Groups (WSHG) formed under Swarnjayanti Gram Swarajgar Yojana (SGSY) in Himachal Pradesh (as Co-Director) F.No. 02/128/2013-14/ST/RPR	18 months	Indian Council of Social Science Research	6 Lakhs	Completed
5	Changing Forms of Work Organisation, Labour Processes And Urban Labour Market Outcomes Of Persons With Disabilities In Himachal Pradesh (Sponsored Research Programme) (as Co-Director) F.No.RESPRO/ST-15/2013-14/RPS	2 years	Indian Council of Social Science Research	10 Lakhs	Ongoing
6	Cluster Development Approach: A Study of AYUSH Industry Clusters in India (As Director) F. No. 02/33/2016-17/RP	18 months	Indian Council of Social Science Research	8 Lakhs	Ongoing
7	The Role of Information and Communication Technology (ICT) in Rural Transformation in Himachal Pradesh (As Director)	24 months	H.P. State Council for Science, Technology & Environment	10 Lakhs	Research Proposal Submitted

3.1.6. Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

- * The Government College Paonta Sahib organised one day ‘National Seminar on Make in India: Challenges and Prospects’ sponsored by ICSSR on 11th July 2016 with Nalin Ramaul as the Seminar Convener (Seminar Grant: Rs. 1 Lakh)
- * Nalin Ramaul, Department of Economics has organised several other programmes in collaboration with other educational institutions as per detail below:
 - Organised 10-days ‘Research Methodology Course in Social Sciences’ sponsored by ICSSR at Government P.G. College, Nahan on 9th to 18th October 2014 as Course Coordinator (Training Programme Grant: Rs. 5.50 Lakhs).

- Organised 2-Days ‘National Seminar on Foreign Direct Investment (FDI): Trends, Opportunities and Challenges’ sponsored by ICSSR at Himachal Pradesh University on 28th & 29th March 2014 as Seminar Co-Convenor (Seminar Grant: Rs. 3 Lakhs).
- Organised ‘2-Days National Seminar on Violence against Women’ sponsored by ICSSR at Himachal Pradesh University on August 21 & 22, 2013 as Seminar Co-Convenor (Seminar Grant: Rs. 3 Lakhs).
- Organised ‘10-Days Research Methodology Course for Ph.D. students’ sponsored by ICSSR at Himachal Pradesh University from 16th July to 25th July 2013 as Course Coordinator (Training Programme Grant: Rs. 5.50 Lakhs).
- Organised ‘2-Weeks Capacity Building Programme for Faculty in Social Sciences’ sponsored by ICSSR at Himachal Pradesh University from 10th May to 23rd May 2013 as Course Coordinator (Training Programme Grant: Rs. 7.40 Lakhs).

3.1.7. Provide details of prioritized research areas and the expertise available with the institution.

Table 16: Areas of Prioritized Research of Faculty

S. N.	Name of the Faculty	Department	Specialised Area of Research
1	Smt. Dhanmanti Kandasi	Botany	Wood Science & Biodiversity
2	Dr. Jahid Ali Malik	Botany	Stress Physiology
3	Smt. Amita Joshi	Chemistry	Organic Chemistry
4	Smt. Pooja Kashyap	Chemistry	Organic Chemistry
5	Dr. Arundeeep Chaudhary	Commerce	Finance
6	Sh. Nalin Ramaul	Economics	Industrial Economics
7	Sh. Yashpal Singh Tomar	Economics	Tourism Studies
8	Dr. Dipali Sharma Bhandari	English	Translation studies
9	Smt. Reena Chauhan	English	Indian and American Poetry
10	Dr. Jagdish Chand	Geography	Forest resources
11	Sh. Shanta Kumar	History	Modern History
12	Ms. Vandana Kansal	Mathematics	Thermodynamics
13	Dr. Kiran Bala Sharma	Music	Inst. Music (Sitar)
14	Mr. Ravinder Singh	Music	Vocal Music
15	Dr. Kuldeep Singh Sen	Physics	Solid State Physics
16	Ms. Chinoo Bansal	Physics	Electronics
17	Sh. Mohan Singh Negi	Political Science	Women Empowerment
18	Dr. Usha Joshi	Sanskrit	Code of Conduct in Smritis
19	Dr. Alka Chauhan	Sociology	Political Sociology
20	Smt. Ritu Pant	Zoology	Fish & Fisheries
21	Smt. Seema Tyagi	Zoology	Fish & Fisheries

3.1.8. Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

- * A number of researchers visit the College every year as invited speakers, resource persons, keynote speakers etc.

- * Efforts are made to invite eminent scholars/personalities from different universities/colleges to motivate and share their experiences with teachers and students during seminars, talks and activities of the guidance cell/teaching departments.

- * **Efforts to attract Researchers:**

- Attractive remuneration is paid to the Resource Persons.
- Accommodation is provided on the campus or in hotels.
- TA/DA is provided.

3.1.9. What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

- * As per UGC guidelines, the College allows its permanent whole-time teachers to avail sabbatical leave for undertaking research programs.
- * One faculty member of College has availed sabbatical/study leave in the last four years.
- * The institution has granted special leave to about 4 faculty members for participating and presenting papers at national and international conferences and attending orientation programme etc.

- * **Contribution of Research**

- Teachers' participation in research activities has helped the college in establishment of linkage between academics and research.
- The expertise and techniques learnt help teaching and research in the college.
- It has improved the ambience of the academic environment in the campus with overall positive impact on learning outcomes.

3.1.10. Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

- * The college takes up various initiatives to extend Lab experiences to the surrounding environment by creating awareness of cross cutting issues, latest techniques and sharing the benefits of research with the wider community. Some of the ways of achieving the objective of lab to land transfer of knowledge are as under:
 - The findings of the research are presented at various levels like seminars, conferences and workshops by the faculty and such interaction leads to enhanced knowledge of all the participants.
 - Publishing papers, articles in peer-reviewed journals, books and book chapters, newspapers and periodicals.
 - Providing copies of thesis, dissertations, status reports, and project reports in the library to be used for reference by the college and other institutions.

- The research findings and publications are shared amongst the teachers and students community via Research Gate a social networking site by the individual researchers.

3.2. Resource Mobilization for Research

3.2.1. What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

- * The college does not have an exclusive budget head earmarked for research activity. Faculty members have to meet the expenditure through financial assistance from external funding agencies. Individual teachers are encouraged to apply for projects and get grants.
- * However, TA/DA for conferences, workshops and seminars is provided to them subject to availability of funds.
- * The funds received from various agencies are utilized for carrying out minor and major research projects, organizing seminars and conferences. They are also used for upgrading research facilities like buying books for the library and latest equipment for the laboratories.

3.2.2. Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

- * No, there is no provision to provide seed money to the faculty for research. However, faculty members can undertake research projects at their own level by availing funding under the schemes of UGC/ICSSR/DST/ICMR etc.

3.2.3. What are the financial provisions made available to support student research projects by students?

- * At present, there is no provision for financial assistance for research projects by the students.
- * However, it must be emphasised that while the college at present does not have access to UGC funds for research due to non-accreditation, in future the finance for student research projects will be made available through UGC-CPE and UGC-BSR schemes.
- * There is also scope of students fund to be used to motivate students, and the funding of field visits are made from the college funds.
- * Moreover, the College has PTA fund and there is flexibility in using these funds for supporting student research with prior permission of the PTA executive.

3.2.4. How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavours and challenges faced in organizing interdisciplinary research.

*** Example of Successful Inter-Disciplinary Research Activity**

- The recently organised 'National Seminar on Make in India' was a multi-disciplinary and multi-institutional endeavour. The organising team consisted of:

- Chief Patron: Dr. Kiran Vir Singh, Principal, SGGSJ Government College Paonta Sahib.
- Patron: Prof. Meenakshi Sooden, Chairperson, Department of Economics, Himachal Pradesh University Shimla.
- Seminar Advisor: Prof. Dinesh Kumar, HPU Business School, Himachal Pradesh University, Shimla.
- Seminar Convener: Nalin Kumar Ramaul, HOD Department of Economics, Government College, Paonta Sahib, District Sirmaur, H.P.
- Organising Secretaries:
 - ✦ Dr. Vivek Negi, Department of English, Government P.G. College, Nahan, District Sirmaur, H.P.
 - ✦ Sh. Surinder Singh, Department of Economics, Government P.G. College, Bilaspur, H.P.
- Members of Organising Committee:
 - ✦ Dr. Jahid Ali Malik, Department of Botany, Government College, Paonta Sahib, District Sirmaur, H.P.
 - ✦ Sh. Yashpal Tomar, Department of Economics, Government College, Paonta Sahib, District Sirmaur, H.P.
 - ✦ Sh. Najakat Ali (UGC-NET in Economics), Clerk, Government College, Paonta Sahib, District Sirmaur, H.P.
 - ✦ Ms. Amita Joshi, Department of Chemistry, Government College, Paonta Sahib, District Sirmaur, H.P.
 - ✦ Ms. Pooja Kashyap, Department of Chemistry, Government College, Paonta Sahib, District Sirmaur, H.P.

*** Example of Planned Inter-Disciplinary Research Activity**

- Nalin Ramaul, Department of Economics and Dr. Jahid Ali Malik from Life Sciences are preparing an inter-disciplinary research project tentatively entitled ‘Menstrual Hygiene Management (MHM) among Early Adolescent Girl Students in North India’ which is proposed to be submitted to the Indian Council of Medical Research (ICMR) or Department of Science and Technology (DST) for financial assistance.
- A proposal for ‘National Seminar on Polygamy and Polyandry in the Indian Society’ is being prepared as an inter-disciplinary research activity by Nalin Ramaul, Department of Economics and Dr. Vivek Negi, Government College Nahan for submission to the National Commission for Women, Government of India for financial support.

*** Advantages and Challenges of Interdisciplinary research**

- Interdisciplinary research is considered to be the most scientific. It starts with the identification of relevant issues and proceeds to stimulate brainstorming sessions in order to facilitate deliberations and exploration of the multiple dimensions in respect to the issues. The faculties of different

disciplines think and look at issues differently. The coordinated and synergistic thought process provides it a very holistic framework.

- While interdisciplinary projects have many advantages but, they do have few disadvantages as well. Reaching on consensus in approach is one big challenge because of the people with diverse disciplinary backgrounds involved.

3.2.5. How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

- * The College possesses several equipment and facilities to support research activities of the staff members and students. The optimum utilization of these resources is ensured through their regular maintenance and updating in line with the latest developments.
- * The library is well equipped with all the modern facilities, resources and good seating capacity. The library remains open on all working days. To facilitate further, the library also remains open during examination days.
- * All the resources like laboratories / computer labs / library/ equipment can be used by any member of the staff or student. College gives consent letter, which is forwarded by Research Committee so that all available facilities of the college can be used by the researchers.
- * The learners of IGNOU also use college resources, like laboratories etc.

3.2.6. Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

- * The College has not received any special grant for developing research facility except the following which have indirectly aided research:
 - The college has received grants from UGC for the purchase of books and the purchase of equipment, etc. which has helped to enhance the research infrastructure of the college.

3.2.7. Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

- * The Research Committee provides information about funding agencies, national and international fellowships and scholarships. The members of IQAC, UGC committee, Research Committee etc. motivate and guide teachers for applying to various funding agencies.
- * The College extends its complete support to the faculty members in securing funds from various funding organizations for the purpose of research. The College ensures adherence to the proper procedure for timely submission of proposals.
- * Some of the projects of the faculty have been sanctioned in collaboration with other researchers and are affiliated with other institutions, including Himachal Pradesh University, Shimla. The details of these are given in point 3.1.5. Here only the funds received through the college are given.

Table 17: Grants for Research

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
				Sanctioned	Received	
Minor projects						
Major projects	2016-2018	Cluster Development Approach: A Study of AYUSH Industry Clusters in India (As Director) F. No. 02/33/2016-17/RP	ICSSR	8,00,000	3,20,000	3,20,000
Interdisciplinary projects						
Industry sponsored						
Students' research projects						
Any other (specify) National Seminar	2016	National Seminar on Make in India: Challenges and Prospects	ICSSR	1,00,000	90,000	90,000

3.3. Research Facilities

3.3.1. What are the research facilities available to the students and research scholars within the campus?

- * We strongly believe that an institution can become the centre of academic excellence only when a research culture exists and proliferates among the faculty and students. Therefore, the college provides both logistic and academic facilities for research.
- * **Library & E-resources**
 - The College library is well-stocked from the perspective of students and is consistently updated with the latest literature across disciplines. The main library has printing and Xeroxing facilities to facilitate research.
 - However, for catering to the research requirements, the library resources need to be significantly augmented.
 - Both the students and faculty are entitled to access the e-resources in the UGC Resource Centre. There is free Wi-Fi facility available along with ICT resources.
- * **Laboratories**
 - The college has laboratories, but these may not be sufficient for pursuing high quality research work in sciences by the faculties.
- * **Seminar Hall**
 - A multi-purpose hall is under construction and likely to be handed over the college very soon. It is proposed to develop it into a state-of-the-art

Seminar Room primarily meant for conducting workshops, seminars and special lectures.

* **Software for Research**

- It is proposed to purchase the Statistical Package for Social Sciences (SPSS) and Stata software to be made available to the faculty for research data analysis.

3.3.2. What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

* **Planning**

- The institution has constituted the Internal Quality Assurance Cell (IQAC), which is the core institutional body to guide, coordinate and assist the institution. Its primary task is to develop a system for consistent quality improvement in the overall performance of the institution in both teaching and research.
- Research Committee has been constituted which specifically aims at encouraging research related activities.

* **Upgrading and Creating Infrastructural Facilities**

- We are planning the following steps for upgrading and creating infrastructural facilities in future :
 - Computers with advanced configuration and internet service
 - Up gradation of laboratories
 - Purchase latest books and subscription to the reputed research journals in the library
 - Purchasing of sophisticated research instruments
 - To construct a Seminar / Conference Hall with large capacity and latest technology
 - Strengthening e- resources
 - Buying some important software like SPSS and Stata

3.3.3. Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments / facilities created during the last four years.

- * The institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facilities during the last four years.

3.3.4. What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

- * The teachers and students may avail the facilities of other institutions.
- * The teachers and the students can access the IAS (Indian Institute of Advanced Studies) library, Shimla; State Library, Shimla; and HP University Shimla, library.

3.3.5. Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

- * In the library, we have internet facility and books which are useful for researchers. To enhance such facilities, we have SOUL software (INFLIBNET).
- * The library has set-up a separate and dedicated internet service area with 4 computers to facilitate the members to access internet and online resources.
- * Apart from this, there is a separate comfort area earmarked for faculty known as 'Faculty Corner' where faculty members can read and access scholarly content.
- * It is proposed to develop a well- furnished Research Room.

3.3.6. What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

- * We do not have any facilities which may be designated under the category of collaborative research facilities.

3.4. Research Publications and Awards

3.4.1. Highlight the major research achievements of the staff and students in terms of

- * **Patents obtained and filed (process and product):** Nil
- * **Original research contributing to product improvement:** Nil
- * **Research studies or surveys benefiting the community or improving the services**
 - 'A Study on Impact Evaluation of Package of Special Category States – Uttarakhand, Himachal Pradesh and J.K.' was assigned by the Socio-Economic Division, Planning Commission, Government of India was conducted by a team consisting of Dr. Dhyan Singh Tomar (former faculty at our college) as Project Director and Nalin Ramaul as Co-Director. The impact evaluation studies are used by the Government of India as inputs to the policy decisions.
 - The research study entitled 'Impact of Women Self Help Groups (WSHG) formed under Swarnjayanti Gram Swarajgar Yojana (SGSY) in Himachal Pradesh' conducted survey in three districts of Himachal Pradesh viz. Sirmaur, Kangra, and Kinnaur.
 - Many staff members are actively involved in research (e.g in languages, social sciences, sciences and commerce). These studies are helpful to understand the problems in society and to solve these problems by various suggestions and by various research inputs. These Research inputs contribute to new initiatives and social development.
- * **Research inputs contributing to new initiatives and social development**
 - Nil

3.4.2. Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

- * No, the institute at present does not publish or partner in the publication of any research journal.
- * But a college magazine ‘Bhanuja’ is published annually, where students and teachers can contribute their articles.
- * The College Research Committee has proposed that efforts should be made to start a peer reviewed interdisciplinary, academic journal and the necessary funding sources for the purpose should be explored.

3.4.3. Give details of publications by the faculty and students:

Table 18: Details of Publications by Faculty and Students

Detail of Publication	Response
Publication per faculty	63/26 = 2.42
Number of papers published by faculty and students in peer reviewed journals (national / international)	50
Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	-
Monographs	
Chapter in Books	9
Books Edited	-
Books with ISBN/ISSN numbers with details of publishers	4
Citation Index	-
SNIP	-
SJR	-
Impact factor	-
h-index	-

*** Research Papers in Journals (in Reverse Chronological Order):**

- Accepted with revision: Ramaul, Nalin and Pinki Ramaul. 2017. Regional Incentives and Location Choice of New Firms in India: A Nested Logit Model. *Journal of Quantitative Economics*.
- Ramaul, Nalin and Pinki Ramaul. 2016. Determinants of Industrial Location Choice in India: A Polychoric Principal Component Analysis Approach. *Journal of Quantitative Economics* 14 (1): 29-56.
- Ramaul, Nalin and Pinki Ramaul. 2015. Location of Economic Activity and New Economic Geography: An Evolutionary Perspective. *The Asian Economic Review* 57(1): 37-52.
- Bhandari, Dipali Sharma. 2015. Mutation: a Question Mark on the Ethics of Genetics in Practice. *The Expression* 1(3): 27-34.
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* **Articles in Books (in Reverse Chronological Order):**

- Accepted: Bhandari, Dipali Sharma. 2016. An Investigation into the Constructs of Beauty and the Question of Race in Toni Morrison's *The Bluest eye*. Ed. Singh, Bijender. *Race and ethnicity: African American Literature*. Vishwabharati Research Centre, New Delhi, 2016.
- Accepted: Bhandari, Dipali Sharma. 2016. A critique of Casteism in Om Prakash Valmiki's *Autobiography Joothan: A Dalit's life*.
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- Chand, Jagdish. 2014. Water Resource Management in Himalayan Region and Geographical Analysis-A Case Study. In *Change in Cryosphere its Impact on Ecosystem Services and Rural Livelihoods*, 72-83. New Delhi: Excel India Publishers (ISBN 978-93-83842-76-6).
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- Bhandari, Dipali Sharma.(2013). A Comparative Analysis of the treatment of Choice vs. free will in *Paradise lost* and *Harry Potter*. Ed. Kalyan Gangarde. *Critical essays on British literature*, 32-40. Dec. 2013. ISBN : 978-93-83871-03-2.
- Bhandari, Dipali Sharma. 2013. A Feministic study of Krishna Sobti's *Mitro Marjani*. Ed. Bijender Singh. *Gender Discourse in Indian Writing in English*. ISBN : 978-81-9075-136-0. pp 56-63.
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* **Books:**

- Chand, Jagdish. 2014. *Literacy Pattern of Schedule Tribes in HP: A Geographical Analysis*. Germany: International Lap Lambert Academic Publishing (ISBN 978-3-659-66467-0).
- Chand, Jagdish. 2013. *Garbage Disposal System in Nahan Town, HP, India-A Case Study*. Germany: International Lap Lambert Academic Publishing (ISBN 9783-659-50271-2).
- Joshi, Amita. 2013. Collection of Poems in a book entitled 'Pakhi Man'.
- Bala, Kiran. 2012. *Sitar Kadambari*. New Delhi: Prasangik Publishers and Distributor (ISBN-978-93-81129-02-9).

3.4.4. Provide details (if any) of

* **Research awards received by the faculty**

- Nalin Ramaul: UGC-Junior Research Fellowship in 1997.
- Dr. Jagdish Chand: UGC-Junior Research Fellowship in 2004
- Dr. Jahid Ali Malik:
 - ICMR- Junior Research Fellowship in 2004
 - ICMR-Senior Research Fellowship in 2006
 - DBT-Senior Research Fellowship in 2008
- Yashpal Singh Tomar:
 - UGC-Junior Research Fellowship in 2012
 - UGC-Senior Research Fellowship in 2014

* **Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**

- Dipali Sharma Bhandari is the member of the editorial board for The Oriental Anthropologist: A Bi-Annual International Journal of the Science of Man.
- Ms. Amita Joshi: Dr. Parmar Award for Literature from H.P. Summer Kala Sangam. 28.06.2013.

* **Incentives given to faculty for receiving state, national and international recognitions for research contributions.**

- Incentives are given to faculty for receiving state, national and international recognitions for research contributions in terms of recognising their work in staff council and publishing their contributions in annual report of the College.

3.5. Consultancy

3.5.1. Give details of the systems and strategies for establishing institute-industry interface?

- * Institution – Industry partnership has exhibited direct benefit to the institution with the introduction of community college from 2013-14. We are well connected with Food Processing and Pharmaceutical industry. We directly approach industries and get encouraging response from them. Skilled students from courses of community college will be placed in industries for employability.
- * Career Guidance Cell of the college makes efforts to establish linkage between industry and the college. HR managers of different companies visit college to collect bio-data of final year students of UG courses. Some of the students get employability through this process but record of the same has not been kept by us. Educational tour and visit to industry are part of curriculum in different subjects.
- * **Industry Representative in IQAC**
 - Sh. Satish Kumar Goel, Chairman, Chamber of Commerce and Industry is a member of the Internal Quality Assurance Cell (IQAC) of the college as representative of the industry.
- * **Industry Representative in Governing Body, GCP Higher Education Institute Society (HEIS) managing Self-Financing Courses**
 - Sh. Anshul Goel, Premier Overseas, Paonta Sahib
- * **Industry Representatives in Board of Management, Community College**
 - Sh. Satish Goel, President, Himachal Pradesh Chamber of Commerce and Industry;
 - Capt. P C Bhandari, General Manager Himalayan International Ltd. Paonta Sahib (H.P.);
 - Dr. Jitender Kumar, Sr. Vice President Mankind Pharma Group of Companies;
 - Sh. Ashok Goyal, Director, Tirupati Medicare, Nahan Road, Paonta Sahib;
 - Sh. Sanjay Aggarwal, Director, Rich Pro Food, Santosh Garh, Nahan Road, Paonta Sahib (H.P.);
 - Sh. Akhil Saxena, General Manager, Human Resources, Sun Pharmaceutical Industries Ltd, Village Ganguwala, Paonta Sahib; and
 - Sh. Vinod Sharma, Director, Zeon Life Sciences, Rampur Ghat, Paonta Sahib
- * **Industry Representatives in Board of Studies, Community College**
 - Capt. P C Bhandari, General Manager, Himalayan International Ltd. Paonta Sahib (H.P);
 - Dr. Jitender Kumar, Sr. Vice President, Mankind Pharma Group of Companies, Paonta Sahib;

- Sh. N.D. Tripathi, Head, QA/QC Department, Zeon Life Sciences, Rampur Ghat, Paonta Sahib; and
- Sh. Sanjay Aggarwal, Director, RichPro Food, Santoshgarh, Nahan Road, Paonta Sahib (H.P.).

3.5.2. What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

- * The Institution motivates and promote consultancy but we do not publicize it at institutional level.
- * The College permits and encourages faculty members to engage in various consultancy services at an individual level.
- * The responsibility of payment of any taxes (income/service etc.) rest entirely with the person/s working as consultants.
- * For consultancy given by self-financing computer department, the college has evolved a strategy to retain 10% of income generated and 90 % of benefit is provided to the teacher concerned.

3.5.3. How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

- * The college administration wholeheartedly appreciates and encourages staff with expertise to take up consultancy services to share their knowledge for the benefit of public.
- * The College recognises the laudable effort of its faculty members in staff meetings and annual report. The College website publicizes the expertise of the faculty members, which acts as a motivator.
- * The administrative support in the form of grant of leaves in accordance with the provisions for leaves as per UGC and state government rules is also extended to the staff members.
- * The College renders the best of infrastructural and technological support to enhance the expertise of staff in the area of consultancy.
- * Various learning resources are available in the College library and resource centre that can be utilized by the staff for rendering consultancy services.

3.5.4. List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

- * The Institution does not engage in any consultancy services and therefore no revenue has been generated on account of rendering consultancy services.
- * However, the faculty at individual level is actively involved in providing consultancy services such as curriculum development and syllabus designing, supervising M.Phil & Ph.D. research scholars, teaching in other national and international universities etc.
- * On invitation, they also act as resource persons in Workshops/ Seminars/ Conferences organized by external agencies and as members of Professional bodies/ Selection Board/ Evaluation Committee. But these consultancy services are taken up mostly on honorary basis.

* **Some of consultancy services provided by the faculty are:**

- Nalin Ramaul provided consultancy services to the NGO Participatory Action for Rural Advancement and Youth Awareness Society (PARAYAS), VPO Panar, District Sirmour, H.P. for the conduct of **Community Need Assessment (CNA)** for the Targeted Intervention Project (TIP) among Men Who Have Sex with Men (MSM) in and around Paonta Sahib which was sponsored by Himachal Pradesh State AIDS Control Society (HPSACS). The consultancy services were provided on honorary basis, hence, non-remunerative.
- Nalin Ramaul was the Consultant in a Research Project “Tourism in North India: Challenges and Prospects”. The consultancy services were provided on honorary basis, hence, non-remunerative.

* **Counselling Services to IGNOU:**

- Academic counselling and other services provided to IGNOU Study Centre in the college, after prior approval by IGNOU New Delhi.
- **Services to IGNOU Study Centre:**
 - Sh. Nalin Ramaul as Part-time Coordinator
 - Ms. Amita Joshi as Assistant Coordinator
 - Sh. Ravinder Singh as Assistant Coordinator
- **Approved Academic Counsellors in IGNOU:**
 - Ms. Ritu Pant, Department of Zoology
 - Ms. Seema Tyagi, Department of Zoology
 - Dr. Jahid Ali Malik, Department of Botany
 - Ms. Dhanmanti Kandasi, Department of Botany
 - Dr. Jadgish Chand, Department of Geography
 - Ms. Amita Joshi, Department of Chemistry
 - Ms. Pooja Kashyap, Department of Chemistry
 - Ms. Chinu Bansal, Department of Physics
 - Ms. Reena Chauhan, Department of English
 - Mr. Yashpal Tomar, Department of Economics
 - Mr. Nalin Ramaul, Department of Economics
 - Dr. Arundeeep Chaudhary, Department of Commerce
 - Mr Rinku Aggarwal, Department of Commerce
 - Mr. Mohan Singh Negi, Department of Political Science
 - Mr. Shanta Kumar Negi, Department of History

3.5.5. What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

- * Most of consultancy services provided by the members of staff are free of cost for the social cause and no revenue is generated in such cases.
- * The college has a policy of retaining some percentage of the amount in the institution earned through providing facilities & advice.

3.6. Extension Activities and Institutional Social Responsibility (ISR)

3.6.1. How does the institution promote institution-neighbourhood- community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

- * The college is committed to holistic and integrated education that aims at making students intellectually sharp, socially responsible, culturally creative, emotionally resilient and physically strong citizens.
- * We believe in Mahatma Gandhi's dictum, "Earth provides enough to satisfy every man's need, but not every man's greed".
- * Extension activities are widely publicized through college Prospectus, notices and circulars, classrooms instructions as well as personal interactions. The college has NSS and Rovers and Rangers units, Women Cell, Eco Club, Red Ribbon Club, and other societies.
- * The faculty members also participate in such social extension activities along with the students to fulfil their role as members of the community.
- * The lectures on extension activities are delivered by the specialized persons in their fields at the beginning of the academic session to promote/ introduce such activities and to meet out the quarries if any, of the aspirants and volunteers.
- * The NSS wing of the college is deeply committed towards its motto 'Service Before Self'. In pursuit of its objective, it works to provide various opportunities for students to develop awareness towards different social issues prevalent in our society as well as aims to find resolution for the same at a micro level.
- * The Women cell is a platform for initiating efforts in the direction of pressing social issues related to women.
- * The Red Ribbon Club has been working on HIV/AIDS awareness among the students and has been seeking the services of doctors and NGOs for the purpose.
- * The college organizes regular camps for the students enrolled in these programmes to instil the spirit of social belongingness and service among them and to develop an enlightened and motivated human resource to meet the contemporary social, national and global challenges like environmental issues, public health, combating social ills and related issues. The college students contribute significantly in all these areas by way of rendering social and productive service through camps organised in the neighbouring areas and thereby help to set up a strong institution-neighbourhood-community network.

- * The college students have done concrete work in creating awareness about drug addiction among the youth of the town and helping them to cope with and emerge out of the trap of drugs.
- * Our students have also contributed significantly in promoting cleanliness in the college and adjoining areas, generate awareness about environmental and health issues and to sensitize the people of the neighbourhood about crucial social and gender related issues.
- * Blood donation camps are also organized regularly by the college as a support system to help the community in case of critical medical emergencies.
- * Days of National/International importance are also commemorated with emphasis on Human Values, Patriotism and Social Service like Independence Day, Gandhi Jayanti, Teachers Day, Children's Day, World Yoga Day, World Environment day, Anti-Tobacco Day, World Aids Day, and Hindi Divas etc.
- * These activities create awareness amongst students about issues of human rights, importance of the Indian Constitution, rights and duties of Indian citizens, and problems of vulnerable sections of society, etc.

3.6.2. What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

- * At the start of each academic session, a Convener/Incharge is appointed for each society through the staff council. The role of the convener is to take charge of the functioning of the society and to channelize the resources required towards smooth operation. Efforts are made to garner maximum student involvement and their consequential learning. The Society conveners maintain detailed record of students' participation and manage all outreach programs. Student office bearers are also elected to serve as a linking pin between the College authorities and the students. Different events and activities are organized throughout the year. Each society is required to document a report detailing the various events undertaken. The report is further verified by society in-charge and due recognition is given to endeavours of students.
- * Students' involvement in social movement is tracked through their presence, interest taken and achievements during various activities of NSS, Clubs, societies and Rovers & Rangers. Students themselves are made responsible to monitor activities. Teachers concerned supervise the entire process, take feedback and execute the planning.
- * The system of mentors and mentor cards has been initiated on a pilot basis for 6th Semester students. Each teacher is a mentor for a group of students who monitors their academic performance and their participation in co-curricular and extracurricular activities.
- * Strict attendance is maintained and all the activities are documented in the form of a register by the faculty in charge of the independent clubs/committees.
- * The annual College report records the details of academic, co-curricular and extra-curricular activities, and is shared with the parents and invited guests on Prize Distribution/annual day.
- * The College has a well-established media-friendly system and the college website is updated; and the Incharge of the activity sends press notes to the

various newspapers, which facilitates the process of tracking students' involvement in various social movements/activities.

3.6.3. How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

- * There are various means of soliciting the perception of the stakeholders on the institutional performance and quality.
- * Parent-teacher meeting is conducted by the College annually to collect feedback from parents. The feedback so obtained acts as a vital input for the institution to surge ahead with quality improvement initiatives.
- * Meetings and discussions of the Principal with faculty, heads of departments, coordinators, and students are held frequently to keep them well updated about the latest developments in the College.
- * Staff council meetings also take place regularly and views and suggestions solicited.
- * Institutional and Departmental SWOC analysis is conducted to take feedback from the students, teachers and parents about the working of the institution and their level of satisfaction. This helps the institute in improving its work style.
- * The alumni association of GCP has recently been registered with the Registrar of Societies, Paonta Sahib under H.P. Societies Registration Act, 2006. It is hoped that the Alumni of the College shall actively provide feedback towards the development of the institution. The recommendations and suggestions from the Alumni Association of our College will be considered by the college and incorporated for the betterment of the institution.
- * Officials from the Government and University conduct periodic inspection in the College. This enables the College to formulate strategies to improve the shortcomings and drawbacks, if any.
- * The College firmly believes that it is imperative to incorporate the stakeholders' point of view. A suggestion box has been placed at conspicuous place in the premises for students to give suggestions for betterment of the College.
- * The feedback received from alumni, PTA, and the students on the different programmes undertaken by the college provide adequate material for the assessment of the quality of performance of the institution.
- * The Principal and the IQAC play a vital role in further planning and its execution. The state education department has also devised its own mechanism to judge the overall performance and quality parameters of the institution through the Director of Higher Education.
- * Anonymity in the process ensures that students share their grievances to the core. The Principal and the teachers-in-charge hold regular meetings with class representatives to solicit inputs for academic improvements.
- * Faculty members follow the practice of self-appraisal by taking feedback from students.

3.6.4. How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

- * Every year the College initiates a number of outreach and extension activities towards the holistic development of the students.
- * **Planning the Outreach and Extension Programs:**
 - The institution plans and organises its extension programmes through meetings attended by the convenors, the staff, office bearers and student members of each society.
 - The teachers get in touch with NGOs and other institutions in the case of collaborative efforts to plan their activities. The convenors often discuss their ideas with their predecessors and the Principal if they require their help and expertise.
 - A detailed budget is then submitted for the consideration and approval by the head of the institution. The expenditures for the same are generally reimbursed to the College by government.
- * **Organisation of the Outreach and Extension Programs**
 - Regular meetings of IQAC, heads of department, student council, committee in-charges, parents and Alumnae are convened in order to discuss and plan the activities.
 - The decisions taken are implemented after discussion and activities are organized through various clubs/societies/committees like NSS, women cell, eco club, cultural committee etc.
- * **Impact of extension programs on development of students**
 - The outreach programs have boosted the moral values and ethics of the students.
 - It has helped increase their self- confidence in addition to making them aware of their social responsibility.
 - Such activities inculcate the organizational skills, teamwork, and effective communication.
 - Students are sensitized to the problems of the underprivileged sections of society with regard to issues like gender and class location.
 - They develop empathy and an inclusive approach to the marginalised.
 - Hands-on interaction on the field gives them a practical orientation to solution finding.
 - They acquire skills for good citizenship, service orientation, thereby ensuring their holistic development.
 - This allows the students to apply their knowledge and skills in the pursuit of humanitarian goals.

*** Budgetary Details of Last Five Years**

Table 19: Budgetary Details of Extension and Outreach Programmes

Club/Society	Source of Funding	Expenditure (Rs.)			
		2012-13	2013-14	2014-15	2015-16
NSS	HP Univeristy	36,000	36,000	36,000	36,000
Rovers & Rangers	College Funds	1410	Nil	Nil	32,659
Science Society	HP State Council for Science Technology & Environment	5000	Nil	Nil	Nil
Eco Club	HP State Council for Science Technology & Environment	Nil	Nil	5000	5000
Women Cell	H.P. State Women Commission	Nil	Nil	Nil	17,871

*** Major extension and outreach programmes**

*** NSS Activities**

- The college has very pro-active NSS with two unit and membership of 200 students.
- The programme is funded and run by the College under the Programme Co-ordinator, NSS HP University, Shimla, which is funded by Ministry of Youth Affairs and Sports, Govt. of India.
- Various programmes and special camps are organised by NSS unit with the focus on instilling social sensitivity and leadership qualities amongst students.
- The summary of programmes is as follows:

Table 20: NSS Activities 2012-13

S.N.	Date	Occasion	Activity	No. Of Participants
1	28.07.2012	Physical session	Cutting of grass, shifting of benches from old building	33
2	31.07.2012	Physical session	Plantation in the college ground and removal of weeds	34
3	07.08.2012	Physical session	Beautification of college campus and removal of weeds	50
4	09.08.2012	Academic Session	Slogan writing and poster-making competitions on "AIDS"	15
5	14.08.2012	Academic Session	Awareness about Drug Addiction	27
6	28.08.2012	Physical session	Digging pits for plantation near chemistry lab and removal of grass from front side of classrooms of old building.	
7	30.08.2012	Academic session	Teachings of Gita	
8	04.09.2012	Academic session	Lecture on "Corruption" alongwith cultural activities	32
9	19.09.2012	Physical session	cutting of grass from college ground	31
10	22.09.2012	Academic Session	Lecture on "Blood Donation"	41
11	16.10.2012	Physical session	cleanliness of college campus	29

12	23.10.2012	Academic session	Awareness about Tuberculosis	20
13	30.10.2012	Physical Session	Awareness for enhancing vote participation	30
14	06.11.2012	Physical Session	Cleanliness and Dengue awareness campaign at Behrewala village	40
15	20.11.2012	physical session	Canal road Moginand, Paonta sahib	52
16	30.11.2012	Academic session	HIV AIDS Awareness and sensitization of stakeholders of Red Ribbon Club	47
17	04.12.2012	Physical session	Preparation of NSS Camp	49
18	05.12.2012-11.12.2012	NSS Seven Days Special Camp	Adoption of Shubhkhedra , area near the college, plantation, levelling of heaps, cutting of bushes etc.	35

Table 21: NSS Activities 2013-14

S.N.	Date	Occasion	Activity	No. Of Participants
1	27.07.2013	Van-Mahotsava	Plantation in collaboration with Police Department	62
2	15.08.2013	Independence Day	cutting of bushes and grass in college campus	31
3	20.08.2013	Sadbhawna Diwas	Physical session in the college campus	31
4	05.09.2013	Teacher's Day	Celebration and distribution of stickers	60
5	08.09.2013	International Literacy Day	Physical session in the college campus	31
6	11.09.2013	Physical Session	cutting of bushes and grass in college campus	32
	16.09.2013	Physical Session	Cleaning of playground and removal of grass and bushes	31
7	24.09.2013	NSS Day	Cultural activities	41
8	08.10.2013	Class	Lecture of Importance of Music in life	30
9	09.11.2013	Legal Literacy Service	Physical session in the college campus	33
10	19.11.2013	Physical Session	Physical session on canal road	25
11	23.11.2013	Physical Session	Physical session in the college campus	29
12	01.12.2013	Physical Session	Physical session in the college campus	41
13	Dec. 2013	NSS Seven Days Special Camp	Adoption of Rampur Ghat area, its cleanliness and levelling of ground, cultural activities and academic session chaired by resource persons from medical, social welfare societies etc.	50

Table 22: NSS Activities 2014-15

S.N.	Date	Occasion	Activity	No. Of Participants
1	02.10.2014	Gandhi Jayanti	Observation of Swachh Bharat Abhiyan in college building, campus and office	50
2	18.10.2014	One Day Camp	Physical session in the college campus	59
3	19.10.2014	One Day Camp	Physical session in the college campus	35
4	20.10.2014	Festival Celebration	Mehandi Competition and Painting of dustbins in college premises	56
5	14.11.2014	Children's Day Celebration	Slogan writing, painting, poster-making, collage making competitions were organised.	27
6	16.11.2014	One Day Camp	Preparation of cultural events for OATH-TAKING CEREMONY Cleaning of water tank meant for students	28
7	18.11.2014	One Day Camp	Physical session in the college campus	55
8	19.11.2014	Seminar	Seminar on National Communal Harmony	79
9	27.12.2014	One Day Camp	preparation of Special Annual Camp 2014-15	30
10	29.12.2014	One Day Camp	preparation of Special Annual Camp 2014-15	43
11	30.12.2014	One Day Camp	Cleanliness of college campus and NSS room	49
12	27.01.2015-02.02.2015	NSS Seven Days Special Camp	levelling of heaps in college premises, cutting of bushes behind the college building, cleanliness of classrooms, water tanks, paints in trees in the premises, cultural activities and various competitions like quiz, debate etc. alongwith the academic sessions.	50
13	01.04.2015	Moral Values	Lecture on "Moral Values"	29

Table 23: NSS Activities 2015-16

S.N.	Date	Occasion	Activity	No. Of Participants
1	01.07.2015	Blood Donation Camp	Blood Donation camp in collaboration with Medical Department, Paonta Sahib	30
2	03.08.2015	Swachh Bharat Mission	Quiz, Slogan-writing, Collage Making, Painting competitions were organised on the theme 'Swachh Bharat Mission' in collaboration with Municipal Corporation, Paonta	61

			sahib	
3	13.08.2015	Preparatory Session	Re-arrangement of desks for debate competition	26
4	14.08.2015	Independence Day Celebrations	Skit, dance on patriotic songs and debate competition on the topic "Indian Freedom Movement"	44
5	15.09.2015	Hindi Fortnight	Handwriting, Poster making, Poem-recitation competitions were organised	43
6		Hindi Fortnight	Quiz and Debate Competitions	70
7	02.10.2015	Gandhi Jayanti	Swachhta Abhiyan in College ground, classrooms and outside of college building	195
8	17.10.2015	Raksha Bandhan	Mehandi Competition	15
9	23.10.2015	One Day Camp	Physical session in the college campus	88
10	29.10.2015	Festival Celebration	Mehandi Competition and awareness regarding Pollution during festival among students by NSS Volunteers	28
11	26.01.2016-01.02.2016	Nss Seven Days Special Camp	Yoga classes in the morning, physical sessions wherein to clean college premise , levelling of heaps and cutting bushes , development of leadership quality among the volunteers ,activities like dance, poem recitation, quiz, declamation etc. , interaction with the resource persons in areas of medical, banking, spiritualism/meditation, afforestation etc.	80
12	29.02.2016	One Day Camp	Removal of bushes in college ground	105
13	19.04.2016	Annual Prize Distribution Preparation and winding up.	Volunteers services in decoration, refreshment etc. during function	16
14	20.04.2016			16
15	21.04.2016			16
16	23.04.2016			7

*** Activities of Rovers and Rangers**

- The college has got one unit of Rovers and Rangers each.
- Units of Rovers and Rangers are directed and controlled by State Head Quarters, Bharat Scouts & Guides Himachal Pradesh, Shimla.
- **Present Enrolment:**
 - Enrolment in Rovers: 24
 - Enrolment in Rangers: 24
- Three Participants (Rovers) attended Tracking Camp Organised in Government College Sanjauli, Shimla w.e.f. 21-07-2015 to 25-07-2015.

- Rovers participant as volunteer in Inter-College Football Championship w.e.f. 21-09-2015 to 23-09-2016.
- 48 Participants (Rovers & Rangers) participated One Day Camp organized on 29.02.2016 for maintenance of college ground.
- 48 Participant (Rovers & Rangers) participated in One Day Camp organized on 01.03.2016 for maintenance of college ground.
- 32 Participants (Rovers & Rangers) participated in One Day Camp organized on 10.03.2016 for cleaning the college campus.
- Rovers participated as volunteer during 19th April to 23rd April for preparation and winding-up of Annual Prize Distribution Function.
- Quiz Competition organized on 23.08.2016 in which 135 students participated.
- National Anthem Ceremony held on occasion of celebration of 70 years of Independence on 23-08-2016.
- Plantation of 20 plants in College Campus on the occasion of celebration of 70 years of Independence on 27-08-2016.

*** Activities of Eco Club**

- Recently a massive campus cleaning activity was organised by the eco club college on 19th august 2016. This was one the series of events organised in the college to celebrate 9th August to 23rd August 2016 as AZADI-70 YAAD KRO KURBANI (Freedom Fortnight), an independence festival. In the activity cleanliness of main campus area was done, flowerbeds were cleaned and bordered properly. The weeds in botanical garden were uprooted and saplings were planted in the pots. The earthen and cemented pots were beautifully painted by the students. About 80 students of eco club participated in this activity with great enthusiasm. This activity has created in students a feeling of self-service and belongingness to college as well as to the nation.

*** Activities of Women Cell**

- As desired by the State Commission for Women, Himachal Pradesh Essay-Writing and Debate competitions were held in the SGGSJ Govt. Degree College, Paonta Sahib on 24th & 25th February, 2016. The competitions were organized by the Women Harassment and Redresser Cell, NSS and Rovers & Rangers of the college in order to aware students regarding Women Empowerment and to sensitize the youth towards women and her rights. On 24th February, 2016 the Essay-Writing Competition was organized in which 26 students enthusiastically took part and on 25th February, 2016, 11 teams (2 students in each) participated. In essay writing Ms. Sneha, Mr. Kirnesh, Ms. Muskan Tyagi, Tarannum and Reshma Sharma stood at first, second, third, fourth and fifth positions respectively and in Debate the team of Gurpreet & Deewanshi, Sneha & Amritjot Kaur, Kritika & Shanta Devi, Raveena & Sheetan and Radha & Pooja were at first, second, third, fourth and fifth position. The winners were awarded with the cash amounts of Rs. 2500/- as First Prize, Rs. 1500/- as second prize, Rs. 800/- as third prize and Rs. 500/- as consolation prize to 4th and

5th position holders and the prizes were sponsored by the State Commission for Women, H.P. The Senior Professor Dr. Alka Chauhan stressed in her speech about the need of Women Empowerment in the changed scenario of society and nation. The Principal of the college Dr. Dinesh Kumar Bhardwaj appreciated the vivacious participation of the college youth in the burning issue of the nation and said that the mentality and awareness of women should also grow up along with the society to make Women Empowerment Mission successful. The competitions were recorded in a video.

*** Awareness Programme on Cyber Crime**

- On 18.10.2016, An awareness programme regarding “Cyber Crime” was organized by the Police Department, Paonta Sahib in collaboration with the Centre for Development of Advanced Computing (C-DAC) Mohali. The NSS Unit of the college took the initiative to gather other students for this awareness programme. The speaker from C-DAC told that any criminal activity that uses a computer either as an instrumentality, target or a means for perpetuating further crimes comes within the ambit of cybercrime. It is rapidly evolving from simple e-mail mischief where offenders send obscene e-mail, to more serious offences like theft of information, e-mail bombing to crashing servers etc. The home user segment is the largest recipient of cyber-attacks as they are less likely to have established security measures in place and therefore it is necessary that people should be made aware of their rights and duties. They instructed the students to always sign out before shutting down their computers, minimize the use of personal photos and current location as their display photograph and status respectively. Further he emphasized that users must try and save any electronic information trail on their computers, use of anti-virus software, firewalls, use of intrusion detection system etc.

3.6.5. How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

- * Students are motivated to become socially responsible by elaborating on the overall benefits of these activities in their lives.
- * Various Admission Committees and clubs of the College enlighten the students during admission days about the advantages and scope of these activities, and are encouraged to participate in the same.
- * Special awards and prizes are given to the students for their contribution.
- * Attendance waivers are given to pursue these activities.
- * Work done by students is recognized and appreciated by mentioning their contribution in College magazine.
- * The Student Achievers of NSS and other extension activities are honoured in College Annual function.
- * Added advantage of 2 % of Aggregate Marks are given to NSS volunteers for admission in PG courses.

- * Under RUSA-CBCS the students are granted credit in General Interest & Hobby for their participation and performance in NSS and other cultural activities.

3.6.6. Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

- * The college implements all the welfare schemes of the union and state governments for upliftment and empowerment of the students from underprivileged and vulnerable sections of the society.
- * The Grievances Redressal Cell and the Women's Cell of the college also works to ensure that such students do not have to suffer any kind of discrimination in the institution and empower students from under-privileged and vulnerable section of society.
- * The College also ensures that persons belonging to different categories are given their due rights and recognitions as per government guidelines.
- * The students of B.A. 6th Semester (Economics Major) conducted project works based on social survey research as part of their curriculum. Though there are limitations of the surveys conducted by UG students, but it is an important first step towards developing research acumen. Some of the important social surveys conducted by the students are as follows:
 - Mukesh Chauhan. Electricity Problems in Villages
 - Rajnish kumar. Drugs used by the college students in Government Degree college Paonta Sahib
 - Manju Chauhan. Self Help Groups in Sataun, Paonta Sahib
 - Pooja Devi. A Study of RUSA in Government Degree college Paonta Sahib
 - Pratibha Sharma. A Study of Poverty
 - Minakshi. Agricultural Finance in Interior Rural Areas
 - Manoj Dhiman. Mining Industries
 - Chaman Lal. Public Distribution System (PDS) and food Security
 - Suman. Higher education Study in Paonta sahib
 - Manjeet. Development
 - Neha Pal. Social Security
 - Monika. The Employment Situation
 - Pooja Kumari. MNREGA
 - Megha. Inequality of Income
 - Kapil Dev. Indira Gandhi Awas Yojna
 - Paramjeet Singh. Agriculture Subsidy

3.6.7. Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

- * Extension activities provide a platform to students for supplementing their theoretical knowledge with field experience and practical insights.
- * Various extension activities performed by the students help to nurture and complement their academic value addition and inculcate values and consciousness towards different facets of society.
- * Through these activities, the College is attempting to make a difference in the lives of marginalised communities and contribute towards creating a better society.
- * The College through its various societies creates a conducive environment in which learning is fostered outside the classroom as well. The activities give the necessary impetus to students to expand and augment their personality thereby positively impacting their academic learning.
- * Students develop several skills like organizational skills – from planning to execution to evaluation; interpersonal skills – teamwork, cooperation; communication skills – (oral, written, report writing), and others (posters, street plays) and research skills.
- * Universal and enduring values like democracy, peace, justice, tolerance, compassion, equality, pluralism and co-operation are inculcated through these programmes.
- * The students get an opportunity to sharpen their understanding of the deep-rooted ills embedded in the society. Their first-hand exposure to the places and persons worst affected by the problems make them sensitive to the complexity of the problems. In this way, they are sensitized to the socio-economic realities of the nation.
- * The faculty too benefits in the process of mentoring and guiding students to sharpen their skills and thinking abilities reflecting upon their role as agents of change.

3.6.8. How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

- * The college believes in working *with* the people and not *for* the people. People's participation is ensured at all levels of planning, implementation and follow-up of our activities.
- * Programmes are worked out keeping in mind people's needs, concerns and aspirations. What programmes will be undertaken and how they will be implemented is decided democratically along with the community. Care is taken not to impose our ideas and methods on the community.
- * The Institution ensures the involvement of the community in its outreach activities and contributes to the community development with the help of Alumnae association, PTA, distinctive NGOs and other government agencies.

Meetings are held with the members of above-mentioned agencies to discuss and plan outreach activities, keeping in mind the needs and concerns of the community.

- * The entire community is urged and encouraged to take part in extension activities of the College. These activities are organized by the College with an intention to build a healthy relationship with society and to reach out to the needy.
- * The institution maintains good rapport with political and social activists and organizations and ensures their involvement in the programmes undertaken by the college.
- * The institution works in collaboration with other institutions viz. the Police, the Judiciary, the Local Administration, the Health, Forest, IPH and Electricity Departments for the smooth functioning of its outreach activities.

3.6.9. Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

- * The College has forged constructive relationship with a number of institutions and Social organisations. Various outreach and extension activities have been organized as a result of this relationship.
- * NSS unit of college alongwith election department assists in spreading voter's awareness among college students as well as the public.
- * NSS volunteers also regularly participate in activities of health department like pulse polio programmes.
- * Entrepreneurship Awareness Campaign were organised in collaboration with HIMCON, Shimla.
- * Regular blood donation camps are organised in collaboration with NGOs and the state health department.
- * HIV-AIDS awareness campaigns and programmes are organised in collaboration with HP State AIDS Control Society (HPSACS) and the District AIDS Control Officer (DACO).
- * The college has forged collaboration with a variety of NGOs, government agencies and individuals for the Clean Paonta Green Paonta campaign under Swachh Bharat Mission.

3.6.10. Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

- * During the blood donation camps, the blood donors are given certificates by the health department.
- * The participants of Pulse Polio campaign of government are also given certificates.

3.7. Collaboration

3.7.1. How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

- * There is no formal mechanism in place for staff exchange, sharing facilities, and equipment, or research. It is largely the individual faculty members, who have undertaken teaching assignments / exchanges, research projects and joint conferences through collaboration.
- * Some faculty members who are pursuing Ph.D. frequently visit their respective Universities to carry out research activities.
- * The College initiates contact and sends proposals to various agencies like UGC, ICSSR, Ministry of Human Resource Development, Department of Women & Child Development, universities and other institutions.
- * A number of benefits have been accrued as a result of these collaborative initiatives. The Grants received under different agencies like UGC, and ICSSR are utilized for funding the seminars/ conferences and other related activities.

3.7.2. Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

*** MoUs of with Industries**

- The college under Community College Scheme of UGC has signed 3 Memorandums of Understanding (MoUs) with the following industries
 - Zeon Life Sciences Ltd., Rampur Road, Paonta Sahib
 - RichPro Foods, 171/2, Kedarpur, Paonta Sahib
 - Himalyan International Pvt. Ltd. Paont Sahib
- The college under Community College Scheme of UGC is in the final stages of signing the Memorandums of Understanding (MoUs) with 2 more industries
 - Mankind Pharma Ltd. Paonta Sahib
 - Tirupati Medicare, Nahan Road, Paonta Sahib

*** Contributions of the Collaborative Arrangements with Industries:**

▪ Management

- The representatives of the firms have been taken on the Board of Management of UGC Sponsored Community College.

▪ Curriculum development

- The partner industry associates are directly involved in the curriculum development for the programmes run by Community College as members of the Board of Studies in Community College.

- **Resource Persons/ Guest Lectures**
 - The industries are facilitating and recommending required qualified experts from industries as resource-persons.
- **Internship and On-the-job training**
 - The industries are providing internship and on-the-job training facilities at its plant to the students enrolled in Community college as per requirement.
- **Exposure Visits to Other Industries**
 - The firms are facilitating the arrangement for students' industry exposure visits to its partner industries in Paonta Sahib as well as other nearby industrial areas.
- **Student Placement**
 - The firms will directly recruit students passing out from Community College, Paonta Sahib subject to vacancy position in the plant and the satisfactory performance of students during his/her internship and on-the-job training at the Firm and after qualifying the NSQF level. The first batch will pass-out in February 2017.
 - The firms will also facilitate the placement of students passing out from Community College among other industries in the area.
- * **Collaboration with IGNOU**
 - The Indira Gandhi National Open University (IGNOU) has opened its study centre in the college camps, and the basic infrastructure is provided rent-free by the college.
 - In addition, the Part-Time Coordinator is appointed by the IGNOU from the panel of candidates proposed by the Principal.
 - The Coordinator in consultation with the Principal submits the proposal to IGNOU for the appointment of other staff members.
 - The teachers of college are associated with IGNOU activities as Academic Counsellors and take counselling sessions, guide/supervise projects and perform examination duties.
- * **Contributions of the Collaborative Arrangements with IGNOU**
 - The IGNOU (Indira Gandhi National Open University) Study Centre as an institution of distance learning has major socio-economic relevance. It is playing an important role in the transformation process of our society into a knowledge society through their value added distance education system.
 - There are many students who interrupt their studies to earn for their family. They have a desire to improve themselves and also there are knowledge seekers. Distance education through IGNOU study centre provides them such an opportunity.
 - The IGNOU Study Centre at our college at present has an enrolment of over 633 learners.

* **MoU with Reliance Jio**

- Under the policy of the Government of Himachal Pradesh Reliance Jio Infocomm Limited has set up Wi-Fi hotspot in the college to provide free 4G Wi-Fi internet facility to the students and faculty.

3.7.3. Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

- * Paonta Sahib town is an industrial hub hence industry may play a major role in creation of infrastructure in the college. The recently constituted and registered GCP Alumni Association shall launch a drive to raise funds for the development of college infrastructure.
- * Industry, banks and civil society usually make contributions to organize state/national level activities. The Inter-College Football Championship organised in the year 2015 witnessed support from HDFC Bank, SBI, Industry as well as free accommodation provided by the management/ trusts of various mandirs and dharamshalas.
- * Parent Teacher Association has vital role to play in students' education. Parents Teachers Association (PTA) has contributed a lot in the development and maintenance, of college infrastructure; it is also fulfilling the need-based requirement of faculties on part time basis through recruitment of staff on temporary basis.
- * Institutions: The College interacts with various institutions of national importance that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support and infrastructure facilities of the institution.
 - UGC Lab Equipment, Library Facilities, Maintenance, Grants for Projects
 - ICSSR Funds for Organising International Conferences

3.7.4. Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

- * The Government College Paonta Sahib organised one day 'National Seminar on Make in India: Challenges and Prospects' sponsored by ICSSR on 11th July 2016 with Nalin Ramaul as the Seminar Convener (Seminar Grant: Rs. 1 Lakh). The Seminar was attended by the following researchers of eminence:
 - The Chief Guest: Dr. Amar Dev, Additional Director Higher Education, Government of Himachal Pradesh, Shimla
 - The Guest of Honour: Dr. Dinesh Kumar Bhardwaj, Principal, Government Post Graduate College, Nahan
 - Keynote Speaker: Professor (Dr.) Madan Mohan Goel, Dean of Colleges, Kurukshetra University, Kurukshetra
 - Presidential Address: Prof. Balwinder Singh Tiwana, Director, Centre for South West Asia Study (Pakistan & Afghanistan), Punjabi University, Patiala

- Prof. Devender Pratap, National Council of Applied Economic Research, New Delhi
- Dr. Pralok Gupta, Centre for WTO Studies, Indian Institute of Foreign Trade, New Delhi
- Prof. Gian Singh, Department of Economics, Punjabi University, Patiala
- Dr. K. Gopal Iyer, Formerly Professor, Punjab University, Chandigarh
- Prof. R.K. Mahajan, Department of Economics, Punjabi University Regional Centre, Bhatinda, Punjab
- Dr. Sudhanshu Joshi, School of Management, Doon University, Dehradun
- Dr. Sarbjeet Singh, Department of Economics, Punjabi University, Patiala
- Shivendra Singh, Research Scholar, Department of Commerce, HNB Garhwal University, Uttarakhand (presently Assistant Professor, Department of Commerce, Mahatma Gandhi Central University, Motihari, Bihar.)
- Sh. Surinder Singh, Associate Professor, Government College, Bilaspur, Himachal Pradesh
- Dr. Vivek Negi, Assistant Professor, Government P.G. College, Nahan, Himachal Pradesh

3.7.5. How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated:

*** Curriculum development/enrichment**

- The faculty of our college has been regularly involved in restructuring of the courses done at the university in all disciplines of sciences, humanities and commerce.

*** Internship/ On-the-job training**

Table 24: Internship and On-the-job Training of Community College Students

Course Name	Batch	Internship/job Training/Industrial Visit	Duration and Date	Key Learning Areas
Advance Diploma in Food Processing	January 2015	Himalaya International Ltd., Paonta Sahib	1 Week w.e.f. 30-03-2015	Manufacturing Processes of Sweets, Bread, Cheese, Frozen & Canned Mushroom
		Himachal Pradesh Fruit Processing Centre Fruit & Canning unit, Paonta Sahib	5 Days w.e.f. 7-09-2015	Squash Making, Pickle Manufacturing, Jam Preparation
		Himalaya International Ltd., Paonta sahib	One Week w.e.f. 31-11-2015	Q.C. Practices
		Himalaya International	19 th & 20 th	HACCP

		Ltd., Paonta sahib	May 2016	
		Zeon Life Sciences, Paonta Sahib	1 month w.e.f. 24-10-2016	Quality Assurance
Advance Diploma in Food Processing	July 2015	Himachal Pradesh Fruit Processing Centre Fruit & Canning unit, Paonta Sahib	5 Days w.e.f. 7-09-2015	Squash Making, Pickle Manufacturing, Jam Preparation
		Himalaya International Ltd., Paonta sahib	2 Weeks w.e.f 31-11- 2015	Manufacturing Processes of Sweets, Bread, & Canned Mushroom
		Himalaya International Ltd., Paonta sahib	2 Weeks w.e.f 02-05- 2016	Manufacturing Processes of Sweets, Cheese & Dahi.
Advance Diploma in Pharmaceuticals	July 2015	Mankind Pharma Ltd.	One Month (04.01.2016 to 30.01.2016)	Tablets Manufacturing sections and injectable packing sections
		Tirupati medicare Ltd.	One Month (12.07.2016 to 6.08.2016)	Tablet Packing section (primary and secondary packing section)

* **Summer placement**

- The community college students are provided summer placement by the partner industries.

* **Faculty exchange and professional development**

- There are no formal MOUs. But the faculty from the professional colleges in the area are invited by the Community College as Guest Faculty.
- Similarly, the college faculty may be invited as resource person/ guest faculty by other institutions of the area.

* **Research**

- Academic linkages have been established by the faculty members as well as students for carrying our collaborative research.
- The faculty may take up research work in collaboration.

* **Consultancy**

- The faculty may provide consultancy services.

* **Extension**

- Various NSS programme officer has forged collaboration with several NGOs for extension activities.

* **Publication**

- NA

* **Student Placement**

- The Career Guidance Cell of the college is an active platform for enabling students to seek proper career counselling and in finding appropriate jobs.

* **Twinning programmes**

- NA

* **Introduction of new courses**

- Advance Diploma in Food Processing
- Advance Diploma in Pharmaceuticals

* **Student exchange: NA**

* **Any other: NA**

3.7.6. Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

- * The College establishes linkages with industry, academic and research institutes, through its committees/clubs/departments. The College, considering the potential of the organization and the need of the College, identifies the scope of the collaboration. Regular meetings are planned and the responsibility is entrusted to a particular person to establish a rapport between the parties. After the formal dialogue between the parties, MOU/Agreement is signed by the Principal, followed by the collaborative activities.
- * The recently established Internal Quality Assurance Cell (IQAC) in the college shall regularly review the functioning of the collaborations and maintain record of the partnerships.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1. Physical Facilities

4.1.1. What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

- * The College Building Fund Committee is constituted in accordance with the guidelines of the government in this respect.
- * **Composition of the Building Committee**
 - Chairman: The Principal of the College: Dr. Kiran Vir Singh
 - Senior faculty member, Dr. Alka Chauhan
 - Member Secretary, Dr. Jagdish Chand
 - PTA President, Sh. Shakun Mahindra
 - President, Municipal Committee
 - XEN, HPPWD or his Representative
 - CSCA President, Sonali
 - Donor
- * **Creation of New Structures**
 - The College Building Committee sends proposal to the Government; budget for the same is sanctioned accordingly and the Public Works Department is given the responsibility of construction according to specifications of the Government.
- * **Maintenance and enhancement of Existing Infrastructure**
 - The Building Committee of the college prepares the required proposal. The College Principal can spend up to 3 lakhs out of the Building Fund. For additional expenses, permission is sought from the Government and is sanctioned from the common pool subject to the availability of funds.
- * The Laboratories are maintained out of funds collected from students as a part of practical fee.
- * The improvement of infrastructure is essential for facilitating effective teaching. The issue of financing is highly significant to meet the increasing demand for creation and enhancement of physical facilities. It has always been need-based as identified by the building and infrastructure committee.

4.1.2. Detail the facilities available for:

- * **Curricular and co-curricular activities**
 - **Classrooms**
 - There are 13 classrooms with varying seating capacities to accommodate 40-120 students.

- The classrooms have wide windows that ensure adequate light and ventilation.
- Each room is equipped with blackboard, lecture stand and furniture for students.
- Most classrooms have a Podium and some are equipped with LCD Projectors to facilitate the teaching-learning process.
- Due to paucity of classrooms, theory classes are also conducted in all the laboratories, except Chemistry lab.
- **Technology enabled learning spaces**
 - 2 technology-enabled classrooms are working.
 - In addition, Geography, Physics, and Botany departments have their independent projectors, which are used in their laboratories for classes.
 - Two more technology-enabled classrooms are being set-up.
 - One computer lab well equipped for 20 students with server, Broadband Internet connection, and networking facilities.
 - UGC sponsored Resource Centre in the library with 6 computers with internet access.
- **Seminar halls**
 - 1 Seminar hall will be established soon after the hand-over of the new administrative block which has been completed and has a good hall which shall be developed as seminar hall.
- **Tutorial spaces**
 - There are no separate dedicated spaces for tutorials. Normal classroom are used as tutorial room.
- **Laboratories**
 - **Botany**
 - ✦ 1 lab
 - ✦ Capacity of 30 students
 - **Chemistry**
 - ✦ 1 lab functional
 - ✦ 1 additional lab to be set up after the taking over of new administrative block.
 - ✦ Present capacity of 30 students
 - **Computer Lab**
 - ✦ 1 lab functional
 - ✦ 1 additional lab to be set up after the taking over of new administrative block.
 - ✦ Present capacity of 20 students

- **Food Processing and Pharmaceuticals**
 - ✦ 1 common lab for food processing and pharmaceuticals
 - ✦ Separate labs for food processing and pharmaceuticals to be set up after the taking over of new administrative block.
 - ✦ Present capacity of 30 students
- **Geography**
 - ✦ 1 lab
 - ✦ Capacity of 40 students
- **Physics**
 - ✦ 2 labs
 - ✦ Capacity of 60 students
- **Zoology**
 - ✦ 1 lab
 - ✦ Capacity of 30 students
- **Botanical garden**
 - Yes, a botanical garden with 80 plant varieties has been set up spread over two parts with an area of 320.19 square metres ($27.50\text{m} \times 6.70\text{m} = 184.25$; and $18.75\text{m} \times 7.25\text{m} = 135.94$). Every plant is properly identified and labelled giving their family, botanical and common names, etc.
 - Many of the plant material required for the practical classes are grown and maintained in college botanical garden. These experimental materials are either used fresh or fixed for future use. Fresh material is used for taxonomy, various physiological experiments, biochemistry experiments and anatomical studies, etc. Plant material is also fixed for anatomical and embryological studies, at appropriate stage and time so that it can be used anytime in the practical classes.
- **Animal house**
 - No
 - There is a complete prohibition on animal dissection in both undergraduate (UG) and postgraduate (PG) curriculum in the country under the directives of UGC since 2014.
 - Therefore, the institution does not feel the need for animal house.
- **Specialized facilities and equipment for teaching, learning and research etc.**
 - IGNOU Study Centre with an enrolment of 633 learners.
 - Zoology Museum, which has a good stock of invertebrate and vertebrate specimens.

- The campus is equipped with electronic board for display of information.
- The entire campus is Wi-Fi enabled. In addition, the Reliance Jio has provided Wi-Fi hotspot facilities where password is provided to the users.
- The entire campus has recently been brought under CCTV surveillance by installing 16 CCTV cameras in the college campus at strategic locations with control room in the Principal's office.

* **Extra-curricular activities**

▪ **Sports**

• **Outdoor Games**

- ✦ Playground: There is a playground for outdoor games. Depending on the sports calendar this ground is used for different games at different times.
 - Football: The playground provides space for a full-size football ground and the football goal posts have been permanently set-up.
 - Athletics: For athletics meet 6 lane 200 metre track is usually prepared in the playground.
 - Hockey: The playground provides space for a full-size hockey ground but the goalposts are fixed only during practice or tournaments.
 - Cricket: One cricket pitch has been developed in the playground. In addition, cricket mat is also available.
- ✦ Volleyball: A part of the playground is used as separate volleyball court.
- ✦ Basketball: A proper basketball court has been developed in the college campus.
- ✦ Badminton: Since there is no indoor facility for badminton, an outdoor badminton court has been prepared.

• **Indoor games**

- ✦ Table Tennis: The indoor facility for table tennis is available.
- ✦ Chess: Chessboards and chess clocks are available.
- ✦ Judo & Wrestling: Mattresses for Judo & Wrestling are available.

• **Gymnasium**

- ✦ The college has a multi-station gym, which was set up in the year 2015-16.
- ✦ A part-time gym instructor is proposed to be hired for gym training for students for the ensuing even semester session.

▪ **Auditorium**

- No

- **NSS**
 - The NSS has a small room allotted in the campus for day-to-day functioning. Activities of the members of the NSS are held in the classrooms and outdoors.
- **NCC**
 - The college does not have a NCC unit. Requests for activation of NCC units have been submitted over the years and reminders sent, but it is yet to materialise.
- **Cultural activities**
 - The music rooms (vocal and instrumental) are used by students for practice before participation in cultural activities at the college level or for inter college competition. But for cultural activities involving larger number of students, the rehearsals are conducted in a hall, just adjacent to the music rooms.
 - However, there is no proper auditorium or hall with sufficient seating capacity.
 - Therefore, the cultural activities are usually organised in specially erected tent houses or these are held outside the college campus in marriage palaces.
 - The college has a whole range of musical instruments, from modern music instruments to classical and traditional musical instruments.
- **Public speaking**
 - In Smart Classroom: 1 amplifier, 2 mike, 4 speakers
 - In Physics Department: 2 amplifier, 2 horn, 2 speakers (large size), 8 mikes.
- **Communication skills development**
 - The college does not have a language lab.
 - The communication skill development is achieved through traditional methods. The students write articles for the college magazine. Intra and inter college competitions in essay and slogan writing and debate and declamation contests are organized in the college throughout the year.
- **Yoga, Health and Hygiene etc.**
 - **Yoga**
 - ✦ No dedicated facility for yoga.
 - ✦ But during coaching camps, the concerned trainers/coaches instruct the students and conduct yoga exercises for the players.
 - ✦ Yoga is also taught as a subject by the department of physical education.
 - ✦ Sh. Rameshwar Maithani, Retd.Yoga Teacher, Patanjali Yogapeeth guided the students and held Yoga camp for NSS students on 26th January and 1st February 2016.

- **Health**
 - ✦ Gymnasium facility for physical fitness.
 - ✦ First aid facility for emergencies is available in the college.
 - ✦ During tournaments, the services of para-medical and medical staff of State Health Department are solicited.
 - ✦ For health related services the facilities at Government Civil Hospital situated at a distance of about 2 km are availed.
- **Hygiene**
 - ✦ Adequate number of washrooms located at suitable places.
 - ✦ Though the government does not provide regular cleaning staff. The cleaning staff are hired/ appointed on temporary basis through Parent Teachers Association (PTA) or under Amalgamated Fund for regular cleanliness and maintenance.
 - ✦ The Women's cell takes care of gender specific needs of the girl students as and when required.

4.1.3. How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

*** Institutional Plan for Infrastructure**

- Various committees have been constituted to ensure that the infrastructure is in line with the academic growth. These include:
 - College Advisory Committee
 - Timetable Committee
 - General Purchase/Procurement Committee
 - Building Committee
- To assess whether the available infrastructure is sufficient or not, detailed and keen observation on events like running of classes, holding various activities, conduct of examinations, sports and cultural activities of previous academic session is enough. Although college has augmented the infrastructure to keep pace with academic advancement and growth yet there is lot of scope in terms of enhancement in infrastructure.
- Being government institution, all extensions, repair and renovation works are taken up by the H.P. Public Works Department (HPPWD). The college administration looks after the minor repairs and construction works of urgent needs.
- The College makes systematic efforts from time to time to upgrade and replace its infrastructural facilities to keep pace with changing requirements because of academic growth and technology upgradation.

*** Facilities developed during the last four years**

- New administrative block has been constructed and likely to be handed over to the college soon.
- Smart Classrooms, with Projectors.
- Computers and printers provided to the departments.
- Computers in the UGC Resource room in the Library.
- Photostat facility in the Library.
- Riso Duplicator for Printing of Question Papers for Mid Term Examination

*** Major renovations, up-gradations, additions in the infrastructure**

- Buildings have been painted/ whitewashed.
- Principal's office has been renovated.
- The roofs of the old academic building have been repaired.
- Vermin-Composing unit and a small Herbal Garden set up.
- CCTV cameras installed for security.

Table 25: Amount Spent on the Facilities Developed/Augmented

Sr. No.	Particulars	Amount Spent in Rs.				Total Expenditure
		2012-13	2013-14	2014-15	2015-16	
1	Building Infrastructure & Other Construction works					
a	Principal's Residence	-	8,58,100	-	-	8,58,100
b	Administrative Block	-	-	-	2,00,63,000	2,00,63,000
c	Academic Block (only funds allotted, work yet to start)	-	-	-	1,10,48,031	1,10,48,031
2	Furniture and Fixtures					
a	Furniture	33,014	73,252	87,545	-	1,93,811
b	Fixtures	-	-	-	-	-
3	Equipment					
a	Sports Equipment	1,09,713	73,911	1,38,604	2,89,603	6,11,831
b	Lab Equipment	-	1,91,967	7,33,425	87,405	10,12,797
c	Teaching Aids (Smart Board, Projectors)	21,076	6,460	-	-	27,536
4	Electrical	1,500	21,349	5,138	57,747	85,734
5	Computers and Printers etc.	-	69,960	-	1,49,247	2,19,207
6	Maintenance of Computers and Equipment etc.	15,550	22,656	10,143	15,432	63,781
	Total	1,80,853	4,59,555	9,74,855	5,99,434	22,14,697

Note: Amounts pertaining to building infrastructure are given in the year in which it was handed over to the institution

*** System for Optimum Utilisation of Available Infrastructure**

- The College has evolved a system for optimum utilization of available infrastructural resources.
- The timetable committee evaluates the possibilities of rational and optimal use of the time and space available. The institution plans curriculum and timetable for the students with various subject combinations in such a manner that their schedule in laboratories and classrooms does not clash with or impact upon each other, thereby putting the available infrastructure to maximum use. Rooms of different sizes are allotted in accordance with the size of the classes.
- Batches are made for practical for those classes in which students are large in number and are allotted different timings.
- Multiple activities are carried out in common hall such as classroom teaching, examinations and co-curricular activities.
- The institution also houses Indira Gandhi National Open University (IGNOU) Study Centre, which makes use of the infrastructure during holidays, vacations and after college hours.
- The infrastructure is used by other government institutions, public sector units for conducting various competitive examinations.

*** Future Planned Expansions**

- The plan for infrastructural expansion and equipment to be purchased in the future is as follows:
 - Second New Academic block: Construction likely to begin soon. The funds (Rs. 1,10,48,031) have already been allotted by the State Government for the purpose.
 - Make all the classrooms technology-enabled i.e. converting into Smart classroom.
 - Development of proper parking facility.
 - Setting up of 2nd IT lab.
 - Purchase of additional computers and printers for the departments which have not been provided computers till now.
 - Purchase of original software required for research like SPSS and Stata.
 - More books, journals and e-resources for the library.
 - More equipment for science labs
 - Construction of hostels for both girl and boy students.
 - Construction of residences for staff.
 - Banking facility: The possibility of establishing a bank branch within the College campus and ATM.
 - Energy conservation system consisting of solar panels.
 - Sanitary napkin vending machine

- Incinerators for disposal of menstrual waste, sanitary napkins to be set up in girls toilets.
- To set-up wheel-chair user-friendly toilets.
- Installation of 200 KVA Silent DG Set

4.1.4. How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

- * Effort is made to develop barrier-free access throughout the institution.
- * There is a motorable road leading to the main building, which is connected to the ramp that has been constructed for aiding the movement of physically challenged students. The ramp is connected to the classrooms and washrooms in the main academic block.
- * The teachers pay special attention to the physically challenged student in the class. Writing assistants are provided to the visually impaired students during the exams under rules.
- * Care is taken to ensure that their classes are held on the ground floor.
- * During the examinations, extra attention is paid to them by providing seats on the ground floor and any other assistance if needed.
- * The College has ramps with tactile path for the smooth movement of differently abled students. At least the ground floor of every block wherever there are steps has been made accessible through ramps.

4.1.5. Give details on the residential facility and various provisions available within them:

- * **Hostel Facility:** Not Available
 - **Recreational facilities, gymnasium, yoga center, etc.:** N.A.
 - **Computer facility including access to internet in hostel:** N.A.
 - **Facilities for medical emergencies:** N.A.
 - **Library facility in the hostels:** N.A.
 - **Internet and Wi-Fi facility:** N.A.
 - **Recreational facility-common room with audio-visual equipment:** N.A.
- * **Residential Facility for Staff**
 - One Type-IV residence is available within the college campus.
 - No other residential facility is specifically available for the staff.
 - But residence facility is available from common pool in Housing Board Colony. 5 college staff members are availing residential accommodation in the colony.

Table 26: Available residential facility for the staff and occupancy

Sr. No.	Staff	No. of Quarters	Occupancy Status
1	Principal	1	Vacant
2	Other Staff	Nil	NA

* **Constant supply of safe drinking water**

- College has a constant supply of safe drinking water. The college has dual sources of supply of drinking water, bore well and the municipal water supply.

* **Security**

- Recently permission from the Director of Higher Education has been obtained to engage private security personnel. Accordingly, process has begun to appoint security personnel in the college campus for the full day, throughout the year.
- The night security in the college campus is provided by the male peons who are assigned the additional task of chowkidar at night on rotation basis.
- CCTV cameras with night vision are installed in the college campus for providing security.

4.1.6. What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

- * A sum of Rs. 6/- as Health fund and Rs. 10 as student aid fund is collected annually from each student at the time of admission. This amount is spent for the health care of students. For this purpose, a pharmacist may be appointed, but the fund is too meagre to appoint a medical or paramedical personnel.
- * First-Aid Box is also kept in the Department of Physical Education and the Department of Chemistry.
- * Government has provided 24x7 hours 108 free ambulance service. In case of serious medical emergency, the ward is shifted to the nearby Government hospital, which is at a distance of about 2 km from the college.
- * Glucose, medicines and sprays, etc. are made available to the students while participating in intra-college and inter-college activities.
- * The college tries to pay the medical bills for the sportsperson if he/she has been admitted to a hospital for treatment of severe injuries.
- * There is provision of medical facilities for teaching and non-teaching staff offered by the Government of Himachal Pradesh. The medical bills of the staff are reimbursed by the Government as per rules & regulations. The non-teaching staff is also entitled to medical leave.
- * There is also provision of leave on medical grounds for the students.

4.1.7. Give details of the Common Facilities available on the campus – spaces for special units like

* **IQAC**

- The recently constituted Internal Quality Assurance Cell (IQAC) is temporarily operating from the office of the IGNOU Study Centre due to space constraint. It is proposed to provide it a separate office equipped with computer, printer and internet facility after the taking over of the new administrative block that has been completed.

* **Grievance Redressal unit**

- Due to space constraints, no separate room has been provided to the Grievance Redressal Cell.

* **Women's Cell**

- Due to space constraints, no separate room has been provided to the Women's Cell.

* **Counselling, Career Guidance and Placement Unit**

- Due to space constraints, no separate room has been provided to the Career Guidance and Placement Cell.

* **Health Centre**

- No health centre
- First aid kits are available in the Department of Chemistry and Department of Physical Education

* **Canteen**

- The college has a small canteen within the college premises.
- Tea, snacks and lunch are provided at rates approved by the Canteen Committee.
- The canteen operator has procured the required license under Food Safety and Standards Act, 2006.

* **Recreational spaces for staff and students**

- The college ground is also utilized for fitness as well as recreational activities by both staff and students.
- The ground is also used by the students to engage in self-study and for social interaction purposes.
- Staff and students have been given free access to Wi-Fi connection.
- There is a television in the staff room with Tata Sky DTH Connection.
- There is separate girls' common room in the college.

* **Safe drinking water facility**

- Two water coolers have been installed for supply of drinking water. To ensure the provision of safe drinking water filter/ purifier has recently been installed by the Parent Teachers Association.

* **IGNOU Study Centre**

- IGNOU Study Centre 1133 was started in our college in the year 2005. The college has separate office space for IGNOU Study Centre consisting of three small rooms/cabins.

* **Community College**

- The Community College running under the UGC Scheme has been provided separate labs and office space.

4.2. Library as a Learning Resource

4.2.1. Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

* Yes, the college has a Library Advisory Committee.

*** Composition of the Library Advisory Committee**

- Dr. Kuldeep Sen, Convenor
- Sh. Kuldeep Singh Negi, Librarian and Member Secretary
- Smt. Chinu Bansal, Member
- Dr. Dipali Sharma Bhandari, Member
- Dr. Usha Joshi, Member
- Ms. Vandana Kansal, Member

*** Note**

- Sh. Kuldeep Singh Negi, Librarian of our college is an asset to our college who has expertise in diverse aspects of library. He has been the Departmental Nominee for the Interviews of Assistant Librarians by Subordinate Services Selection Board, Hamirpur in 2010. Moreover, he was the Convener for Bulk Purchasing of Books for Central State Library, State Library & Public Libraries in Himachal Pradesh under Raja Ram Mohan Roy Foundation, Calcutta and Directorate of Higher Education, Himachal Pradesh for the Years 2008 & 2009.

*** Significant Initiatives**

- The CCTV cameras have been installed in the library for the security of library resources as well as the personal property of the staff and the students.
- E-resource centre has been established in the library
- Data entry of all the books in the library (Inflibnet software SOUL 2.0) has been completed.
- Seating capacity in the library reading room increased
- Photocopying facility in the library for students and staff.
- Air conditioning of the students reading section
- Newspaper and Magazine/Journal stands purchased
- Property counter purchased and set up.
- Notices are regularly displayed on the notice boards about every kind of library information for the awareness of the staff and the students.

4.2.2. Provide details of the following:

* **Total area of the library (in Sq. Mts.):** 234 sq.m.

* **Total seating capacity:** 100

- * **Working hours (on working days, on holidays, before examination days, during examination days, during vacation):**
 - During Teaching Days: 10:00 am to 4:00 pm
 - Examination Preparatory Days: 10:00 am to 4:00 pm
 - Examination Days: 10:00 am to 4:00 pm
- * **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**
 - The library is run in a separate hall on the first floor of the main academic block of the college.
 - The main hall houses the book stack as well as the reading room along with a book issue/return counter, and the property counter.
 - A separate room for the Librarian with computer and WI-FI internet facility is available.
 - A separate room has the UGC Resource Centre with computers and internet facility for online access of books and journals.
 - There is a separate comfort area earmarked for faculty known as 'Faculty Corner' where faculty members can read and access scholarly content and prepare reading material for the students.

4.2.3. How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

- * Periodical meetings of Library Advisory Committee are held to ensure that the needs of all departments are duly met. The committee constantly takes feedback from the various departments and students regarding the purchase of books.
- * The library subscribes to new journals and titles as and when the requisition is received from the faculty members of various departments. The requisition submitted by various departments are processed by library advisory committee and the purchase of books is made after observing all the codal formalities, both administrative and financial formalities. Sometimes the purchase committees are also sent outside the state to procure latest titles.

Table 27: Library Purchases of Books etc.

Library holdings	Year 1 (2012-13)		Year 2 (2013-14)		Year 3 (2014-15)		Year 4 (2015-16)	
	Number	Total Cost						
Text books	40	5076	-	-	814	2,09,818	328	96,676
Reference Books	6	1530	-	-	63	12,822	10	3975
Journals/ Periodicals	9/264	23253	9/264	23253	9/230	20315	9/210	18506
e-resources	NLIST	5000	NLIST	5000	NLIST	5000	NLIST	5000
Newspapers	-	13290	-	14782	-	18090	-	6888
Magazines and Periodicals	-	5822	-	12083	-	6328	-	4440

4.2.4. Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- * **OPAC (Online Public Access Catalogue):** No
- * **Electronic Resource Management package for e-journals**
 - User control provided by NLIST. The library subscribes to a large number of Electronics Resources through UGC-Inflibnet which includes around 97000 e-books and around 6000 e-sources
- * **Federated searching tools to search articles in multiple databases**
 - As provided by UGC-INFLIBNET
- * **Library Website**
 - Library has introduced its Webpage in the College Website. The College website has detailed information regarding resources and the facilities provided by the library such as, internet browsing, online search for catalogue and books available in the library.
- * **In-house/remote access to e-publications**
 - Yes, it is accessible through INFLIBNET NLIST subscription, which our college has continuously subscribed to since 2010-11.
- * **Library automation**
 - The users can have access to the library collection using computer system, which have information regarding title of the book, author, publisher, accession number, language, and classification number for location. The users' database is updated and books issue and return will be done through software.
 - CCTV camera set up to ensure library security. These cameras help the library staff to monitor large areas of library from a single place. This also ensures discipline in the library.
- * **Total number of computers for public access**
 - 04
- * **Total numbers of printers for public access**
 - 01
- * **Internet band width/ speed**

2mbps 10 mbps 1 gb (GB)
- * **Institutional Repository**
 - Library is the institutional repository for various issues of College Magazine, Annual Reports, Detailed Syllabuses, etc.
- * **Content management system for e-learning**
 - Nil
- * **Participation in Resource sharing networks/consortia (like Inflibnet)**
 - Yes, NLIST INFLIBNET

4.2.5. Provide details on the following items:

- * **Average number of walk-ins:** 250-300 students per day
- * **Average number of books issued/returned:** 50 per day
- * **Ratio of library books to students enrolled:** 1:4.6 (i.e. 4.6 books per student)
- * **Average number of books added during last three years:** 500
- * **Average number of login to opac (OPAC):** N.A.
- * **Average number of login to e-resources:** 80
- * **Average number of e-resources downloaded/printed:** No record maintained
- * **Number of information literacy trainings organized:** No record maintained
- * **Details of “weeding out” of books and other materials:**

Table 28: Books weeded out

Year	No. of Books weeded out	Value of Books weeded out
2012-13	33	4146
2013-14	26	6394
2014-15	50	10520
2015-16	14	4780

4.2.6. Give details of the specialized services provided by the library

- * **Manuscripts:** Nil
- * **Reference:** The College library has a small reference collection. Faculty member, students and non-teaching staff are guided and assisted.
- * **Reprography:** Nil
- * **ILL (Inter Library Loan Service):** No
- * **Information Deployment and Notification:** Yes, New Arrivals through displays.
- * **Download:** The users are allowed to download their needed information for the project, assignments etc.
- * **Printing:** The users are permitted to take printouts on payment of nominal fees.
- * **Reading list/ Bibliography compilation:** Demand based
- * **In-house/remote access to e-resources:** Remote Access is available for NLIST E- Resources.
- * **User Orientation and awareness:** The Library organised an orientation and awareness program for the students of 2nd Semester and oriented them about how they can get maximum benefit from the Library.
- * **Assistance in searching Databases:** Yes, demand based
- * **INFLIBNET/IUC facilities:** INFLIBNET

4.2.7. Enumerate on the support provided by the Library staff to the students and teachers of the college.

*** Support for locating books, journals and magazines**

- The library and supporting staff is always accessible and keen to provide personal guidance. They assist the students and staff in locating library books, journals, magazines.

*** Information regarding new arrivals**

- New arrivals are displayed prominently for the information of staff and students.
- The current journals, magazines and catalogues are displayed on stands.

*** Press Clippings Service**

- The collection of news on the institution published in various print media is organized and preserved by the library staff.

*** Downloading/Photocopy/ Printing Facility**

- Students and the staff are allowed to download /print /photocopy the required information.

*** Competitive Exams**

- Students are motivated and encouraged to prepare for various competitive exams. Previous years question papers are available.

*** 'Best Use of the Library' award**

- 'Best Use of the Library' award has been instituted from the current academic session to be awarded at the forthcoming annual function.

*** Special Provisions for Meritorious Students**

- Meritorious students are given special facilities in the library.

*** Property Counter**

- Readers can keep their personal books or any printed material and other personal belongings inside the library. These materials are to be kept at the Property Counter and these are looked after by the library attendant. Readers' are advised not to leave their precious and valuable items like money, passport, credit card etc. at the Property Counter.

4.2.8. What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

- * The library staffs assist the physical challenged person in obtaining material.
- * They are given top priority while issuing the books.
- * At present, there is no visually challenged student in the college.
- * These students are attended out of turn and personal attention is given to them by the library staff.
- * The books are suggested and located personally by the staff of the library.

- * The teachers also assisted physical challenged students to find the relevant material.

4.2.9. Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

- * The college library does not have specific feedback system.
- * Feedback is taken from the users from time to time in the form of written requests and suggestions during faculty meetings. An informal feedback is also taken at the time of giving no-dues certificate. The feedback so received is analysed by the library committee and suitable action to improve the library services is taken accordingly.
- * The library committee holds discussion with the staff members and students and their suggestions are sought to improve the library services. The teachers provide names of the books (Texts and references) and books are purchased accordingly.

4.3. IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- * **Number of computers with Configuration (provide actual number with exact configuration of each available system)**

Table 29: Detail of Computers

Sr. No.	Name of the Department	Number of Desk top/ Laptop/ Printers	Configuration
1	Botany	1 Desktop, 1 Printer	HP Desktop, TFT Processor: Pentium® Dual CoreE5700 RAM: 1GB HDD:320GB CPU:3.00 GHZ Window-7 , MS Office Printer: HP Laser Jet
2	Chemistry	1 Desktop, 1 Printer	HP Desktop, TFT Processor: Pentium® Dual CoreE5700 RAM: 1GB HDD:320GB CPU:3.00 GHZ Window-7, MS Office Printer: HP Laser Jet
3	Community College (Food Processing & Pharmaceuticals)	2 Desktop, 1 Laptop, 1 Printer	*Dell Desktop, TFT(64-bit O.S.) Processor: Intel ®Core™i3 4150 RAM: 4 GB HDD: 500 GB CPU:@3.50 GHZ Printer: Laser Jet M1136 MFP *DELL Laptop (64-bit O.S) Processor: Intel ®Core™i5 4210 u RAM: 4 GB HDD: 500 GB CPU:@1.70 GHZ Window-8 , MS Office

4	Geography	1 desktop, 1 Printer	HP Desktop, TFT Processor: Intel® Core™ i3 RAM: 2GB HDD: 320 CPU: 550@3.20GHz Window-7, MS Office Printer: HP LaserJet MI 1136 .MFP
5	Physics	4 Desktop, 1 Printer	HP Desktop, TFT Processor: Intel® Core™ i3 550 RAM: 2 GB HDD: 500GB CPU: @3.20 GHz Printer: HP LaserJet MI 1136 .MFP Window-7, MS Office, Fortran77 force1.2
6	Zoology	1 desktop, 1 Printer	HP Desktop, TFT Processor: Pentium(P) dual core RAM: 1 GB HDD: 320GB CPU: 5700@3GHz Printer: HP LaserJet Window-7, MS Office
7	Office	3 Desktop, 5 Printer, 1 Fax Machine (4 in one)	HP Desktop, TFT Processor: Pentium(R) dual core RAM: 1 GB HDD: 500GB CPU: 5700@3GHz 2 Printer: LaserJet MI 1136 MFP 2 Printer: LaserJet P1007 1 Printer: Dot Matrix 1070DX 1 Fax Machine Brother Window-7, MS Office
8	Principal's Office	1 Desktop, 1 Printer	HP Compaq 800, TFT Elite CMT_PC Processor: Intel® Core(TM) i3 RAM: 2 GB HDD: 320GB CPU: 550@3.02GHz Printer: LaserJet 1136MFP Window-7, MS Office
9	Library Resource Centre	6 Desktop 1 Photostat Machine 1 Printer	HP Desktop, TFT Processor: Intel® Core™ i3 RAM: 2GB HDD: 320 CPU: 550@3.20GHz Window-7, MS Office Printer: HP LaserJet MI 1136 .MFP Photocopier: Richo
10	Computer/IT Lab	Cabin- 1 Desktop, 2 Printer, 1 HCL CPU	Dell Desktop, TFT Processor: Intel® Pentium® D RAM: 2 GB HDD: 160GB CPU: 3.00GHz Printer: HP LaserJet 1022
		Lab-5 Desktop, CPU - 5 HCL	Dell Desktop, TFT Processor: Intel® Pentium® D RAM: 2 GB HDD: 160GB CPU: 3.00GHz
		Lab-2 Desktop, CPU - 2 HCL	Dell Desktop, TFT Processor: Intel® Core™ 2 DUO RAM: 3 GB HDD: 160GB CPU: E7200@2.53GHz

	Lab-2 Desktop,CPU- 1 HCL	1 Dell Desktop, 1 HCL TFT Processor: Intel® Pentium® D RAM: 3GB HDD: 160GB CPU:3.00GHz
	Lab-1 Desktop 1 HCL	Dell Desktop, TFT Processor: Intel® Pentium® D RAM: 1GB HDD: 160GB CPU:3.00GHz
	Lab-1 Desktop, CPU- 1 HCL	Dell Desktop, TFT Processor: Intel® Pentium® 4 RAM: 2GB HDD: 320GB CPU:2.40GHz
	Software (In all the systems in the IT Lab)	Window7, Turbo C++, ASP.NET, Adobe (Pagemaker& Photoshop), Office 7

- * **Computer-student ratio:** 1:61
- * **Stand-alone facility:** There is no stand-alone facility available in the College.
- * **LAN facility:** Yes
- * **Wifi facility:** Yes
- * **Licensed software**
 - Yes, we have the following licensed software
 - Windows
 - Windows Server
 - Visual Basic
 - MS Office
 - Quick Heal Antivirus
 - **Open Source software**
 - Ubuntu
 - Libre Office
 - Chrome
 - Fortran
 - Mozilla Firefox
- * **Number of nodes/ computers with Internet facility**
 - Since the entire campus is Wi-Fi enabled, all the computers including desktops as well as laptops can access internet facility.
 - The College also has 1 mbps internet connectivity through BSNL under the National Mission on Education through ICT (NMEICT), funded by the Ministry of Human Resources development, Government of India.
- * **Any other**

4.3.2. Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

- * The college has provided computers with internet facility to the various departments including Administrative Office and Library as per detail above in point 4.3.1.
- * Moreover, computers and internet facilities are available to the faculty and students in the computer labs and library resource centre.

4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- * The college takes up every possible step to ensure that latest information technology is well integrated in the institution to keep the teaching and learning process at pace with digital progress, thus facilitating better learning and effective delivery of auxiliary services.
- * IT facilities need to be upgraded after every 3/4 years. The old computers may be shifted for web browsing or used for hardware practical.
- * Maintenance of branded equipment is done by the company during the warranty period which is generally of 2-3 years. Beyond that, the college maintains the equipment through an Annual Maintenance Contract.
- * Deployment and upgradation of IT infrastructure and associated facilities is necessary to keep pace with modernization of education process.
- * We already have 5 smart boards installed at different places (science labs, seminar room) in the college. We are planning to procure more smart boards and convert maximum classrooms into smart classroom with latest teaching-aids. The college intends to have dedicated lease line from BSNL as well as Wi-Fi facility for stakeholders.
- * Following are the strategies and plans for upgradation of IT infrastructure:
 - All classrooms would be provided with advanced ICT facilities.
 - Language skill lab with IT facilities
 - Upgrading the facilities for Persons with Disabilities (PWD) students
 - Upgrading the resource centre in the Library
 - Building mathematical research lab
 - Setting-up of second IT lab.
 - Purchasing a variety of required genuine software for new IT hardware systems.
 - The College is in the process of implementing e-governance for transparency and accountability and developing its Management Information System (MIS).
 - This practice will make the governance paperless. Upgrade of college website and portals in order to incorporate more dynamic features like, Login authority for staff for uploading their documents, assignments, notes etc.

4.3.4. Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years).

Table 30: The detail of expenditure made, during the last four years

Head of Expenditure for Computers	Source of Funds	2012-13	2013-14	2014-15	2015-16
Procurement	UGC	-	21232	-	-
	BCA/PGDCA	-	-	10,200	9500
	College Funds (AF)	-	69,960	-	1,69,247
	Community College	-	-	10,75,453	14,023
	Total	-	91192	1085653	192770
Upgradation	UGC	-	-	-	-
	BCA/PGDCA	-	-	-	55,141
	College Funds (AF)	2650	2650	-	3000
	Community College	-	-	-	-
	Total	2650	2650	0	58141
Deployment	UGC	-	-	-	-
	BCA/PGDCA	-	-	-	-
	College Funds (AF)	-	-	-	-
	Community College	-	-	-	-
	Total	-	-	-	-
Maintenance	UGC	-	-	-	-
	BCA/PGDCA	-	24510	39425	700
	College Funds (AF)	12,900	20,006	-	12,432
	Community College	-	-	-	-
	Total	12900	44516	39425	13132
Grand Total		15550	138358	1125078	264043

4.3.5. How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- * To facilitate extensive usage of ICT resources, Institution ensures accessibility to computers & internet to its staff & students. The campus is fully Wi-Fi enabled. This encourages students to prepare their assignments, presentations and other curricular requirements using ICT and this enables computer-aided learning & development.
- * The library also deploys various ICT tools and E-Resources including E-journals, e-books, etc.
- * Faculty workshops are conducted for giving training to the staff members on the use of latest technologies.
- * All departments of college where faculty room exist, computers with internet facility have been provided.
- * Some of the teachers have created their blogs, and interact with the students through social media.
 - Blog of Dr. Jagdish Chand:
 - <http://iassparkingyouth.blogspot.in/>

- The blog of IGNOU Study Centre developed by Sh. Sanjay Kumar
 - <http://ignoupaonta.blogspot.in/>
- Facebook account of Community College managed by Rahul Dev
 - <https://www.facebook.com/SkilldevelopmentCommunityCollegePaontasahib?fref=ts>

4.3.6. Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- * By deploying various ICT tools, the Institution endeavours to make the teaching-learning process more student-oriented. The teachers assign innovative and emerging topics to students who explore and gather the relevant information from various sources including e-resources to make project reports and for giving presentations. The teachers also offer a platform to the students for discussions and deliberations on the relevant topics, which enhance their overall understanding.

4.3.7. Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

- * The college does not avail National Knowledge Network Connectivity

4.4. Maintenance of Campus Facilities

4.4.1. How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

- * The College has judiciously utilized funds for the upkeep and maintenance of the institution. All the equipment/instruments of the College are well maintained.
- * At the beginning of the academic session, and as per the requirement all the departments give a report of maintenance work as well as the equipment/instruments, required by them. The principal and the College Advisory Committee (from now on IQAC) then look into the allocation of budget to the various departments.
- * A team of service providers such as electrician, plumber, helpers and carpenter provide the required services on call.

Expenditure on Repair and Maintenance

Sr. No.	Particular	2012-13	2013-14	2014-15	2015-16
1	Building	3,89,417	55,331	1,17,247	2,25,754
2	Furniture	7,041	Nil	34,200	17,171
3	Lab Equipment	13,250	1,005	10,753	3,650
4	Computers, Printers, etc.	15,550	22,656	10,143	26,574
5	Upkeep of Playground	6,000	14,000	15,000	20,000

4.4.2. What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

- * The allocation of budget under different heads is need-based. Funds are allocated and utilised on a priority basis in view of the requirements of the students. Regular meeting of various committees are held to review and monitor the progress in this regard.
- * We have building committee, electricity committee, furniture repair committee, and water & sanitation committee; which look into the various needs of the college. The condition of various classrooms vis a vis the blackboard, the fan, the projector, desks and the condition of the common areas, the toilets, water coolers are constantly assessed and the necessary action is taken by the respective committees. College has deputed peons as caretakers specifically for this purpose.
- * For the maintenance and upkeep of infrastructure, facilities and equipment, various grants are available viz., development grant, recurring grant provided by UGC and the college student funds under Science Fund.
- * A lab attendant (IT Department) has been appointed who takes care of the computers in the computer laboratory.
- * The various science departments maintain their equipment at the departmental level with the help of SLA and JLA. The Laboratory staffs are well trained who ensure inspection and maintenance of all instruments.
- * Dealers of the company from which the instruments are purchased are called for repair and maintenance. In such cases, permission is taken from the Principal, and the vendor is called to carry out repair work. The payment is made from any of the grants stated above depending on the availability of suitable funds under any grant.
- * All the breakages of glassware in chemistry department are totally replaced by the students at the end of the year. In some exceptional cases, concession is given to the student belonging to an economically weaker section the expenditure is then borne by the department from the contingency grant.
- * The college has a botanical garden in which the plant material required for the practical classes are grown and maintained.
- * For fire safety, fire extinguishers are placed at appropriate locations in all the laboratories, as well as the entire academic and administrative block.

4.4.3. How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

- * The laboratories contain instruments of various sizes and complexities. Many of them need calibration. The technical staffs of various departments is well trained for calibrating the instruments normally found in their departments including the major equipment in accordance with the standard operating procedures (SOP).
- * They carry out routine calibration of instruments at the end of each semester. Since a large number of students use these instruments, some instruments need calibration just before performing an experiment. The students are trained to

carry out such calibration/standardization. Considerable usage of these instruments during the semester results in the settings to be modified. Hence, before the examinations start, the teachers and the laboratory staff together set the instruments for effective and error-free performance during examination. In short, calibration is regularly done in all the departments.

4.4.4. What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- * Air conditioners installed for sensitive equipment.
- * UPS installed as per the requirements of various instruments and computers.
- * MCB (Main Circuit breaker) are there in all the floors of the buildings.
- * The state electricity board has installed a transformer in the college for stable supply of electricity.
- * There is a continuous supply of water, as the water tanks have ample storage capacity and are placed at a proper level to ensure adequate supply. Water purifiers are attached to all the water coolers on the campus to provide safe drinking water to staff and students. College has installed a bore well, which ensures constant supply of water.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1. Student Mentoring and Support

5.1.1. Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

* Yes, the college publishes its updated prospectus/handbook annually. It contains detail of all the relevant information for students.

* The prospectus is also uploaded on college website.

*** Information Provided and Commitment and Accountability**

▪ The policies and guidelines mentioned in the prospectus are strictly adhered to in their entirety.

▪ The college ensures that its objectives, commitment and accountability are achieved through regulations formed and implemented with the participation of students and staff of the college.

* *The information provided in the prospectus under various heads and the mechanism to ensure commitment and accountability in each respect is detailed below.*

*** Calendar of Activities**

▪ The calendar of activities is provided in the prospectus.

▪ The academic calendar includes the admission schedule, examination schedule, and the vacation schedule, etc.

▪ Efforts are made to follow the calendar of activities.

▪ Some activities especially the academic calendar and the Inter-college tournaments are within the purview of Himachal Pradesh University and the affiliated college have to follow and implement the calendar.

▪ The schedule and venue of the inter-college tournaments are decided by the HPU Sports and Cultural Council at its annual meeting. Therefore, these activities are not included in the calendar as the meetings are held after admission process is over and, therefore, not included in the college prospectus. There is need for the University to pre-decide the sports and cultural calendar before the beginning of the academic session.

*** About our college**

▪ This is the first-hand general information about our college for the students especially for newcomers.

▪ This contains a little bit of history of our college, the place, and a brief of the facilities provided in the college.

*** Faculty Profile**

▪ The faculty profile contains the department-wise list of faculty and ministerial staff along with their stamp-size photographs so that the students may identify the various faculty members.

- The information helps the students assess the availability of the staff in the college and aids comparison with other institutions for making an informed choice-based decision about admission.

* **Committees for the Academic Session**

- Teaching does not take place in isolation. Every year several committees are framed by the Principal for running the affairs of the college in a smooth manner.
- The committees range from the admission committees, statutory Women Grievances Redressal Cell and Anti-Ragging Committees to the sundry committees like Bus Pass Committee, Library Advisory Committee, etc.
- The convener of each committee is responsible and accountable for the task assigned to the committee and has to show leadership and ensure that the committee works effectively and efficiently as a team.
- The Principal calls the meeting of various committees from time to time to get the updates on its functioning and give necessary feedback and directions.
- The minutes of the meetings of some of these committees are mandatory recorded in the minutes register duly approved and verified by the Principal.

* **Choice Based Credit System (CBCS) for Undergraduate (UG) Courses**

- This section delves on the RUSA-CBCS system devised and notified by the affiliating Himachal Pradesh University by incorporating various changes introduced from time to time.
- Since 2016-17 session, Himachal Pradesh University has accepted the latest course curriculum under Choice-Based Credit System (CBCS) brought out by the University Grant Commission for implementation, the details of the UGC CBCS system were provided in the prospectus for the proper guidance of not only the students but also the admission committees.
- The HP university rules are followed in letter and spirit.

* **Age Limit for Admission**

- Age Limit for Admission to UG Courses in accordance with HPU Ordinance are specified in the Prospectus and strictly enforced by the admission committees.

* **Migration**

- The migration rules as per HPU Ordinance are provided for the guidance of students.
- The registration of candidate is done only at University level.

* **The Roster for Admission and Reservation**

- The Roster for Admission and Reservation as followed in Himachal Pradesh University is provided in the prospectus.

* **Students' Course-wise Assessment and Evaluation**

- The pattern of assessment and evaluation, which has been changed in the last few years several times by the Himachal Pradesh University are provided in the prospectus.
- The teachers and students should know and understand the system of assessment and evaluation under CBCS system.

* **Important Days to be celebrated in the College**

- The college celebrates several important days through its various organisations like NSS, Rovers and Ranges, Red Ribbon Club, etc.
- The concerned organisations and incharges submit reports on the celebration of these days for inclusion in the college annual report.

* **Scholarships/Fee concession**

- Complete information regarding scholarships and fee concession are provided in the information handbook every year.
- Scholarship Committee deals with all matters in this regard and the scholarship is provided every year to eligible students who apply within the stipulated time.

* **Discipline and Conduct**

- The statutory warning regarding ragging is given in the prospectus.
- Certain dos and don'ts are prescribed for the conduct of students in the college.

* **Identity Card cum Library Card**

- The student Identity Card cum Library Card is an important and mandatory document for the students.
- In case of loss of Card, a duplicate card is issued on payment of Rs. 50/- fees.
- I-Card cum Library Card is prepared and issued by the Librarian.

* **College Library**

- The issuance of the books is between 10 am to 3 pm on all working days. A student must bring his/her library card to get the books issued in his/her name.
- Only two books are issued to a student at a time for a period of 15 days.
- If the issued books are not returned by due date, a fine at the rate of Rs. 1.00 per book per day is charged.
- A register is maintained for the Library visitors.
- A portion of the Library is reserved as reading room in which students can read newspapers, magazines and books.

* **Leave Rules**

- The leave rules prescribe the authority for sanction of leave for the students.

* **Re-admission**

- The rules for readmission of the students whose names have been struck off are prescribed along with requisite fees.

* **NSS**

- Enrolment in NSS is done in the beginning of the session.

* **Rovers & Rangers**

- Enrolment in Rovers and Rangers is done in the beginning of the session.

* **College Students Central Association (CSCA)**

- The College Students Central Association is formed every year as per the rules laid down by Himachal Pradesh University, Shimla from time to time.

* **Parent Teachers Association (PTA)**

- In the prospectus, the date of holding of PTA Annual General House is mentioned wherein the election of the new executive committee of PTA is held. This is also reflected in the Annual Calendar of Activities.

* **Sports**

- Sports is a Co-curricular activity and is run as per the calendar of HPU Sports and Co-Curricular Activity Council which is integrated with the calendar of the Association of Indian Universities.
- Sports programme is controlled through the Assistant Professor Physical Education. But since the last couple of years the post has been lying vacant and the sports are managed by the Sports Incharge under the guidance of Sports Committee.

* **College Magazine 'Bhanuja'**

- The college magazine 'Bhanuja' is published every year and provides opportunities for the students to exhibit their creativity.

* **Educational Tours**

- For the overall development of the students, educational tours are arranged from time to time.
- The purpose of the trip is usually observation, non-experimental research or to provide students with experiences outside their everyday activities.

* **Awards**

- Various awards and prizes are given to the meritorious students and to those who excel in sports and co-curricular activities in the Annual Prize Distribution Function.
- The amount of money of these awards and prizes is decided by the Prize Committee and reviewed from time to time.

* **Admission to Post Graduate Courses**

- The College runs two Post Graduate Degree Courses i.e. M.A. English and M.Com.

- Eligibility Conditions, Basis of admission, reservation and other matters are given in this section.

* **Fee Structure**

- The course-wise fee structure is given in this section.

* **Admission Procedure**

- The institution implements the statutory reservation policies. Admissions are strictly on the basis of merit incorporating the Reservation Roster.
- The admission schedule is specified in the prospectus and the time schedules are strictly adhered to.

* **Checklist for Admission**

- The checklist for admission specifies information about the documents required to be submitted at the time of admission and to avoid any inconvenience to the students.

* **IGNOU**

- The College prospectus provides information about various programmes offered by IGNOU programmes and serves the purpose of dissemination of information as the students can act as an information agent for the society.
- More importantly, the regular college students can pursue several IGNOU programmes simultaneously with their regular degree course from the college.

* **Self-Financing IT Courses**

- The prospectus of Self-Financing IT Courses viz. BCA and PGDCA are separately prepared but the common prospectus provides compact and brief information about these courses.

* **Community College**

- Our college is fortunate to be among the only two colleges in Himachal Pradesh where skill based courses are being offered under the UGC sponsored Community College Scheme.
- The courses are offered in Food Processing and Pharmaceuticals.
- The prospectus of Community College is separately prepared but the common prospectus provides compact and brief information about the courses offered by Community College.

5.1.2. Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

- * A number of scholarships are available for the eligible and deserving students.
- * Information regarding dates, eligibility conditions and procedure for applying for these scholarships are notified on the college notice board from time to time.
- * The students may apply online for these scholarships.

- * The financial assistance/ scholarships were either paid through account payee cheque or credited directly in the account of individuals concerned.

- * **State Sponsored Scholarship Schemes**

- IRDP Scholarship Scheme: The students who belong to IRDP families may apply for this scholarship with required documents. A sum of Rs. 1200/- per annum is provided as financial assistance.
- Financial Assistance to the children of the Armed Forces Personnel killed/disabled during the different War/Operations: Children of Armed Forces Personnel killed / disabled in the different wars /operations are eligible for this assistance. Application proformas are available with District Sainik Welfare Board. A sum of Rs. 1,200/- per annum is provided as financial assistance.
- Indira Gandhi Utkrisht Chhatravritti Yojna for Post Plus Two Students: The Indira Gandhi *Utkrisht Chhatravritti Yojna* for meritorious students for Post Plus two Courses shall be awarded to 150 students @ Rs. 10,000/-P.A. per student purely on the basis of the merit and without any income ceiling. The Scholarship will also be awarded to ten toppers each from the merit list of 10+2 arts, Science and Commerce, supplied by the H.P. Board of School Education Dharamshala, provided they join any academic/professional stream The scholarship will be renewed every year to the same number of students till they complete degree/course.

- * **Centrally Sponsored Scholarship Schemes**

- Post Matriculation Scholarships for SC/ST students: For students belonging to SC/ST category whose parents annual income does not exceed Rs. 2,50,000/-.
- Post-Matric Scholarship Scheme to OBC students: The students who belong to OBC category are entitled for this scholarship if the annual income of their parents is up to Rs. 1,00,000/-.
- Maharishi Balmiki Chhatravritti Yojna: The scholarship under this scheme is @ Rs.9000/- per year given to the Bonafide Himachali girl students belonging to Balmiki Families, engaged in unclean occupation. The concerned students must apply on prescribed proforma through their Head of the School/College/Institution along with Balmiki certificate.
- Merit-cum-Means Scholarship Scheme for Students Belonging to the Minority Community: The annual income of the parents/ guardians of the beneficiaries should not exceed Rs. 2.5 Lakhs from all sources and the student should not have secured less than 55% marks or equivalent grade in the previous final examinations.
- Post-Merit Scholarship Scheme for Students belonging to Minority Community: The annual income of the parents/ guardians of the beneficiaries should not exceed Rs. 2 Lakhs from all sources and the student should not have secured less than 50% marks or equivalent grade in the previous final examinations. The students must have passed the examination from government/ government-aided institutions.

- Post Matric Scholarship for Students with Disabilities: This scheme is available to students with disabilities who are covered under the Persons with Disabilities (Equal Opportunity, Protection of Rights and Full Participation) Act, 1995. Scholarship under the Scheme will be awarded by the Ministry of Social Justice & Empowerment, Department of Disability Affairs, Government of India. Scholarship will be paid to the students whose parents/ guardians' income from all sources does not exceed Rs. 2,50,000/- (Rupees two lakh fifty thousand only) per annum.
- Scholarship for Children of Mine Workers: This scheme is sponsored by the Ministry of Labour and Employment, Government of India. Either of the parents of the students should be a 'beedi' worker or a mine worker in Iron Ore/Manganese Ore/Chrome Ore Mines, Limestone/Dolomite or Mica Mines or a cine worker for six months at least. This would also include Contract Labourers. Total income of both the parents of the students from all sources should not exceed Rs.10,000/- p.m. including all allowances. The scholarship under this scheme is @ Rs. 3000/- per year.

*** Individual-Sponsored Scholarships**

- Chaudhary Sher Jung Memorial Scholarship: This scholarship of Rs. 2000/- per student (one girl & one boy student) from each faculty of Arts, Commerce and Science is given to meritorious students coming from economically weaker families to encourage them.
- * In addition to above mentioned support NSS students also receive funds from central Govt. to hold camps and refreshment fund during activities.
- * College provides financial support to students of Rovers and Rangers for activity uniform, travelling and camp fee.

Table 31: Scholarships

Sr. No.	Name of the Scholarship Scheme	2012-13		2013-14		2014-15		2015-16	
		No. of Students	Amount						
1	SC	76	66,334	45	1,99,723	60	2,47,859	76	4,30,984
2	ST	---	---	2	7,000	---	---	---	---
3	OBC	7	17,162	64	2,24,847	84	2,80,829	120	6,40,180
4	IRDP	15	18,000	41	49,200	34	40,800	49	58,800
5	Minority	11	33,000	14	42,000	15	45,000	8	24,000
6	Kalpana	---	---	5	75,000	10	60,000	27	4,05,000
	Total	109	1,34,496	171	5,97,770	203	6,74,488	280	15,58,964

5.1.3. What percentage of students receive financial assistance from state government, central government and other national agencies?

- * The financial assistance from state government, central government and other national agencies take the form of scholarships and fee exemptions/concessions.
- * **Scholarships from State, Central Government and Other Agencies**
 - The percentage of students receiving the various scholarships from state government, central government and other national agencies has increased

significantly over the years, from 6.9% in the year 2012-13 to 16.2% in 2015-16.

Table 32: Scholarships from State, Central Government and Other Agencies

Scholarship Detail	2012-13	2013-14	2014-15	2015-16
Number of Students Received Scholarships	109	171	203	280
Total Number of Students	1569	1501	1647	1777
Percentage of Students Receiving Scholarship	6.9%	11.4%	12.3%	15.7%

*** Tuition Fee Exemption**

- The Himachal Pradesh Government is providing 100% tuition fee exemption to bonafide himachali girls. The detail of concessions (year-wise) is given below:

Table 33: Tuition Fee Exemption to Girl Students

Detail	2012-13	2013-14	2014-15	2015-16
No. of girls	882	873	911	988
Total Students	1569	1501	1647	1777
Total amount of fee concession	2,44,500	2,41,200	2,59,200	2,78,100
% age of students getting concession	56.2%	58.2%	55.3%	55.5%

*** Fee Concession**

- The Himachal Pradesh Government is providing 50% tuition fee exemption to siblings studying in the same college.
- The details of concessions (year-wise) is given below:

Table 34: Fee Concessions to Siblings

Detail	2012-13	2013-14	2014-15	2015-16
No. of Siblings availing fee concessions	Nil	Nil	Nil	Nil
Total Students	Nil	Nil	Nil	Nil
Total amount of fee concession	Nil	Nil	Nil	Nil
% age of students getting concession	Nil	Nil	Nil	Nil

5.1.4. What are the specific support services/facilities available for

*** Students from SC/ST, OBC and economically weaker sections:**

- **Admission Support**
 - Relaxation in eligibility and reservation as per roster in accordance with state government rules in this regard.
- **Financial support**
 - Financial aid, fee concessions and scholarships are provided to the disadvantaged students.
 - The details have been given in point 5.1.2 and 5.1.3.
- **Book Bank**
 - Book Bank facility to economically poor students has been initiated from the current academic session.

▪ **Prevention of caste discrimination**

- A Grievances Redressal Committee to Prevent Caste Discrimination has been constituted to prevent caste discrimination and promote equality among students.
- A compliance report in this regard has recently been submitted to the UGC.

* **Students with physical disabilities**

- Infrastructural facilities such as ramps have been provided to physically challenged students.
- Three percent (3%) seats in all undergraduate courses are reserved for candidates with physical disabilities (not less than 40% of disability).
- No discrimination on grounds of disability.
- There is a provision for fee concession for physically challenged students.

* **Overseas students**

- No overseas student is enrolled in the college at present.

* **Students to participate in various competitions/National and International**

- The College has instituted various Medals and Prizes to felicitate students who secure outstanding positions in various competitions throughout the year.
- Students are extended all facilities for participating in various intra/ inter college competitions such as financial assistance for travel, costumes, competition entry fee and refreshment.
- The college awards prizes in cash/gifts/medals/certificates to students for winning in inter college/ state competitions and for participation in National and International events.
- Students are rewarded at the time of annual prize distribution function by giving awards, the norms of which are already fixed.
- Equipment, infrastructure and guidance required for training is provided to them.
- At the time of admission, seats have been reserved for such students in the roster.
- Meritorious students are given place in College Students' Central Association according to new norms.

* **Medical assistance to students: health centre, health insurance etc.**

- A sum of Rs. 6/- as Health fund and Rs. 10 as student aid fund is collected annually from each student at the time of admission.
- In case of any health related problems, the first aid in minor cases is provided in the college itself. In case of emergencies, the students are immediately shifted to the nearby Civil Hospital.
- Health insurance to students is not available at the college level.

* **Organizing coaching classes for competitive exams**

- The institution does not organize coaching classes. However, every care is taken by the faculty to prepare the students for competitive exams. Students join coaching classes at an individual level for competitive examinations.

* **Skill development (spoken English, computer literacy, etc.,)**

- Various skill development courses and informal programmes in personality development and Spoken English are conducted in the college to shape the career of our students.
- It is proposed to set up a Language lab in the college to train students in Spoken English as and when we get funds from the UGC.
- Workshops and seminars are conducted on a regular basis to enhance the communication skills, CV writing and personality development of students.
- Wi-Fi facility is available in the entire college campus.
- The examination system of the Himachal Pradesh University has been made online and the examination form and results are available online and every student is required to register on the university website. Student email ID is necessary for registration on University website. Thus, for all practical purposes the students gain computer literacy irrespective of their courses of study.
- Students are motivated to express their creativity and knowledge through college magazine 'Bhanuja' published every year.

* **Support for "slow learners"**

- All teachers assist the slow learners in their classes and fully support the students move up the learning curve.
- The College follows the concept of tutorials with utmost sincerity to take care of the learning needs of slow leaning students and assist them to improve their problem solving skills. This is done in order to bring them at par with other students.
- Personal counselling and mentoring is done by the mentors outside class hours under the recently introduced mentor system, initially only for the students of 6th Semester.

* **Exposures of students to other institution of higher learning/ corporate/business house etc.**

▪ **Educational Tours:**

- Educational tours are organized by the college for students. For their better learning and guidance different teachers are deputed with the students.
- The students were taken to following places on educational tour during the assessment period (2012-13 to 2015-16):
- **Educational Tour to Ajmer:**
 - ✦ No. of Students: 39
 - ✦ Dates: 6th January to 9th January 2013

- ✦ Financial Support from College: Rs. 30,813/-
- **Educational Tour to Udaipur:**
 - ✦ No. of Students: 45
 - ✦ Dates: 30th December 2015 to 4th January 2016
 - ✦ Financial Support from College: Rs. 54,000/-
- **Visit to Himachal Institute of Life Sciences**
 - ✦ No. of Students: 100 Nos. (B.Sc. Chemistry students) accompanied by Ms. Amita Joshi
 - ✦ Theme: Recent Advancement in Microbiology and Chemistry Fields.
 - ✦ Date: 04.12.2014
- **Visit to I&PH Lab Majra**
 - ✦ No. of Students: 06 Nos. (B.Sc. Chemistry 6th Semester) accompanied by Ms. Amita Joshi & Ms. Pooja Kashyap
 - ✦ Theme: Learn Technique of Testing Water Samples for Drinking
 - ✦ Programme by: Ministry of Drinking Water & Sanitation, Govt. of India, Delhi.
 - ✦ Date: 15.08.2016
- **Visit to Himachal Institute of Life Sciences**
 - ✦ No. of Students: 26 student (B.Sc. Botany and Zoology 5th Semester) accompanied by Ms. Ritu Pant & Dr. Jahid Ali Malik
 - ✦ Theme: To study the lab equipment of biotechnology and microbiology labs
 - ✦ Date:
- **Visits of Experts to the College**
 - The College encourages close interaction between classroom teaching and its application in the corporate world. The meeting ground of theory and practice is made possible by students being exposed to eminent personalities from different industries with whom they can interact and understand the regular application of theoretical knowledge.
 - Internships and industry-based projects provide the perfect opportunity to develop various skills to the students. Students of Community College are encouraged to incorporate an internship into their study-plans or to take up industry-related project work.
 - Experts from reputed institutes/industries are invited to share their knowledge and views with the students from time to time.
- * **Publication of student magazines**
 - The student's magazine 'Bhanuja' is an annual highlight of the College. It provides students with a powerful medium for expressing their creativity in fields of academic pursuits with Hindi and English as a literary medium.

- The magazine also exhibits a panoramic summary of yearlong activities in the form of pictography.
- Magazine fund is collected from each student along with fees.
- The magazine is distributed to each student and a magazine issue register is maintained in this regard in the college library.

5.1.5. Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

*** Entrepreneurship Awareness Camp (EAC)**

- Two Entrepreneurship Awareness Camps (EAC) were organised by HIMCON (Himachal Consultancy Organisation Ltd.), Shimla in Government College Paonta Sahib. The programme was sponsored by National Science and Technology Entrepreneurship Development Board (NSTEDB), Department of Science and Technology, Government of India.
 - 7th to 9th February 2016
 - 10th 12th August 2016

*** Investor Awareness Programme (SEBI)**

- An investor awareness programme was conducted by SEBI (Securities and Exchange Board of India) on 14th August 2015.

*** The Impact of Learning Entrepreneurial Skills**

- Exposure to and knowledge of various skills enables the students to have an upper hand in the job market and the confidence to initiate their own enterprise.
- Certain students of Music department have set up their own music group and are involved in activities associated with music field.

5.1.6. Enumerate the policies and strategies of the institution, which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

*** Additional Academic Support**

- The student participating in sports and cultural activities are offered special attendance waivers (upto 15% at the level of Principal). The students are helped by the concerned teachers for covering of their syllabus by delivering special lectures on the topics discussed in their absence and by solving their problems.
- The college has reserve seats to admit and encourage students with a proven track record in sports and games in all the programs offered by the university. The college admits students under sports and Cultural Activity categories as per the HP University rules.

*** Flexibility in Examinations**

- If the participation in sports and curricular activities at Inter College or Inter varsity level falls in between the Midterm examinations, then separate

special examinations are arranged for these students. However, there is no flexibility in the End Term examinations conducted at university level.

* **Special Dietary Requirements**

- The college organises special coaching camp for all those students who are selected to represent college in inter-college competitions.
- These students are given refreshment @ Rs. 25 per day during 10 days coaching camp.
- These students are given daily allowance @ Rs. 120/- per day when on journey and participation in Intercollege Tournaments.
- They are also given refreshment of Rs. 25 on the day of participation in Inter-college tournaments.

* **Sports Uniform**

- The 50% cost of uniform of students who participate in Inter College tournaments is borne by the college out of Amalgamated Fund.

* **Materials**

- The sports material and material needed for cultural activities is issued to the students on returnable basis.
- A good amount of money is spent on material, which is purchased by the college out of A/F as well as is also supplied by the Government. Some of the materials of significant importance include gymnasium etc. has been supplied by the Government of Himachal Pradesh.

* **Any Other**

- The full cost of bus fare from college to the venue of inter college tournament for both ways journey is borne by the college. Dari charges during stay are also paid by the college. Glucose, medicines etc. for first aid and other medical treatment cost during competitions are borne by the college.
- For the improvement of the sports and cultural activities performance of the students, the services of expert coaches are taken both on payment and non-payment basis. The college athletics meet is organized every year in which all students of college can participate. This is in addition to inter college tournaments. The athletic meet is a platform, for both experienced and novice athletes.
- College gives awards, certificates and memento etc. to deserving sportsperson and other students to motivate them to achieve excellence in their pursuit of co-curricular activities.

5.1.7. Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

- * To provide support and guidance to students preparing for competitions, the institution imparts training in an informal manner. Some faculty members

gather literature and notes etc. specific to the competitive exams and make these available to the students.

- * The career guidance cell also gives information and invites guest speakers to give career guidance.
- * As we are largely a UG College, many of our students go for higher studies. The details of the students appearing and qualifying in various competitive exams are not available under any formal feedback mechanism. A formal mechanism to track the progression remains to be put in place.
- * No specialised coaching is given to students for competitive exams such as UGC-NET, SLET, CAT / GRE / GMAT and others. However, for postgraduate admissions faculty members counsel and coach the students individually. Some teachers teach specific courses to students, taking extra classes and mentoring them for higher studies and their career development. The departments in the college and the placement cell guide individual students and organise career-counselling workshops to update the students on the career options available to them and the selection procedures. Regular information to students regarding their prospects in higher education is also given to them. Students appearing or preparing for competitive exams are given extra help to cope with missed classes and they are guided in their course preparations.

5.1.8. What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

* **Academic Counselling**

- Admission Committees are constituted to deal with the concerns of students applying for admission to various courses and extend help in case of any doubts and queries related to admission procedure and other formalities.
- At the time of admission, the students are counselled by members of admission committee to select major course on the basis of their previous performance.
- Students are also guided about the scope of various programmes and courses. Similarly when the students are in the final year/semester of degree they are advised by their subject teachers regarding future avenues.

* **Personal Counselling**

- As it is not possible for a committee of 3-4 faculty members of college to interact with each and every student and solve their problems hence, all the members of teaching staff are involved for personal counselling of the students. Till now, no formal system existed for providing personal counselling to the students.
- But recently, the college has initiated a mentoring system for providing personal counselling to the students in which a mentor is designated for every group of 15-20 students.
- The process has been initially started on a pilot basis for the students of 2014-15 RUSA batch (i.e. ensuing 6th Semester students). This system provides academic and psychological support to the students. Mentor cards will be issued which track their participation in various activities and

academic pursuits. These student-mentor cards will help in the selection of correct candidates for the 'Gaurav' Awards.

* **Career Counselling**

- There is a separate career guidance and placement cell functioning in the college. The cell works for the continuous guidance of the students. The cell also organizes seminars and workshops in which experts from various fields guide the students regarding the needs of the job markets and suitability of the candidates. For enhancing the knowledge of the students, employment news, a weekly newspaper, is always available in the library.
- The core functions of the Career Guidance cell are to:
 - Groom students to make them employable.
 - Reach out to corporates/NGO for recruitment of students, and
 - Provide information on higher educational opportunities in India and outside India in their own disciplines and interdisciplinary areas.

* **Psycho-Social Counselling**

- The students entering the college have just completed adolescent age hence it is challenging for them to adjust themselves in social life. There is a wide interpersonal variation in social and psychological dimensions. All the members of teaching and non-teaching staff assume it as their personal responsibility to treat the students in the same manner as they treat their own children.

5.1.9. Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

- * Although the college has a Career Guidance Cell for several years, the college has recently initiated measures to develop an effective structured mechanism for career guidance and placement of the students. Already the students of community college are availing the facilities of internships provided by the partner industries under the MoUs signed with these industries. But this is just a beginning. There is ample scope for placements in and around Paonta Sahib, which may easily be tapped for the benefit of our students.
- * Sirmour district situated at the border of Himachal Pradesh and adjoining Haryana and Uttaranchal has emerged as the second most industrialized district after Solan. The district with significant commercial activity has significant opportunities for skill development mainly across the manufacturing sector. The hometown of Paonta Sahib is a fast developing industrial town in Himachal Pradesh with huge emerging employment opportunities. Besides this, industrial towns of Kala Amb and Baddi-Barotiwala-Nalagarh industrial areas shall also be tapped for placements. Moreover, since Paonta Sahib is bordering Uttarakhand with Dehradun at a distance of just 50 km, the fast growing Uttarakhand economy will also be tapped for placement.
- * The Career Guidance Cell is arranging the visit of various companies for campus placement. It helps in organising various programmes that help in

personality grooming and provides them a platform for expression and enhancement of soft skills.

5.1.10. Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

*** RUSA Grievances Redressal Cell**

▪ **Composition:**

- Dr. Kuldeep Sen (Convener)
- Sh. Nalin Ramaul (RUSA Coordinator)
- Dr. Jagdish Chand
- Sh. Mohan Singh Negi
- Ms. Pooja Kashyap
- Sh. Sanjay Kumar

▪ **Grievances Reported in the last four years**

- A very large number of students reported grievances related to non-declaration of their results. Some students reported non-awarding of internal assessment and some reported wrongly marking the student as absent in the Term End Exams, etc. An estimated 390 grievances related to RUSA were reported.

▪ **Grievances Redressed in the last four years**

- The grievances related to RUSA (CBCS) results declaration were taken up with the Himachal Pradesh University, Shimla from time to time. Most of the grievances have been redressed, although some are in the process.

*** Discipline Committee**

- The Discipline Committee remains vigilant and its main purpose is patrolling the campus for maintenance of discipline.

- An additional Discipline Action Taken Committee has been constituted w.e.f. 2016-17 session and its meetings are held to solve serious matters and recommend appropriate disciplinary action, which is implemented with the approval of the Principal.

▪ **Composition of the Discipline Action Taken Committee**

- Dr. Alka Chauhan (Convenor)
- Dr. Kuldeep Sen
- Smt. Ritu Pant
- Smt. Devendra Gupta
- Sh. Naresh Batra, Superintendent

▪ **Grievances Reported in the last four years**

- Nil

▪ **Grievances Redressed in the last four years**

- Nil

* **Grievances Redressal Committee to Prevent Caste Discrimination**

- This committee has recently been constituted in accordance with the instructions and guidelines of the UGC in the matter.

▪ **Composition of the Committee**

- Ms. Ritu Pant (Convenor)
- Dr. Jagdish Chand
- Dr. Usha Joshi
- Sh. Mohan Singh Negi
- Sh. Najakat Ali

▪ **Grievances Reported in the last four years**

- Nil

▪ **Grievances Redressed in the last four years**

- Nil

5.1.11. What are the institutional provisions for resolving issues pertaining to sexual harassment?

- * The broad institutional provisions for resolving issues pertaining to sexual harassment are governed by the Sexual Harassment at the Workplace (Prevention, Prohibition and Redressal) Act, 2013. Recently, the University Grants Commission (UGC) notified the University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015 in the Gazette of India on dated 2nd May, 2016. Best efforts have been made to implement these regulations in letter and spirit. Accordingly, the composition of the Internal Complaints Committee has been modified recently. The grievance redressal mechanism, process of making complaint and conducting inquiry etc. as defined under these regulations have been adopted.

* **Composition of the Women Grievance Redressal Cell**

- Dr. Alka Chauhan (Convener)
- Dr. Kuldeep Sen
- Ms. Ritu Pant
- Ms. Devendra Gupta
- Dr. Usha Joshi
- Sh. Naresh Batra (Superintendent)
- Smt. Raj Laxmi (SLA)
- President CSCA (for student-related complaints)
- Smt. Shyama (Vice President of Parent Teachers Association (PTA))

* **Grievances Reported in the last four years**

- One anonymous complaint was reported through Governor, Himachal Pradesh during the academic session 2013-14.
- No other complaint has been received by the committee thereafter.

* **Grievances Redressed in the last four years**

- The anonymous complaint was inquired by the then Committee and the report submitted to the Director of Higher Education, Shimla. The proceedings of the committee were duly recorded in the minutes register and verified and countersigned by the then Principal. The facts of the complaint could not be verified as the complainant could not be identified and therefore could not be contacted. After taking the facts and circumstances in totality the committee arrived at the following conclusions:
 - Being anonymous complaint, the foremost task of the committee was to identify the complainant. During the course of inquiry, nothing was found which could match the context of inquiry; nothing was found which could match the content of the complaint.
 - The Committee concluded that to the best judgement, opinion and knowledge of the members of the committee, this seems to be a complaint without any merit and substance and deserves to be disposed of.

5.1.12. Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

- * Yes, there is Anti-Ragging and Discipline Committee constituted and working in the college.

* **Composition of the Anti-Ragging and Discipline Committee**

- Ms. Seema Tyagi (Convener)
- Dr. Kiran Bala Sharma
- Dr. Usha Joshi
- Sh. Mohan Singh Negi
- Sh. Ravinder Singh
- Ms. Pooja Kashyap
- Ms. Vandana Kansal

- * The College takes pride in the fact that no incidence of ragging has been reported in the last four years in the college. Efforts are made to keep the atmosphere warm and cordial to maintain bonhomie amongst the junior and senior students.

5.1.13. Enumerate the welfare schemes made available to students by the institution.

- * No tuition fee for Himachali girl students
- * Canteen at subsidized and controlled rates

- * First aid facility
- * Achievement motivation system involving felicitation of the achievers during Annual Prize Distribution Function in the diverse areas of student activities
- * Concessional educational tours
- * Career guidance and counselling
- * Concessional bus facility provided by HRTC (Himachal Roadways Transport Corporation) under the policy of the Government of Himachal Pradesh
- * Various scholarship schemes

5.1.14. Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

- * Yes, the GCP Alumni Association has been recently constituted and registered under the Himachal Pradesh Societies Registration Act, 2006 at SDM Paonta Sahib vide Registration No. 36/2016 Dated 05/11/2016.
- * In the future, it is proposed to get it registered as a charitable institution with the Commissioner of Income Tax under section 12 A of the Income Tax Act, 1961 and get the approval for exemption under section 80 G of the Income Tax Act.
- * **Composition of the Governing Body of GCP Alumni Association**
 - Chief Patron (Principal – Ex-Officio): Dr. Kiran Vir Singh,
 - President: Sh. Vishnu Bhardwaj
 - Vice-President: Sh Santosh Gupta
 - General Secretary: Dr. Jahid Ali Malik
 - Joint Secretary: Ms. Deepika Sharma
 - Treasurer: Sh. Sanjay Kumar
 - Advisor: Ms. Deepa Chauhan
 - Internal Auditor: Sh. Rinku Aggarwal
- * **Activities of Alumni Association**
 - The President of GCP Alumni Association is part of IQAC and other decision-making bodies of the college.
 - The office bearers of GCP Alumni Association are special invitees in important function and meetings.
 - The association shall institute awards for the Alumni who have excelled in their chosen field of activity and have thereby brought glory to themselves and to their alma mater.
 - The Governing Body of the recently constituted GCP Alumni Association has resolved that an annual get together of old students (Annual Reunion Day) shall be organised in the month of March 2017. Not only the ex-students but also the former faculty members shall be invited for the Reunion Day.

*** Contributions of Alumni Association**

- The Alumni Association is expected to actively contribute towards developing fellowship amongst the Alumni for development of the alma mater.
- The GCP Alumni Association will raise funds for the development of infrastructure in the college. It has been proposed to generate donations of about Rs. 50,000 specifically proposed to be used for instituting scholarships on merit-cum-means basis to be distributed on the occasion of Annual Function.
- Career counselling sessions will be organised by the Alumni Association.

5.2. Student Progression

5.2.1. Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

- * The College does not have a formal mechanism to track the progress of its students once they graduate and keep systematic record. Therefore, no exact information of such students is available and it is not possible to calculate the percentage of students opting for higher education or employment.
- * However, general observation says that the number of students going in for higher studies has been progressively increasing due to the concerted efforts of the College. Generally, the students pursue higher education from HPU Shimla or Dehradun or IGNOU.

Student progression	Against % enrolled
UG to PG	N.A.
PG to M.Phil.	N.A.
PG to Ph.D.	N.A.
Ph.D. to Post-Doctoral	N.A.
Employed	N.A.
• Campus selection	N.A.
• Other than campus recruitment	N.A.
Entrepreneurship/Self-employment	N.A.

5.2.2. Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

- * Please refer 2.6.2.

5.2.3. How does the institution facilitate student progression to higher level of education and/or towards employment?

- * Please refer item no. 5.1.7 and 5.1.9.
- * The college takes numerous initiatives to inspire and motivate students to pursue higher education after their graduation. For instance, when the teachers orient their students in the first semester classes, a broad outline of the scope of that subject and avenues that are open for the students after their degree

courses are discussed. Guest lectures by eminent academicians/ experts in the field are arranged by all the departments so that the students get a chance to interact with experts who have contributed very meaningfully to their discipline. This can also serve as a guiding light for students to pursue higher education in their field.

5.2.4. Enumerate the special support provided to students who are at risk of failure and drop out?

- * For curbing dropout rate due to financial hardship, scholarships to SC, ST, OBC, IRDP, Physically challenged students are provided by the institution, which are sponsored by the Government of India and the Government of Himachal Pradesh.
- * Drop out due to marriage is prevented by the counselling provided by individual subject teacher of the department.
- * A large number of students leave the college in between their studies due to their placement either in Government or in private sector. Another reason is that several of them have to manage the already established family businesses. Students also leave the college when they get admission in professional college of their choice. All these students who leave the college to opt for better options, should not be classified as dropouts in the narrow sense of the term.
- * For the students who are at risk of failure, college will begin remedial courses as and when the money is available from UGC. The mid-term examinations help in identifying the students who are at risk of failure. The teachers organise extra classes for such students at their own level as the result is also considered in the teacher's ACR.
- * Also refer 5.1.4.

5.3. Student Participation and Activities

5.3.1. List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

- * **List of Range of Sports and Games Activities**
 - **College Athletics Meet (Men and Women Section)**
 - Races (100M, 200M, 400M, 800M, 1500M and 4x100M Relay), Jumps (Long, High and Triple), Throws (Discus, Javelin and Shot Put)
 - **Inter-College Championship**
 - Cross Country (M&W), Table Tennis (M&W), Chess (M), Badminton (M&W), Cricket (M), Handball (M&W), Football (M), Volleyball (M), Kho-Kho (M&W), Weight Lifting (M&W), Boxing (M), Athletics (M&W), Wrestling (M), Hockey (M&W), Kabaddi (M&W), Basketball (M&W), Judo (M&W).
- * **List of Range of Cultural and Other Extracurricular Activities**
 - **Activities at College Level**
 - Singing, Dancing, Playing of Instruments, Poetry, Speech, Debates, Stage Management, Decoration, Writing Competitions, Play, Skits etc.

▪ **Activities at Annual HPU Youth Festivals**

- Literary Events (Quiz, Elocution, Debate), Fine Arts (On the spot Painting, Collage, Poster Making, Clay Modeling, Cartooning, Rangoli, Spot Photography), Music (Classical Vocal, Classical Instrumental Percussion and Classical Instrumental Non-Percussion, Light Vocal Indian, Western Vocal Solo, Group Song Indian, Folk Orchestra, Folk Song, Group Song Western), Dance (Folk /Tribal, Classical), Theatre (One Act Play, Skits, Mime, Mimicry).

* **Participation details of students in Sports**

Table 35: Participation in Sports and Games - Year 2012-13

Sr. No.	Name of the Event	Level	Host Institution	Dates	No. of Participants	Achievement
1	Football Championship	Inter-College / Inter-Varsity	G. C. Mandi	01.09.2012 To 08.09.2012	15	Nikhil Chaudhary was selected in H.P. University Team and Participated in Inter-Varsity Championship
2	Hockey (M) Championship	Inter-College / Inter-Varsity	MLSM College Sunder Nagar	09.11.2012 To 13.11.2012	16	Vickey was selected in H.P. University Team and Participated in Inter-Varsity Championship
3	Cross Country Championship	Inter-College	G.C. Nadaun	09.09.2012 To 11.09.2012	7	
4	Badminton Championship	Inter-College	G.C. Kotshera	10.09.2012 To 14.09.2012	5	
5	Chess Championship	Inter-College	G.C. Chuwari	10.09.2012 To 15.09.2012	4	
6	Kabaddi (M) Championship	Inter-College	G.C. Nahan	21.09.2012 To 23.09.2012	13	
7	Basket Ball (M) Championship	Inter-College	G.C. Ghumarwin	13.10.2012 To 16.10.2012	10	
8	Athletics	Inter-College	G.C. Hamirpur	07.11.2012 To 11.11.2012	13	
9	Cricket (Trials) Championship.	Inter-College	MLSM College Sunder Nagar	05.11.2012 to 03.11.2012	7	

Table 36: Participation in Sports and Games - Year 2013-14

Sr. No.	Name of the Event	Level	Host Institution	Dates	No. of Participants	Achievement
1	Hockey Championship (Men)	Inter-College/ Inter-Varsity	G.C. Paonta Sahib	18.09.2013 To 21.09.2013	16	1. Vicky 2. Munish Kumar 3. Yogesh Kumar 4. Arif Husain 5. Asif Husain were selected in H.P. University Team and Participated in Inter-Varsity Championship
2	Hockey Championship (Women)	Inter-College/ Inter-Varsity	G.C. Paonta Sahib	05.09.2013 To 17.09.2013	16	Minakshi Chaudhary was selected in H.P. University Team and Participated in Inter-Varsity Championship
3	Football Championship (M)	Inter-college	G.C. Una	10.09.2013 To 14.09.2013	16	
4	Cricket Championship	Inter-college	G. C. Nalagarh	20.09.2013 To 23.09.2013	16	
5	Athletics (M&W) Championship	Inter-college	G.C. Mandi	15.11.2013 to 19.11.2013	11	
6	Kabaddi Championship (M)	Inter-college	G.C. Nerwa	20.10.2013 to 23.10.2013	10	
7	Cross Country Championship	Inter-college	G.C. Amb	28.08.2013 To 30.08.2013	9	

Table 37: Participation in Sports and Games - Year 2014-15

Sr. No.	Name of the Event	Level	Host Institution	Dates	No. of Participants	Achievement
1	Hockey Championship (Men)	Inter-College/ Inter-Varsity	MLSM College Sunder Nagar	13.11.2014 To 16.11.2014	16	1. Sunil Joshi 2. Asif Husain were selected in H.P. University Team and Participated in Inter-Varsity Championship
2	Hockey Championship (Women)	Inter-College/ Inter-Varsity				Minakshi Chaudhary was selected in H.P. University Team and Participated in Inter-Varsity

						Championship
3	Chess Championship	Inter-college	G.C. Dehra	26.08.2014 To 30.08.2014	6	
4	Cricket Championship	Inter-college	G.C. Nahan	24.09.2014 To 25.09.2014	16	
5	Badminton (M) Championship	Inter-college	G.C. Kotshera Shimla	16.09.2014 To 19.09.2014	6	
6	Football Championship	Inter-college	G.C. Dharmshala	21.09.2014 To 26.09.2014	15	
7	Athletics (M&W) Championship	Inter-college	G.C. Hamirpur	10.11.2014 to 12.11.2014	13	
8	Wrestling Championship	Inter-college	G.C. Dehri	05.11.2014 to 09.11.2014	5	

Table 38: Participation in Sports and Games - Year 2015-16

Sr. No.	Name of the Event	Level	Host Institution	Dates	No. of Participants	Achievement
1	Football (M) Championship	Inter-College/ Inter-Varsity	G.C Paonta Sahib	21.09.2015 To 23.09.2015	19	Winner of Inter-College Championship 1. Deepak Singh 2. Nikhil Sharma 3. Akshay Thakur 4. Prateek Pundir 5. Neeraj Pratap Singh 6. Nitin sharma were selected in H.P. University Team and Participated in Inter-Varsity Championship
2	Hockey Trials (Men)	Inter-College/ Inter-Varsity	MLSM College SunderNagar	13.12.2015	4	Asif Husain was selected in H.P. University Team and Participated in Inter-Varsity Championship
3	Hockey Trials (Women)	Inter-College/ Inter-Varsity	G.C. Bilaspur	26.12.2015	2	Minakshi Chaudhary was selected in H.P. University Team and Participated in Inter-Varsity Championship
4	Badminton Championship	Inter-college	G.C. Una	16.09.2015 To 19.09.2015	4	

5	Volleyball (M) Championship	Inter-college	G.C. Seema (Rohru)	19.09.2015 To 22.09.2015	10	
6	Kabaddi (M) Championship	Inter-college	G.C. Nerwa	23.09.2015 To 25.09.2015	10	
7	Basket Ball (W) Championship	Inter-college	G.C. Recong Pio	01.10.2015 to 03.10.2015	10	
8	Cricket Championship and Trials	Inter-college	G.C. Nahan G. C. Amb G.C. Una	20.09.2015 to 29.09.2015 30.09.2015 to 06.10.2015 16.10.2015 to 17.10.2015	16 16 6	Semi finalist
9	Kho Kho (W) Championship	Inter-college	Govt. SKT. College sunderNagar	06.10.2015 to 07.10.2015	12	
10	Basket Ball (M) Championship	Inter-college	G.C. Kullu	12.10.2015 to 14.10.2015	10	
11	Athletics (M&W) Championship	Inter-college	G.C. Dharmshala	6-11-2015 To 08.11.2015	20	

*** Participation details of students in Cultural Activities**

Table 39: Participation in Cultural Activities - Year 2012-13

Sr. No.	Name of the Event	Level	Host Institution	Dates	No. of Participants	Achievement
1	H.P.U. Youth Festival Group-I (Creativity)	Inter-College	G.C. Dhaliara	01.09.2012 To 04.09.2012	8	
2	H.P.U. Youth Festival Group-II	Inter-College	G.C. Kullu	12.09.2012 To 15.09.2012	7	
3	H.P.U. Youth Festival Group-III	Inter-College	G.C. Dharmshala	08.10.2012 To 10.10.2012	12	
4	H.P.U. Youth Festival Group-IV	Inter-College	G.C. Rampur BSR	15.10.2012 To 18.10.2012	8	
5	State Level Essay writing competition	State Level	S.C.R.T. Solan	26.01.2012	01	2 nd Position

6	Story Writing Competition	Inter-college	G.C. Paonta Sahib			I,II,III Position
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Table 40: Participation in Cultural Activities - Year 2013-14

Sr. No.	Name of the Event	Level	Host Institution	Dates	No. of Participants	Achievement
1	H.P.U. Youth Festival Group-II (Music)	Inter-College	G.C. Hamirpur	10.09.2013 To 13.09.2013	4	Highly Commended in Folk Dance
2	D Y S C (Music)	Zonal & District Level			01	1 st Position

Table 41: Participation in Cultural Activities - Year 2014-15

Sr. No.	Name of the Event	Level	Host Institution	Dates	No. of Participants	Achievement
1.	H.P.U. Youth Festival Group-I (Creativity)	Inter-college	G.C. Dehri	15.09.2014 To 18.09.2014	9	
2	H.P.U. Youth Festival Group-IV (Theatre)	Inter-college	Govt. Sanskrit College Solan	21.09.2014 to 24.09.2014	13	

Table 42: Participation in Cultural Activities - Year 2015-16

Sr. No.	Name of the Event	Level	Host Institution	Dates	No. of Participants	Achievement
1.	H.P.U. Youth Festival Group-I	Inter-College	G.C. Karsog	10.09.2015 To 13.09.2015	9	2 nd Position in Debate
2	Debate & Essay Writing on Awareness of Women Right (Sponsored by H.P. state Commission for Women)	Intra-College	G.C. Paonta Sahib	24.02.2016 To 25.02.2016	15	

5.3.2. Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

*** Achievements during 2012-13**

- Football: Nikhil Chaudhary was selected in H.P. University Team and Participated in Inter-Varsity Championship
- Hockey (Men): Vicky was selected in H.P. University Team and Participated in Inter-Varsity Championship
- State Level Essay writing competition at SCERT Solan: 2nd Position

*** Achievements during 2013-14**

- Hockey (Men): 5 students of our college (Vicky, Munish Kumar, Yogesh Kumar, Arif Husain and Arijf Husain) were selected in H.P. University Team and Participated in Inter-Varsity Championship.
- Hockey (Women): Minakshi Chaudhary was selected in H.P. University Team and Participated in Inter-Varsity Championship.
- Youth Festival: Highly Commended in Folk Dance (Group II)

*** Achievements during 2014-15**

- Hockey (Men): Sunil Joshi and Asif Husain were selected in H.P. University Team and Participated in Inter-Varsity Championship
- Hockey (Women): Minakshi Chaudhary was selected in H.P. University Team and Participated in Inter-Varsity Championship

*** Achievements during 2015-16**

- Football (Men):
 - Winner of Inter-College Championship
 - 6 students from our college (Deepak Singh, Nikhil Sharma, Akshay Thakur, Prateek Pundir, Neeraj Pratap Singh and Nitin sharma) were selected in H.P. University Team and Participated in Inter-Varsity Championship
- Hockey (Men): Asif Husain was selected in H.P. University Team and Participated in Inter-Varsity Championship
- Hockey (Women): Minakshi Chaudhary was selected in H.P. University Team and Participated in Inter-Varsity Championship
- Cricket (Men): The college team reached the Semi-final in Inter-College Championship
- Youth Festival: 2nd Position in Debate (Gurpreet Singh and Dewanshi Aggarwal)

5.3.3. How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

- * The alumni association meetings are an important occasion where the graduates can give their suggestions for improvement in performance and institutional provisions.
- * The Career Guidance Cell seeks feedback from the companies and corporate houses that employ our students, as they have real experience and interaction with our pass-out graduates.
- * The viable suggestions are incorporated and implemented by the college authorities for improving facilities and providing support in the college.

5.3.4. How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

- * **The Annual College Magazine ‘Bhanuja’**
 - An Annual Magazine ‘Bhanuja’ is published by the college.
 - One of the senior teacher acts as chief editor of the magazine. Similarly, one senior meritorious student acts as a student chief editor.
 - There are various sections in the magazine viz. Hindi section, English section, Science section, Pahari section, Punjabi section, planning forum etc. For every section a teacher editor and a student editor is appointed. The student editors work under the guidance of teacher editors. They are entrusted the responsibility of collecting and editing the articles.
 - Right from planning the theme to designing the layout and editing the articles received, the magazine is the creative endeavour of all the students in the editorial team besides the contributions from all the students. Faculty members guide and advise the student editors as required.
 - The students are asked to contribute original authored poems, articles, stories, memoirs, experiences etc. for the magazine. A
 - If the students of the college are free to contribute in the college magazine. The college involves and encourages students to publish in the college magazine.
 - The student Editors and the staff Editors conceive design and execute the magazine.
- * **Wall Magazines**
 - Almost all departments have their own notice boards and information about Departmental activities and news articles about the relevant subject are affixed on them. This tradition of wall magazine is very useful for students.

5.3.5. Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

- * Yes, the college has College Students Central Association (CSCA), which is mandatory in all colleges affiliated to H.P. University.

*** Selection**

- At present, the system of selection of CSCA is not through democratic election but it is based on nominations on merit i.e. indirect selection mode.

*** Constitution**

- The CSCA executive consists of the President, Vice President, General Secretary and Joint Secretary.
- The constitution of CSCA is in accordance with the instructions of the affiliating University HPU in this regard.
- The nominations for the office-bearers is on the basis of academic merit.
- The representation is given to each faculty.
- The President and Vice –President are nominated from senior most class or semester, Secretary and Joint Secretary from the other classes and faculties.
- The other nominations for CSCA are:
 - Rovers: 1 nomination (Amongst outstanding boys)
 - Rangers :1 nomination (Amongst outstanding girls)
 - NSS: 2 nominations (Amongst outstanding participants)
 - NCC: 2 nominations (Amongst participants Girl-1 & boy -1)
 - Cultural: 2 nominations (Amongst outstanding participants)
 - Sports : 2 nominations (Outstanding position holders/ participants in inter university/inter –college)
 - Societies/Clubs :2 nominations (Amongst outstanding participants)

Table 43: CSCA Office Bearers & Members 2016-17

S. N.	Post	Name	Father's Name	Class	R. No.
1	President	Sonali	Sh. Kushlanand	B.Sc. 5 th	505
2	Vice President	Jyakshi Sharma	Sh. Jyoti Swarup Sharma	M.Com. 1 st	14019
3	General Secretary	Babli Devi	Sh. Ran Singh	B.A. 1 st	6561
4	Joint Secretary	Nagma Sahin	Sh. Hasmat Ali	PGDCA 1 st	6025

CSCA Members (Academics)

1	CSCA Member	Shivali Sharma	Sh. Vishal Sharma	B.Com. 1st	3545
2	CSCA Member	Simran Kaur	Sh. Harbans Singh	B.Sc. 1 st	580
3	CSCA Member	Nazmeen Uneza	Sh. Sakhawat Ali	B.C.A. 1 st	1601
4	CSCA Member	Reshma	Sh. Surender Sharm	B.A. 3 rd	8503
5	CSCA Member	Viniksha Bhatiya	Sh. Anil Bhatia	B.Com. 3 rd	3530
6	CSCA Member	Muskan Tyagi	Sh. Sanjiv Kumar Tyagi	B.Sc. 3rd	1520
7	CSCA Member	Aryan Saini	Sh. Gurmeet Singh Saini	B.C.A. 3 rd	9030
8	CSCA Member	Ambika	Sh. Mahender Singh	B.A. 5 th	8501
9	CSCA Member	Devinder Kaur	Sh. Gurbaksh Singh	B.Com. 5 th	3529
10	CSCA Member	Manpreet Kaur	Sh. Harbhajan Singh	B.C.A. 5 th	1718
11	CSCA Member	Sheetal	Sh. Naresh Kumar	M.A. Eng 1 st	14505

CSCA Members (Other Categories)

1	Rovers	Vikram Singh	Sh. Surat Singh	B.A. 5 th	9007
2	Rangers	Sonika	Sh. Guman Singh	B.A. 5 th	6501
3	NSS (Boy)	Ajay Singh	Sh. Chaman Lal	B.A. 5 th	8037
4	NSS (Girls)	Kajal Thakur	Sh. Kulwant Singh	B.A. 5 th	6002
5	Cultural (Boy)	Gurpreet Singh	Sh. Harbans Singh	B.A. 3 rd	6002
6	Cultural (Girls)	Sheetal Balodi	Sh. Ved Prakash	B.Sc. 5 th	2504
7	Sports (Boy)	Rohit Bangwal	Sh. Shekharanand Bangwal	B.A. 5 th	12003
8	Sports (Girl)	Mokshika Pundir	Sh. Deep Chand	B.A. 1 st	12001
9	Clubs & Societies (Planning Forum)	Shruti Chauhan	Sh. Bhagat Ram Chauhan	B.A. 5 th	6004
10	Clubs & Societies (Eco Club)	Gauri Singh	Sh. Ram Sevak Singh	B.Sc. 5 th	1004

▪ **CSCA Committee**

- Dr. Alka Chauhan (Convener)
- Dr. Kuldeep Sen
- Ms. Ritu Pant
- Sh. Nalin Ramaul
- Dr. Jagdish Chand
- Dr. Jahid Ali Malik
- Sh. Sanjay Kumar

* **Activities of CSCA**

- The role of CSCA is advisory in administrative and academic matters; it acts as a bridge between the students and the college administration.
- The CSCA coordinates with the staff to implement and organise the entire year's academic/cultural/extracurricular activities.
- Assist in admission of new students.
- CSCA looks after the welfare of the students and helps in solving student related problems with the help of committee convenors.
- The SCA plays in vital role in bringing the grievances of the students to the notice of the principal for redressal.

* **Funding**

- Funding of CSCA activities is done from Amalgamated Fund of the college.

5.3.6. Give details of various academic and administrative bodies that have student representatives on them.

- * Students of the institution represent following academic and administrative bodies:
 - College Students Central Association (CSCA)

- Internal Quality Assurance Cell (IQAC): CSCA President as Member
- Self-Financing Courses – Governing Body: CSCA President as Member
- Building Fund Committee: CSCA President as Member
- Student's grievance redressal cell
- Reception committees constituted during various functions
- College Magazine 'Bhanuja' as Student Editors
- NSS, Rovers and Rangers
- Members of clubs and societies

5.3.7. How does the institution network and collaborate with the Alumni and former faculty of the Institution.

- * Alumni of any institution are their brand ambassadors. Their success in the respective fields adds immensely to their alma mater's brand.
- * The college shall get an opportunity of networking with its alumni during the first Reunion Day get-together of the alumni proposed to be held in the month of March 2017. Not only the ex-students but also the former faculty members are proposed to be invited for the Reunion Day.
- * Former faculty members are invited at different functions held in the college during the year. The college administration always welcomes and considers their valuable suggestions.
- * The retired former faculty members are also invited as Chief Guests/ Guests of Honour during the various programmes organised in the college. During the recent IGNOU Induction meeting held in November 2016, Dr. Data Ram Sharma Professor Retired and Prerna Strot Puraskar awardee, the highest civilian award of Government of Himachal Pradesh was invited as the Eminent Guest of Honour and Sh. Ram Lal Tomar, former Coordinator IGNOU Study Centre and presently posted at Government Sanskrit College, Nahan was invited as the Guest of Honour.

Any other relevant information regarding Student Support and Progression which the college would like to include.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1. Institutional Vision and Leadership

6.1.1. State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

*** Vision of the Institution**

- The institution aspires to provide affordable quality education to the diverse strata of population including the poorest and weakest sections of the area; and create an environment conducive to the achievement of the highest standards of academic excellence along with multi-faceted development of personality of the students, transforming them into socially aware and responsible citizens of the country.
- The vision statement determines the course of the Institution, its soulful essence.

*** Mission of the Institution**

- The motto of our college fully enshrines the mission statement:
शीलवृत् फला हि विद्या (shilvritphala hi vidya)
“The Fruit of Learning is Good Character and Righteous Conduct”
- The mission statement of the College signifies the existence and its road map to the achievement of the vision. The mission statement vividly encapsulates the actions of the Institution and spells out its overall goal by providing the path and guide to decision-making.

*** Mission Statement and the Institution's Distinctive Characteristics**

- **Addressing the Needs of the Society**
 - We aim to sensitize the students towards diversity issues and increase social responsibility among students toward deprived communities.
 - Train the students to adapt to the changing needs of the society and try to contribute positively to the welfare of the society and inculcate the value of discipline in work and conduct among the students.
 - Sensitise and engage students in issues of gender equality, human rights and ecology in order to make them, socially responsible citizens.
- **Needs of the Students it seeks to Serve**
 - The college desires to give equal opportunity of excellent education to students coming from diverse sections of society, by adopting innovative teaching-learning methods, and promoting innovative research.

- Promote the ethical understanding of the world and motivate the student community and the teaching fraternity to evolve into conscious responsible and thinking individuals.
- Develop human resources, infuse quality of leadership and create a competitive pool of scholars.
- **Institutions Traditions**
 - Maintain and promote quality, transparency, compliance and sustainability in governance and service delivery.
 - Ensure outstanding environment-friendly infrastructure and facilities to its users.
- **Value Orientations**
 - Our vision and mission inspires us to provide holistic growth and development opportunities. Moral, ethical, social and aesthetic values like forbearance, compassion, charity, forgiveness, team spirit, honesty, love, patience etc. are inculcated to strengthen students' EQ (Emotional quotient) and SQ (Spiritual quotient).
- **Vision for the Future**
 - Being progressive in nature a radical pragmatic teaching-learning process enriched by new technology and methodology will be adopted to produce young enthusiastic and empowered individuals into the society.

6.1.2. What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

*** Role of Top Management**

- Being a government college, the top management of the college is the Government of Himachal Pradesh through the Department of Higher Education and the Directorate of Higher Education. All the major policy related decisions and major plans are formulated by the State Government, and in certain cases in consultation with the affiliating university, viz. Himachal Pradesh University.
- The decisions of the top management are communicated to the Principal in the form of instructions, orders, guidelines, etc.

*** Role of the Principal**

- In some cases, certain powers are delegated to the Principal of the college and the final decisions in the matter are left to the judicious discretion of the principal within the broad framework defined by the Government.
- The role of the principal is multi-dimensional in this regard. As the head of the institution, the Principal is responsible for both the academic and administrative functioning of the College.
- The Principal is responsible for maintaining proper liaison with the Directorate of Higher Education, H. P. and with the Himachal Pradesh University, Shimla.

- In some cases, the Principal has the powers to formulate and implement plans subject to financial constraints and the delegated DDO powers in the matter. Above the specified financial limits, the permission of the Director of Higher Education is sought on case-by-case basis through submission of concrete proposals.

* **Role of the Faculty**

- Faculty and staff cooperate in the academic administration of the college. They provide dedication and full responsibility in academic activities as well as extended activities of NSS, Rovers and Rangers, placement endeavours and research activities, etc.

* **Role of Faculty in Committees**

- Various committees such as the IQAC, Advisory Committee, Building Committee, Examination Committee and UGC Cell are formed for effective working and execution of the plans. These Committees discuss various matters within their purview and present their reports and recommendations to the Head of the institution. A consensus about various issues pertaining to management of the institution is reached during the meetings of the staff council to ensure holistic and participatory implementation thereof. Periodic review of plans/decisions is also done to ensure their smooth implementation.
- The decision of events in which college will participate during inter-college competitions of various groups, the combinations of subjects which will be offered by the college to students etc. are decided at institutional level in staff meetings and committee's meetings headed by Principal of the college after detailed discussions and deliberations.
- There is transparency and effective implementation of plans and policies based on collective responsibility and cooperation among various committees, Bursar and administrative staff under the able leadership, guidance and support of the Principal.

* **Role of Local Management in Self-Financing Courses**

▪ **Registered Society**

- The Self-Financing Courses are managed by the GCP Higher Education Institute Society (HEIS) registered under the Himachal Pradesh Societies Registration Act, 2006.

▪ **Composition of the Governing Body**

- Chairperson – Principal: Dr. Kiran Vir Singh
- Coordinator: Dr. Kuldeep Singh Sen
- Dr. Alka Chauhan
- Dr. Jagdish Chand
- Eminent Educationist (External Expert): Sh. Rajender Mohan Ramaul
- Subject Area Expert: Ms. Chinu Bansal

- Representative from IT Industry: Sh. Anshul Goel, Premier Overseas, Paonta Sahib
 - PTA President: Sh. Shakun Mahindra
 - President GCP Alumni Association: Sh. Vishnu Bhardwaj
 - President CSCA: Ms Sonali, Student of B.Sc. 5th Semester
 - Dr. Jahid Ali Malik
 - Sh. Naresh Batra
 - Sh. Sanjay Kumar
- **Role of Management Committee**
- All the important powers in respect of the Self-Financing Courses are bestowed by the Memorandum and the byelaws of the GCP Higher Education Institute Society on the duly constituted Governing Body.
 - The Governing Body as per the Himachal Pradesh Societies Registration Act, 2006 is mandated to have atleast one meeting every three months.
- **Role of Coordinator IT**
- The routine management and administration of the Self-Financing IT department is the responsibility of the Coordinator with necessary approval of the Principal on case-by-case basis in important matters.

* **Role of Local Management in Community College under UGC Scheme:**

Table 44: Composition of the Board of Management

S. N.	Name	Designation in parent organization	Address
1	Dr. Kiran Vir Singh	Chairman cum Principal	Government College Paonta Sahib
2	Dr. Jahid Ali Malik	Nodal Officer (CC) & Asstt. Professor	Government College Paonta Sahib
3	Sh. Satish Goel	President	Himachal Pradesh Chamber of Commerce and Industry
4	Capt. P C Bhandari	General Manager	Himalayan International Ltd. Paonta Sahib (H.P)
5	Dr. Jitender Kumar	Sr. Vice President	Mankind Pharma Group of Companies
6	Sh. Ashok Goyal	Director	Tirupati Medicare, Paonta Sahib
7	Sh. Sanjay Aggarwal	Director	Rich Pro Food, Santosh Garh, Nahan Road, Paonta Sahib (H.P.)
8	Sh. Vinod Sharma	Director	Zeon Life Sciences, Rampur Ghat, Paonta Sahib.
9	Sh. Akhil Saxena	General Manager, Human Resources	Sun Pharmaceutical Industries Ltd, Village Ganguwala, Paonta Sahib
10	Dr. Alka Chauhan	Associate Prof.	Government College Paonta Sahib
11	Sh. Nalin Ramaul	Assistant Professor	Government College Paonta Sahib
12	Member from relevant Sector Skill Council		

▪ **Role of Board of Management**

- In accordance with UGC guidelines for Community College, all the important powers in respect of the Community College are endowed in the Board of Management.

▪ **Role of Nodal Officer, Community College**

- Liaising with various stakeholders viz. UGC, NSDC (National Skill Development Council), SSC (Sector Skill Council) and Industry Partners.
- The arrange guest lectures from external academia and industry.
- To arrange training programmes, internships, industrial visits of the learners.
- The routine management and administration of the community college is the responsibility of the Coordinator with necessary approval of the Principal on case-by-case basis in important matters.

* **Role of Local Management in Parent-Teachers Association**

- To encourage community participation in education Parent Teachers Association (PTA) under section 2.33 to 2.33.7 of the HP Education Code, 2001, has been established.
- It is a non-political body for better coordination and interaction between parents and teachers for improvement of academic standards and infrastructural facilities of the college.
- Appointments of teaching and non-teaching staff are done at the local level through PTA after forming a board consisting of Principal, subject expert and senior faculty members. Proper interviews are held for such appointments.
- The information regarding temporary recruitment and appointment of staff under PTA is shared with the Government of Himachal Pradesh from time to time and Government's instructions are fully complied with by the PTA.
- The PTA subscription fee is collected along with the fees from each student.

6.1.3. What is the involvement of the leadership in ensuring

* **The policy statements and action plans for fulfilment of the stated mission**

- Policy and action plans for academic and non-academic activities are communicated to students at the beginning of session and throughout the year through prospectus, college website, and college notice boards.
- Principal coordinates with all departments through HODs and conveners/members of societies, clubs, and committees.
- The Principal ensures transparent functioning and implementation of the institutional plans while adhering to its core values.
- All academic and extra-curricular activities are well planned and documented before the commencement of the academic session. While formulating the action plans, the institution takes care of all its thrust areas.

The Principal ensures strict adherence to the academic calendar for the smooth functioning of all college activities.

* **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

- The action plans are emanated and formulated at the College level, with the approval of the competent authorities. Under the leadership of the Principal, action plans so formulated are allocated to respective implementing departments and thus becomes a part of College strategic plan.
- Principal is the head administrator who has major responsibilities and work through committees in planning objectives, distribution of funds, admissions, regulating the functioning of various departments and non-formal college programmes, functioning of co-curricular groups and discipline.
- Principal works in an actively participative manner with the staff council of the college for decision-making and execution of policies and its governance.
- The financial matters are streamlined by the Bursar, the administrative staff and various committees. Prior approval is needed from the Principal in any of the financial withdrawal and disbursement.
- Simultaneously the quality aspects are monitored by IQAC of the College.

* **Interaction with stakeholders**

- All the stakeholders including the students, the staff, the parents, alumni, government and non-government and local bodies are engaged in the process of institution building and development. The college has an active Parent Teacher Association (PTA), which provides an excellent platform for interaction and idea exchange.
- Principal along with CSCA Advisory Committee interacts with student union members regularly for managing their activities. Principal addresses the general student body to keep them apprised of important academic and non-academic information.
- Staff council meetings are held regularly for maximizing the participation of faculty in functioning of college.
- Committees plan the activities for the students with their participation.
- Principal ensures that alumni of college play an active part in the development of the college through alumni association.
- Besides, the structural system, the Principal follows a democratic and open door policy of leadership. Any stakeholder is free to come to the office of the Principal with grievances and constructive suggestions.

* **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**

- College networks with industries, government, non-government organizations for assistance and collaboration.

- The IQAC shall be using need analysis, research inputs and consultations with the stakeholders for finalising the perspective plans in future after the accreditation of the college by NAAC. The recommendations by the NAAC peer team will be taken into consideration for the Perspective Plan.

* **Reinforcing the culture of excellence**

- Organisational capacity of our institution is developed by enhancing mutual understanding and responsibility among its teachers, non-academic staff and students.
- Provide a stimulating and encouraging environment in the college for students to achieve excellence in academic and non-academic activities.
- The Principal through IQAC and his continuous meetings with the community reiterates quality in delivery and achievement for excellence.
- The leadership is committed to strengthen the culture of academic and human excellence. Traditional and innovative practices of teaching learning are blended. Critical thinking, creative skills and scientific temper are encouraged.
- Promotion of Excellence is reinforced by honouring the meritorious students with merit scholarships and prizes.

* **Champion organisational change**

- Organisational changes are encouraged but time-tested methods of traditional practices are well maintained by the college. Hence, the consolidation of modernity and traditional methods are the key to success in the institution.
- The role of leadership at College level has been instrumental in championing organisation change, but it is introduced only after thorough democratic deliberation in the staff council and IQAC.
- MOUs have been signed with different industries for collaboration under Community College Scheme of UGC.
- SWOC analyses, institutional and departmental, are undertaken.
- Various innovative and best practices are followed for the holistic development of the students and the faculty members.

6.1.4. What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

- * As the institution works on the participative and democratic principles of management, it frames all its plans and policies in consultation with the Staff Council, IQAC and other committees.
- * The policies and plans are implemented through different departments, committees, units and cells of the College under the supervision of respective in-charges, heads, advisors, conveners and coordinators. They directly monitor the implementation of policies and plans under their respective domain and provide their feedback directly to the Principal and before the respective committee including IQAC to evaluate the implementation of policies and

plans. Outcomes and reviews are studied and changes for the improvement where required are incorporated.

- * On the financial front, the College has appointed Bursar, besides statutory and CAG auditors who continuously monitors and provides feedback on effective utilization of finances.
- * SWOC analysis is carried out regularly Institution wise and department wise for further quality enhancement.
- * PTA and Alumni meetings are organised to invite feedback and suggestions.

6.1.5. Give details of the academic leadership provided to the faculty by the top management?

- * An academic leader is the primus inter pares of the fraternity. The faculty members are provided opportunities to lead as teacher-in-charge, convener and co-coordinator of different assignments of academic nature. This throws open before them an opportunity to develop themselves as leaders by undertaking academic and non-academic assignments.
- * The faculty is given the opportunity to lead finance, and organise key programmes of the College where their organizing and leadership abilities are reflected. Besides this, the College liberally allows its faculty to accept academic and administrative leadership assignments outside the institution.
- * Faculty members are appointed as:
 - Coordinator of IQAC
 - Coordinator, IT
 - Nodal Officer, Community College
 - Coordinator, IGNOU Study Centre
 - Bursar
 - RUSA Coordinator
 - Presidents of different societies/ cells.
 - Mentors for students
 - Examination superintendents.
 - Secretary of staff council.
 - Convenor of various committees.
 - Convenor, National Seminar

6.1.6. How does the college groom leadership at various levels?

- * The College grooms leadership by providing opportunity, encouragement, liberty and guidance to faculty members, non-teaching staff and students to lead groups and take up assignments/tasks at different forums and levels.
- * The faculty members are provided opportunities to lead academic departments, cells, units, mentor student societies and also work upon various administrative assignments. The younger faculty members continuously receive patronage and guidance of seasoned senior faculty members in leadership initiatives. Also,

the faculty is promoted to take up higher level assignments outside the College for wider exposure.

- * Similarly, the non-teaching staff is given liberty to take up innovative initiatives so as to bring change management in administration, lead the technological interventions, and to do away with the old ways of doing things by introducing new practices in administration.
- * The College has always been proud of the leadership abilities of its students. The College gives its students the liberty to come up with new ideas and initiatives, which are nurtured and honed by seasoned faculty. In leading Students' Union, driving various societies, fundraising and organising mega functions successfully, students come up with innovative ideas or take initiatives where their leadership and entrepreneurial abilities are reflected.

6.1.7. How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

- * The College functions through delegated authority and responsibility system, and thus, provides full operational autonomy to its departments and units. The academic departments of the College are led by their respective HODs. Similarly, various committees, units, cells and societies are headed by conveners, Coordinators and Incharges.
- * Administrative powers and responsibilities are delegated to the faculty on the basis of their competence, commitment and aptitude to meet the institutional objectives.
- * Each head, convener and Coordinator is given full authority and autonomy to implement policies and programmes in consonance with statutes and laid down procedures without any restraint from the upper echelons. Meetings are held with the Principal for status reporting and evaluation of compliance in pursuit of laid down objectives.

6.1.8. Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

- * Yes, the College promotes a culture of participative management.
- * All the college operations are managed by committees constituted for academic and non-academic activities. Major committees comprise of teachers, and some specific ones include non-teaching staff and students as well. Committees are formed democratically in the staff council meetings and each committee has a teacher convener.
- * The staff council constitutes of chairperson (Principal), staff council secretary who is a teacher elected by all faculty members of the college.
- * The innovative ideas, suggestions and opinions from the faculty members, staff and students are appreciated and incorporated in the decision making process.
- * The stakeholders like students, parents, alumnae, and industry are part of various management systems in the college.



6.2. Strategy Development and Deployment

6.2.1. Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

- * Yes, the College has a formally stated quality policy for the pursuit of its vision, mission and objectives that is developed, driven, deployed and reviewed by its Internal Quality Assurance Cell (IQAC).
- * The quality policies are developed through the process of continuous learning based on the functioning of the College, implementation of policies & programmes, interactions with the College community and other stakeholders, compliance with regulatory bodies, understanding the gaps, and commitment towards quality assurance to improve those gaps. The quality policies that are developed under the IQAC; formerly through College Advisory Committee, are based on inputs received from the departments, the members of teaching and non-teaching staff, students and alumni. Based on the inputs and feedback, a final shape is given to the quality policy.
- * The monitoring of quality aspects is done by the individual members, departmental heads and committee. The quality policy, its implementation and the results are analysed for improvement at the IQAC from time to time through feedback from the departments.
- * In IQAC meeting the feedback received is reviewed and necessary interventions are made to meet the standards set by the College.
- * At the highest level, the Secretary/ Director Higher Education hold periodic meetings with the Principal to decide, modify and review the quality policy and its implementation.

Table 45: Quality Policy

Quality Parameter	Policy
Education	Providing an overarching framework for developing and delivering quality education and maintaining exemplary academic standards at the entry level.
	Promote excellence in curriculum development by participating in designing the curriculum.
Systems and Procedures	Implementation of systems and procedures through technology oriented system administration.
Academics	Augment co-curricular activities to strengthen the academic participation.
	Strengthen regular feedback system for improvement of academic

	performance.
	Collaborate with interdisciplinary subject faculties to enhance the quality of academic and research contents.
Learning Resource	Modern ICT based learning resources to facilitate enhanced participation of students and teachers.
Research	Allot substantial grant for nurturing research talents among students and Teachers
	Set higher goals and give an ideal platform to unleash creativity for attaining greater standards of innovation.
	Support students and teachers for all their research endeavours.
Infrastructure	Mobilize resources and create/ renovate present infrastructure and relocate spaces for academic and administration for congenial teaching-learning facilities.
Environment	Open environment to share resources and views and improve teaching learning on the campus
Inclusive Learning	Special support for differently abled students to cater to their special needs.
Value Education	Inculcate moral and ethical values among staff and students.
	Aim at preparing global citizens that are physically strong, mentally alert, intellectually sound, socially balanced and spiritually elevated.
Institute Social Responsibility	Collaborative efforts with NGOs/ Civil Societies for active participation in social activities and contribute towards nation building.

6.2.2. Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

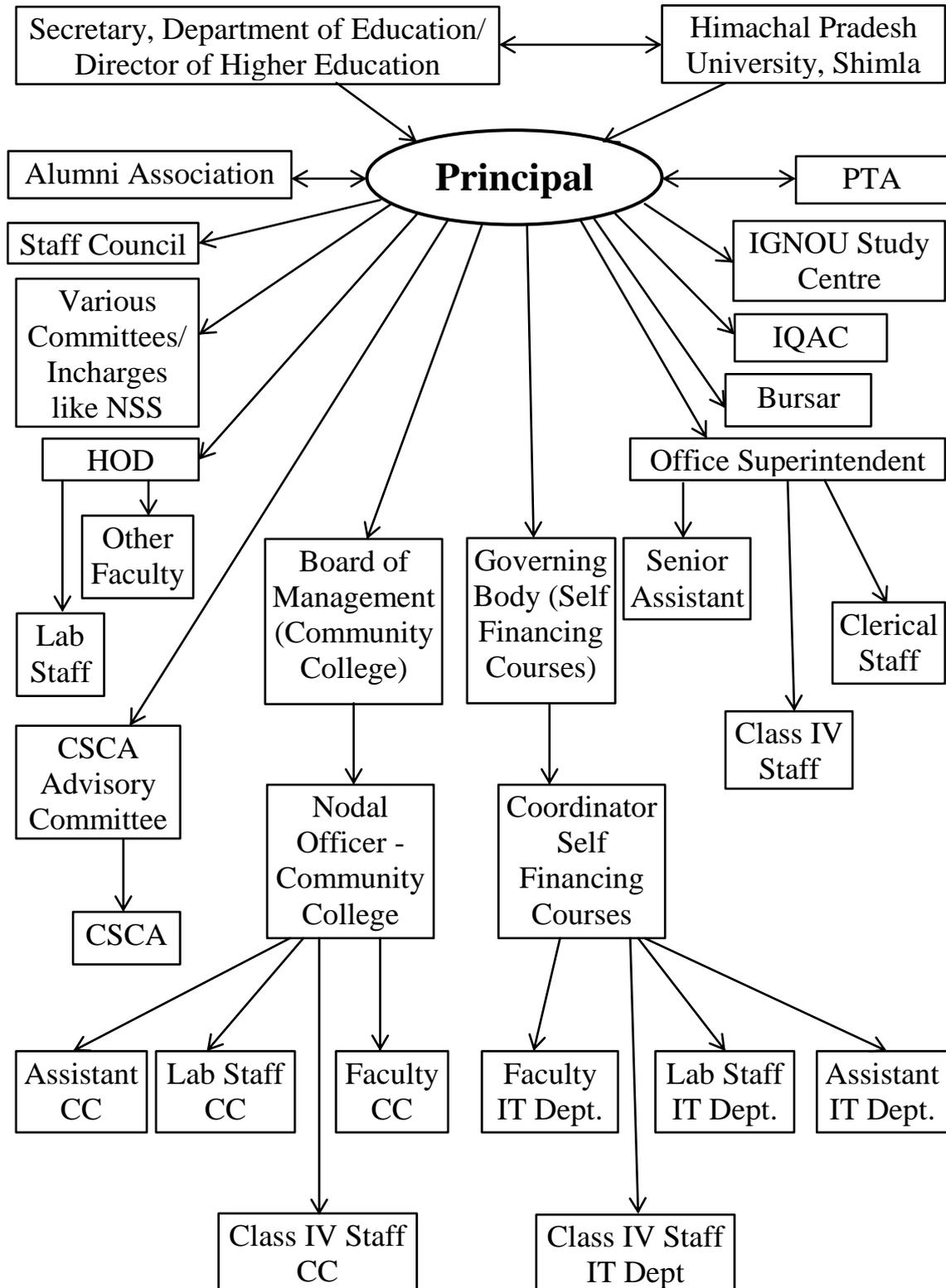
- * Yes, the College had developed a perspective plan for development in the year 2013-14 and the perspective plan was submitted to the Director of Higher Education in the year 2013. But the process of accreditation with NAAC could not be pursued at that time.
- * Now, with the constitution of the IQAC the annual plan as well as the Perspective Plan under RUSA will be prepared by the members of IQAC in accordance with the guidelines in the matter.
- * The process for formulation of the Perspective Plan has been initiated by the IQAC.
- * The Perspective Plan shall consider the various aspects including the existing courses, additional courses, number of seats, etc.
- * Various techniques and methods including SWOT analysis shall be employed for formulating the Perspective Plan. The various aspects likely to be included are:
 - Development of college infrastructure
 - Enhanced ICT facility and library facility
 - Promotion of research culture
 - Increase in social responsibility and outreach activities

- Innovative teaching learning strategies
- Planning newer need-based and skill-oriented courses in keeping with the global trends
- Promoting curricular and co-curricular activities
- Setup ATM in the college campus
- To implement online admission system from next academic session

6.2.3. Describe the internal organizational structure and decision making processes.

- * The organisation structure of the college refers to different levels of management, which is participative in nature, having academic, non- academic staff, students and the Principal, who is the Head of the institution.
- * The management and decision making process of the college is highly democratic and decentralized in letter and spirit.
- * Decisions are made by mutual participative interactions. Decision making processes – organisation structure –shows the different units having academic and non-academic functions.
- * The Department of Higher Education/ Directorate of Higher Education is the policy making body.
- * The Principal of the college serves as the official link between the Director, Higher Education and the institution.
- * The IQAC of the college comprising of faculty members, educationists, professionals and philanthropists help shape the academic policy keeping in view the National policies in Higher education, existing priorities and local needs.
- * The feedback obtained from the staff council, students, alumni and their employers, industries, faculty and NAAC Peer team constitute the major inputs for the perspective planning.
- * The proposed plans are discussed by the respective committees in charge of their implementation, fine-tuned and then implemented. The resources involved and the possible roadblocks are thoroughly looked into before finalizing any plan.
- * The Principal and the IQAC monitor the efficient implementation of these policies.
- * Appropriate financial allocations on priority basis are made for various schemes.

Figure 2: Hierarchical Organisational Structure and Decision Making Process



6.2.4. Give a broad description of the quality improvement strategies of the institution for each of the following

*** Teaching & Learning**

- Teachers with dedication maintain standards of knowledge with continuous upgradation in their skills through research. High quality teaching learning is achieved through the following strategies:
 - Good infrastructure: The College plans to provide state of the art classrooms with projectors and Wi-Fi facilities, upgraded labs and library.
 - Increasing student work placements, attainments and internships.
 - Organising training and development programs for academic staff as a regular feature.
 - Improving the process of student evaluation.
 - Formally recognizing and rewarding faculty members who successfully integrate their teaching and research.
 - Incorporating innovative teaching and learning approaches in and out of the classroom based on student need and community relevance.

*** Research & Development**

- Hosting at least one international research conference/seminar per year.
- Encouraging academic staff to publish their research in high impact journals.
- Strengthening research collaborations internationally and nationally.
- Creating appropriate research infrastructure to enhance research activities in the college.
- Strengthening the operations of the Research Committee.
- Leveraging collaborative research partnerships to broaden and deepen the research efforts and enhancing the College profile.
- Encourage faculty members to participate in National/ International workshops, seminars and conferences to exchange their thoughts/views.
- To provide a research room with good infrastructural facilities for the faculty.

*** Community engagement**

- Ensuring that the faculty should develop local engagement strategies and plans, and regularly share progress with its stakeholders.
- Promoting interactions between the College and industry.
- Expanding the organisational culture of community engagement, so as to increase and broaden the participation in college engagement activities.
- Encouraging reciprocal, lifelong relationships with our alumni community.
- Collaborating with NGOs to undertake various extension activities like Interaction with cancer patients, old age home habitants, orphanage etc.

- Organise awareness program on disaster management.
- To launch an awareness campaign to improve the knowledge and practices about Menstrual Hygiene Management among girls in the society and sensitise the society to break the 'culture of silence' that surrounds menstruation.

* **Human resource management**

- Soliciting, analysing and responding to feedback on staff support services.
- Greater number of Guest Lectures by the eminent academicians to be conducted regularly for faculty as well as students for enhancing their skills.
- Strengthening gender equity.
- Motivate the faculty members to pursue advanced studies and attend seminars and conferences.
- Permission and leave be granted for orientation/ refresher courses as per the requirement and for career advancement to the faculty members.
- The administrative staff and the auxiliary staff should also be sent for the training as per their requirement and career advancement.

* **Industry interaction**

- The college shall promote the strategy of 'beyond the classroom' activities and conduct field visits of students to industries and business organisations. This will help them to bridge the gap between theory and practice as well as learning applied aspects of various disciplines.
- The industry interaction will also help the students in their internships and placements.
- Paonta Sahib is home to a large number of industries. Industrial area of Kala Amb in Sirmaur district of Himachal Pradesh and Selaqui in Dehradun in neighbouring state of Uttarakhand are also close by. Students will be taken to these industries to get exposure to the production and manufacturing process.
- The college will sign MOUs with greater number of industries for students of various faculties for enriching the learning process.

6.2.5. How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

- * Principal conducts meetings, discussions to get the feedback for reviewing the functioning of the college. Feedback and suggestion box is placed at prominent location on the campus. College conducts institutional and departmental SWOC to obtain feedback.
- * The feedback from the students, teachers, and other stakeholders is analysed and discussed with the staff, concerned committees and decisions are taken accordingly. Record of feedback and analysis is kept by IQAC for ready reference.

- * The Principal through the assistance of academic and administrative heads ensures that adequate and systematic information is available for the top management (the State Government) and the stakeholders to review the activities of the institution.
- * The College compiles its annual report covering all aspects and areas of the College. In addition, the Annual Administrative Report in a specified format is submitted to the Department of Education, Government of Himachal Pradesh and Annual University Report is submitted to the affiliating Himachal Pradesh University.
- * The Government requires submission of various other kinds of information from time to time to be submitted in the specific formats through Directorate of Higher Education and Department of Higher Education.
- * The information regarding personal contacts and other information as mandated under Section 4(1)(b)(i) of the RTI Act are provided in the form of 17 prescribed manuals uploaded on the college website.

6.2.6. How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

- * Academic staff is an equal participant in planning the strategies for making the college efficient in all aspects. All decisions in this regard are taken collectively in staff council with the Principal.
- * The administration encourages and supports the involvement of the staff for improvement in the effectiveness and efficiency of the institutional process by constituting committees, which play an important role in planning and implementation thereof in different spheres of institutional functioning.

6.2.7. Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

- * The management of the college is done at government and college level. At the government level various policy decisions have been implemented in the institution e.g. Academic Performance Indicators (API) of the UGC has been implemented for the teaching faculty. From the session 2013-14 Government of Himachal Pradesh has also implemented the Choice Based Credit System under the Rashtriya Uchhtar Shiksha Abhiyan (RUSA).
- * At the institutional level following resolution have been implemented successfully:
 - A proposal was sent to UGC, MHRD to start Community College in this institution. College has successfully implemented it after getting a nod from UGC to impart skill-based education. Accordingly courses in Food Processing and Pharmaceuticals have been started.
 - As per the H.P. University notification, the CSCA elections have been banned and the CSCA has been constituted on nomination basis on academic merit and excellence in sports and other fields.
 - A one day National Seminar on Make in India sponsored by the Indian Council of Social Science Research was successfully organised in the college by the department of Economics.

- The college was allotted to host H.P. University Inter-College Football Championship 2015-16, which was successfully organised by the college.
- Government of India's Swachh Bharat Mission was organised and implemented in the college with the active participation of students, teaching and non-teaching staff.
- MOUs with industry partners were signed by the Community College.

6.2.8. Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

- * No, the affiliating Himachal Pradesh University does not provide autonomy to the colleges.

6.2.9. How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

- * The College follows the philosophy of an integrated relationship with its staff members, students and other stakeholders, yet, conflicts in organisations are bound to happen. As a part of its organisational culture, every member of the college community is welcomed by the Principal to communicate his/her feelings directly before him. This promotes self-initiative redressal mechanism for amicable redressal of grievance at the first stage itself i.e., at employees' level. Nevertheless, the College has also established grievance forums for formal redressal of grievances of staff members.
- * The students' grievances are communicated through class representatives that are settled at the first place in the classroom by the teacher. Students are free to communicate their complaint to the teacher-mentor who then conveys it to the concerned body/committee/ Principal.
- * The CSCA (College Students Central Association) normally raises the collective students' issues before the Principal or CSCA Advisory Committee. The students can also drop their complaint in students' complaint & feedback box.
- * Besides this, the College has a few statutory grievance redressal forums, viz. RUSA Grievances Redressal Committee, Anti-ragging Committee, Women Grievances Committee, Disciplinary Action Taken Committee, Grievances Redressal Committee to Prevent Caste Discrimination, etc. These forums not only deal in respective grievance areas but also work to promote harmony and to minimize the occurrence of grievance in related areas.
- * All grievances are analysed simultaneously and an attempt is made to ensure effective redressal of the grievances to avoid the occurrence of similar grievances in future.
- * **Mechanism of Grievance Redressal**
 - As soon as a complaint worthy of hearing is received by the Principal, the same is handed over to the Convenor of the concerned Committee with a time-bound schedule for disposal of the case.
 - The Convenor then convenes a meeting to discuss the complaint.

- The committee summons both the complainant and the accused, if they so wish, and after the examinations and recording the statements of both the parties, and evaluation of the whole situation, arrives at an appropriate conclusion, and makes recommendations to the Principal for necessary action.
- Keeping in view the recommendation of the committee and his judicious discretion, the principal takes the final decision and further informs the complainant. The action taken may also be displayed on the notice board to act as a deterrent in certain matters.

6.2.10. During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

* During the last four years, the College has not filed any court case against any person or entity. However, some court cases have been filed against the College. In some cases, the College was the first defendant and in others, the College was the secondary defendant, the first defendant being the Department of Higher Education or the Directorate of Higher Education.

Table 46: Statement of Court Cases during Assessment Period

Sr. No.	Year	No. of Cases	Title of the Case	Case No.	Name of the Court	Content of the Case	Status
1	2012-13	2	Data Ram v/s State of HP	8384/13	High Court	Retirement	Disposed of
			Joginder v/s State of HP	4887/12	High Court	Pay Scale as per with regular Asstt Prof	Still in Court
2	2013-14	2	Virender singh v/s Sate of Hp	6119/13	High Court	Transfer	Disposed of
			Kiran Bala v/s state of HP	6881/13	High Court	Transfer	Disposed of
3	2014-15	2	Renu Shamra v/s State of HP	2446/15	High Court	Appointment	Still in Court
			Dhyan Singh V/s State of HP	677/15	High Court	Transfer	Disposed off
4	2015-16	2	Vishawajeet Bansal v/s State of HP	3336/16	OA	Transfer	Disposed off
			Swati parmar v/s State of HP	1240/2015	High court	Appointment	Still in Court

6.2.11. Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

* The College promotes an organisational culture where every member of the College community is welcomed by the Principal to communicate his/her ideas and feedback for improving the functioning and effectiveness of the College. The students are allowed to freely speak to the teachers, teacher-in-charge or the Principal on the delivery of teaching and teaching practices for

improvement. Students are also welcomed to offer their feedback to various heads, viz. librarian, head of the sports department and administrative officers. The consequential feedbacks are then placed before the Principal and concerned committee for consideration. A Complaint and Suggestion Box has been introduced wherein students can offer their feedback for better growth and development of the College. All these initiatives have shown positive response and have proven to be worthwhile.

- * The recently constituted IQAC shall institutionalise the analysis of feedback received from students and other stakeholders. The IQAC will analyse the feedback objectively and convey its findings, and recommendations to the Principal for necessary consideration.

6.3. Strategy Development and Deployment

6.3.1. What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

- * College encourages the teaching and non-teaching staff to attend the professional development programmes such as orientation, refresher or any other course. Staff is able to avail the duty leave for the duration of the course thereby encouraging their participation in such programmes.
- * It is mandatory for a teacher to do specific orientation and refresher courses, for their career development.
- * The College encourages active participation by its faculty members in various National and International Seminars, Conferences and the workshops organised from time to time on the themes of varied interests. This ensures that faculty gets the desired industry exposure as well as opportunities to interact with the leaders in the field of education.
- * The Institution is appreciative of the time involved in dedicated and quality research. Hence, in order to enhance the efficiency of the researcher, the College provides certain additional facilities like provision for special/extraordinary leave in addition to study leave, allocation of time table as per the convenience of the researcher etc.
- * The Institution also intends to organise various training programs to cater to the soft skill enhancement for both teaching and non-teaching staff alike.

6.3.2. What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

- * Learning is a continuous process and the college is committed to ensure that faculty gets an adequate exposure as well as encouragement to upgrade and adapt teaching to recent developments.
- * The Institution lays significant emphasis on research effort by the faculty and ensures adequate support at all times to the researchers.
- * The faculty at an individual level deliberates and shares the feedback/suggestions and viewpoints of the students in staff council meetings.
- * Apart from being a knowledge base of the College, the faculty also takes part in various administrative responsibilities that entail performing leadership as

well as the role of a visionary. The faculty members convene various societies and committees working towards a dedicated cause.

- * Orientation and refresher courses are required for promotion and conditions laid down by UGC are strictly adhered.
- * Training and retraining are given through short and long-term courses organized by Himachal Pradesh State Council of Education Research and Training (SCERT), Solan.
- * New members are given opportunity to work under the guidance of conveners and they learn execution of work.
- * NSS, and Rovers & Ranger officers are also given in-service training.
- * Teachers are motivated through appreciation and recognition provided through annual reports.

6.3.3. Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

- * Well-designed ACR forms for teaching and non-teaching staff members are finalized at Government level after discussions and deliberations. The teaching staff of the college is evaluated through API (Academic Performance Index) based ACR form of the H.P Government. These forms are as per the recommendations of UGC. Through these forms, information is collected about the overall performance, results, research, academic/curricular/ extra-curricular achievements. The Principal then evaluates it and on the basis of these reports, it is further reviewed by Director of Higher Education. Thereafter, various pay scales are granted. Members of non – teaching staff are also evaluated on the basis of Annual Confidential Report. Format of ACR is kept uniform throughout the state.

6.3.4. What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

- * The performance appraisal system in any organisation is an essential apparatus that helps to provide important and useful information for the assessment of employee's skill, knowledge, ability and overall job performance. It also helps the management to diagnose training and development needs of the employees and deciding the future course of action for the organisation itself.
- * The Principal assesses and writes performance appraisal report for the faculty and sends it to Director Higher Education for promotion under the career advancement scheme as well as for direct promotion. Apart from this, H.P. Government awards the annual increment to the employees on the basis of ACR. The non- teaching staff is also promoted as per the state government policy.
- * All such orders regarding promotions and increments are conveyed through various notifications.
- * But in the present system, there is no mechanism by which the outcome of the assessment is communicated to the Stakeholders.

6.3.5. What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

* Since it is a government college, it follows all government rules regarding welfare schemes.

Table 47: Staff availing Benefit of Welfare Schemes

Welfare Scheme	Staff availed the Scheme							
	2012-13		2013-14		2014-15		2015-16	
	No.	%	No.	%	No.	%	No.	%
Total Actual Staff (Teaching & Non-teaching: All kinds of appointment)	42	-	44	-	45	-	46	-
LTC	-	-	-	-	-	-	-	-
Maternity Leave	-	-	-	-	-	-	02	11.1%
Paternity Leave	-	-	-	-	-	-	-	-
Group Insurance Scheme	30	71.4%	30	68.2%	32	71.1%	33	71.7%
Medical Reimbursement	30	71.4%	30	68.2%	32	71.1%	33	71.7%
Retirement Benefit (Eligible)	30	71.4%	30	68.2%	32	71.1%	32	69.6%
GPF	20	47.6%	20	45.5%	18	40.0%	17	36.9%
CPF/NPS	10	23.8%	10	22.7%	14	31.1%	16	34.8%
Residential facility provided to staff (Teaching and Non-Teaching) (Including Housing Board facility)	08	19.0%	09	20.5%	11	24.4%	10	21.7%

Note: The percentage of staff availing maternity leave is calculated from female staff only (18 female staff in 2015-16)

6.3.6. What are the measures taken by the Institution for attracting and retaining eminent faculty?

* The college being a state government institution, it cannot recruit any eminent faculty at its own level. Faculty members are appointed by the Government on the recommendation of Himachal Pradesh Public Service Commission.

* Nevertheless, the eminent faculty may be invited as Guest Faculty.

*** Self-Financing Courses**

- The Government College Paonta Sahib Higher Education Institute (GCP-HEIS) Society managing the Self-Financing courses in the college is the appointing authority for the IT Department and it has ample flexibility in attracting and retaining eminent faculty.
- The selections are made based on an intensive selection process by a duly constituted selection committee.
- The salary and other financial benefits offered are governed by UGC regulations and state government instructions in this regard subject to financial constraints of the society.

*** Community College**

- The Community College set up under UGC scheme invites eminent faculty from academia as well as industry as guest faculty.

- The guest faculty are paid attractive remuneration as per Community College guidelines issued by the UGC.

6.4. Financial Management and Resource Mobilization

6.4.1. What is the institutional mechanism to monitor effective and efficient use of available financial resources?

- * Whenever any expenditure is to be made, a proper proposal, in writing is submitted by the concerned department with details of the required apparatus, equipment, etc. to the Principal of the college.
- * After scrutinizing the application, the Principal grants the permission and sanctions the expenditure from a specified college fund, and directs the official/department concerned to proceed with the proposal.
- * In accordance with HPFR the quotations are invited for expenditure above Rs. 3,000/- and for expenditure below Rs. 3,000/- the convener of the Purchase Committee certifies the rates.
- * Proper procedure for purchases is adopted by the College. The College has formed a Purchase Committee for this purpose. The quotations are invited from reputed firms as per rules for purchase as laid down by the state government.
- * A meeting of purchase committee is held on the receipt of the quotations, quotations are opened by the purchase committee and countersigned by the Principal. Thereafter a comparative statement of the rates quoted by various firms is prepared and the lowest rates quoted in respect of each item are selected, and the respective firms are recommended for the order to be placed. Thereafter, the supply order is placed by the Principal to the selected firm.
- * All the official formalities are completed viz. preparation of purchase voucher, stock entry on the receipt of apparatus/equipment etc. and issue of cheques to the concerned party/supplier and the related records are maintained.
- * Income and Expenditure are closely monitored by the Bursar and the Principal. All the college local funds are scrutinised by the Bursar.

6.4.2. What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

- * Ours being a government institution, funds such as staff salary, medical reimbursement, travelling expenses, office expenses etc. are audited by the Accountant General of Himachal Pradesh.
- * The audit of various college funds is conducted through Local Audit Department (LAD), Department of Finance, Government of Himachal Pradesh
- * The independent funds under the Principal such as self-financing courses i.e., BCA and PGDCA, Community College, NSS and UGC are audited by the independent Chartered Accountant.
- * Funds of Parent Teacher Association (PTA) are audited by its internal auditor.
- * The audit by Accountant General of Himachal Pradesh of Staff salary , etc. has been done upto December 2015.

- * The audit by Local Audit Department (LAD), Department of Finance, Government of Himachal Pradesh of college funds has been done upto March 2011.
- * No major audit objections were raised and recorded. The audit objections have been removed or are in the process of removal.

6.4.3. What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

*** Major Sources of Institutional Receipts/Funding**

- Fees and funds collected from students.
- UGC grants under the general development and other schemes (including Community College Scheme)
- Fees and funds collected from students collected under Self-financing courses
- Government finance, including salaries, medical reimbursement, travelling expenses, office expenses, etc.
- Donations from individuals and industries.
- PTA membership fees

*** State Government Funds**

Table 48: Income and Expenditure Statement of State Government Funds

Financial Year	Income	Expenditure
2012-13	2,05,91,516	2,62,61,444
2013-14	2,21,59,270	2,46,51,616
2014-15	2,87,46,976	2,84,62,857
2015-16	2,80,68,182	2,61,09,478

Table 49: The Expenditure statement (State Government Funds)

Financial Year	Salary	Wages	Office Expenditure	Travelling Expenditure	Medical Reimbursement	Medical Reimbursement Retired staff
2012-13	2,00,00,000	2,10,000	25,000	31,800	2,93,931	30,785
2013-14	2,17,00,000	1,50,000	75,000	13,926	13,766	70,968
2014-15	2,75,00,000	63,700	2,00,000	9,376	2,76,015	6,97,885
2015-16	2,75,00,000	65,580	1,25,000	19,993	1,03,057	2,54,552

*** PTA Funds**

Table 50: Income and Expenditure Statement of PTA Funds

Financial Year	Income	Expenditure	Closing Balance
2012-13	6,95,647	2,90,736	4,04,911
2013-14	9,03,364	4,96,106	4,07,258
2014-15	11,94,136	5,97,564	5,96,572
2015-16	15,64,284	8,76,235	6,88,049

Table 51: The Expenditure statement of PTA Funds

Financial Year	Salary	Wages	Travelling Expenditure	Developmental Works	Miscellaneous
2012-13	1,19,120	93,513	-	76,273	1,533
2013-14	7,87,519	2,21,992	-		3,395
2014-15	2,59,793	1,86,886	-	76,273	2,809
2015-16	2,06,062	2,71,894	3,900	3,81,134	2,445

*** UGC Funds**

Table 52: Income and Expenditure Statement of UGC Funds

Financial Year	Income	Expenditure	Closing Balance
2012-13	4,87,712	Nil	20,34,912
2013-14	50,912	18,77,196	2,08,628
2014-15	8,911	9,852	2,07,687
2015-16	8,414	1,000	2,15,101

*** Community College Scheme of UGC**

Table 53: Income and Expenditure Statement of Community College (2014-15)

S. N.	Head	1 Grants Approved	2 Grants Released	3 Actual Expenditure	4 Balance (2-3)
1	Equipments	25,00,000	12,50,000	9,93,999	2,56,001
	Total (A)	25,00,000	12,50,000	9,93,999	2,56,001
2	Honorarium to existing/ visiting/ private faculty	14,00,000	7,00,000	42,000	6,58,000
3	Honorarium to Principal/ coordinator	70,000	35,000	52,500	(-)17,500
4	Hiring Charges for Lab. Attendant	2,40,000	1,20,000	9,852	1,10,148
5	Faculty Training	1,00,000	50,000	0	50,000
6	Consumables	2,50,000	1,25,000	84,179	40,821
7	Curriculum Development	2,00,000	1,00,000	95,742	4,258
8	Travel/Industrial Visit	2,00,000	1,00,000	1,135	98,865
9	Seminars	1,00,000	50,000	0	50,000
10	Admission/Examination/Assessment	2,00,000	1,00,000	11,025	88,975
11	Scholarship to students	10,00,000	5,00,000	0	5,00,000
12	Office expanses/ contingencies	3,00,000	1,50,000	35,918	1,14,082
	Total (B)	40,60,000	20,30,000	3,32,351	16,97,649
	Total (A+B)	65,60,000	32,80,000	13,26,350	19,53,650

Note: (F.1-426/2014 (CC) Dated: 21-May-2014 & Sectioned on Dated: 24-Sept-2014)

*** Funds under Self-Financing Courses (IT)**

Table 54: Income and Expenditure Statement of Funds under Self-Financing Courses (IT)

Financial Year	Income	Expenditure	Closing Balance
2012-13	3,52,258	5,46,576	12,95,885
2013-14	12,54,026	6,24,222	19,25,689
2014-15	43,98,614	36,01,606	26,69,344
2015-16	19,53,644	11,94,448	33,23,079

Table 55: The administrative income and expenditure statement of Funds under Self-Financing Courses (IT)

Financial Year	Salary	Office Expenditure	Miscellaneous
2012-13	4,87,732	35,001	12,03,073
2013-14	4,98,169	53,498	7,02,359
2014-15	5,82,574	1,22,784	9,02,306
2015-16	6,86,960	1,40,029	10,47,522

Table 56: Income and Expenditure Statement of Community College (2015-16)

S. N.	Head	1 Previous Balance	2 Grants Released	3 Actual Expendit ure	4 Balance (1-3)	5 Balance after Re- appropriation
1	Equipment	2,56,001	Nil	27,648	2,28,353	2,28,353
	Total (A)	2,56,001	Nil	27,648	2,28,353	2,28,353
2	Honorarium to existing/ visiting/ private faculty	6,58,000	Nil	3,79,796	2,78,204	1,52,704
3	Honorarium to Principal/ coordinator	(-)17,500	Nil	1,08,000	(-)1,25,500	Nil
4	Hiring Charges for Lab. Attendant	1,10,148	Nil	61,993	48,155	48,155
5	Faculty Training	50,000	Nil	0	50,000	50,000
6	Consumables	40,821	Nil	9,633	31,188	31188
7	Curriculum Development	4,258	Nil	0	4,258	4,258
8	Travel/Industrial Visit	98,865	Nil	25,467	73,398	73,398
9	Seminars	50,000	Nil	0	50,000	50000
10	Admission/Examination/ Assessment	88,975	Nil	1,16,938	(-) 27,963	Nil
11	Scholarship to students	5,00,000	Nil	60,000	4,40,000	4,12,037
12	Office expanses/ contingencies	1,14,082	Nil	1,02,094.5	11,987.5	11,987.5
	Total (B)	16,97,649	Nil	8,63,921.5	8,33,727.5	8,33,727.5
	Total (A+B)	19,53,650	Nil	8,91,569.5	10,62,080.5	10,62,080.5

INCOME FROM OTHERS SOURCES: (Bank Interest+ Income from sale of Prospectus+ Admission fee+ fine)

Sr. No.	Source of Income	Number	Amount (Rs.)
1	Admission Fee (July 2015)	51 (@ Rs. 3000/- per semester Course fee + 300/- per Annum)	1,68,300/-
2	Admission Fee (February 2016)	38 (@ Rs. 3000/- per semester	1,14,000/-
3	Sale of prospectus	64 (@ Rs. 200/-)	12,800/-
4	Fine		1100/-
5	Roll on Admission form	38 (@ Rs. 10/-)	380/-
6	Readmission fee	3 (@ Rs. 100)	300/-
7	Re-examination fee	6 (@ 100 per paper)	600
8	Bank Interest		42856/-
	Total(C)		3,40,336/-
	Previous balance(D)		1,18,633/-
	Total(C+D)		4,58,969/-
	Expenditure(Details Attached as Appendix X)		20,402/-
	Net Balance		4,38,567/-
(Rs. Four Lacs Thirty Eight Thousand Five Hundred Sixty Seven only)			

Note: F.1-426/2014 (CC) Dated: 21-May-2014 & Sectioned on Dated: 24-Sept-2014.

*** College Funds (AF etc.)**

Table 57: Income and Expenditure Statement of College funds: 2012-13

Sr. No.	Name of the Fund Head	Income	Expenditure	Closing Balance	FDR	Total Closing Balance
1	Rovers & Rangers	99,863	1,410	6,33,810	-	6,33,810
2	Book Replacement	37,219	Nil	31,433	3,35,455	3,66,888
3	Campus Dev. Fund	14,301	625	51,883	61,106	1,12,989
4	Furniture	13,547	Nil	32,824	80,103	1,12,927
5	OMF	1,01,821	59,010	3,12,487	4,25,397	7,37,884
6	Fine Fund	68,273	87,500	1,44,263	2,64,257	4,08,520
7	A/F	7,35,597	8,02,372	4,20,409	7,57,076	11,77,485
8	Library	49,200	20,660	52,305	5,55,328	6,07,633
9	Building	1,76,800	4,44,401	78,843	5,87,141	6,65,984
10	Science Fund	2,61,724	1,23,090	1,78,275	7,69,135	9,47,410
11	University	3,74,445	3,16,221	4,97,869	2,33,088	7,30,957
12	Magazine Fund	67,638	Nil	1,57,228	3,76,455	5,33,683
13	Health Fund	10,300	Nil	75,611	1,35,673	2,11,284
14	House Exam	32,608	32,041	26,557	57,927	84,484

Table 58: Income Expenditure Statement of College funds: 2013-14

Sr. No.	Name of the Fund Head	Income	Expenditure	Closing Balance	FDR	Total Closing Balance
1	Rovers & Ranger	1,14,561	Nil	7,53,591	-	7,53,591
2	Book Replacement	49,939	Nil	3,69,145	3,66,680	7,35,825
3	Campus Dev. Fund	16,565	3,900	52,548	66,794	1,19,342
4	Furniture	16,117	Nil	48,951	87,559	1,36,510
5	OMF	1,04,983	45,965	3,71,505	4,64,994	8,36,499
6	Fine Fund	1,10,272	1,70,834	83,607	2,38,855	3,22,462
7	A/F	9,33,181	7,03,886	6,15,046	10,13,411	16,28,457
8	Library	63,550	70,962	44,893	6,07,020	6,51,913
9	Building	4,80,670	5,38,717	20,796	4,98,634	519430
10	Science Fund	11,11,394	2,09,065	2,11,944	8,40,729	10,52,673
11	University	4,75,429	3,23,811	6,43,015	2,54,785	8,97,800
12	Magazine Fund	78,188	64,675	1,73,870	4,11,497	5,85,367
13	Health Fund	11,925	Nil	87,536	1,48,302	2,35,838
14	House Exam	59,110	74,415	6,752	63,319	70,071
Total Funds						85,45,778

Table 59: Income Expenditure Statement of College funds: 2014-15

Sr. No.	Name of the Fund Head	Income	Expenditure	Closing Balance	FDR	Total Closing Balance
1	Rovers & Ranger	1,27,026	Nil	8,80,617	-	8,80,617
2	Book Replacement	1,23,927	69,213	4,23,859	4,00,812	8,24,671
3	Campus Dev. Fund	21,690	4,623	69,615	73,011	1,42,626
4	Furniture	18,022	34,882	32,081	95,709	1,27,790
5	OMF	1,47,769	77,205	4,53,676	5,08,277	9,61,953
6	Fine Fund	50,900	1,04,727	39,934	2,61,088	3,01,022
7	A/F	10,32,412	7,15,525	9,31,933	9,04,578	18,36,511
8	Library	2,44,121	1,38,804	1,49,045	6,63,523	8,12,568
9	Building	8,01,684	2,89,173	5,34,499	-	5,34,499
10	Science Fund	6,55,145	3,97,754	4,32,135	-	4,32,135
11	University	21,12,037	22,75,973	17,04,360	2,78,501	19,82,861
12	Magazine Fund	84,739	85,050	1,73,567	4,49,801	6,23,368
13	Health Fund	13,166	2,967	97,735	1,62,106	2,59,841
14	House Exam	1,72,847	85,570	94,029	-	94,029
Total Funds						98,14,491

Table 60: Income Expenditure Statement of College funds: 2015-16

Sr. No.	Name of the Fund Head	Income	Expenditure	Closing Balance	FDR	Total Closing Balance
1	Rovers & Ranger	1,22,470	4,69,203	5,33,884	-	5,33,884
2	Book Replacement	51,177	Nil	4,83,587	4,38,121	9,21,708
3	Campus Dev	24,484	9,781	84,318	79,807	1,64,125
4	Furniture	17,751	17,171	32,661	1,04,618	1,37,279
5	OMF	2,00,723	1,06,870	5,47,529	5,55,589	11,03,118
6	Fine Fund	64,466	7,475	97,338	2,85,391	3,82,729
7	A/F	10,32,802	9,53,813	7,40,919	12,00,666	19,40,985
8	Library	1,85,588	1,19,556	2,15,077	7,25,286	9,40,363
9	Building	2,72,842	4,07,905	3,99,436	2,18,324	6,17,760
10	Science Fund	2,10,827	4,36,066	5,18,656	5,46,542	10,65,198
11	University	18,33,345	10,35,779	24,88,432	3,04,425	27,92,857
12	Magazine Fund	87,479	96,225	1,64,821	4,91,670	6,56,491
13	Health Fund	14,056	3,000	1,08,785	1,77,195	2,85,980
14	House Exam	1,31,371	1,53,333	54,067	-	54,067
Total Funds						1,15,96,544

6.4.4. Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

* The College employs various methods to mobilise resources it needs for the welfare of the students. Necessary efforts for obtaining additional funding are taken by the institution regularly. The major resources of the College are as follows.

- Grant from H.P. University for NSS
- Grant from UGC to carry out Major and Minor Research Projects
- UGC General Development Grant
- Grant from various agencies to conduct conferences/ seminars/workshops
- Grant from various agencies for Research Projects
- Parent-Teachers Association
- Alumni Association

6.5. Internal Quality Assurance System (IQAS)

6.5.1. Internal Quality Assurance Cell (IQAC)

* **Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

- Yes, the College has established an Internal Quality Assurance Cell (IQAC).
- The composition of the members as notified vide office order dated 19th October, 2016 is as follows:

Composition of IQAC

1. Chairman: Principal of the College – Dr. Kiran Vir Singh
2. Coordinator IQAC: Dr. Alka Chauhan
3. Industry Representative: Sh. Satish Kumar Goel, Chairman, Chamber of Commerce and Industry
4. External Expert (Education and Civil Society): Sh. Rajender Mohan Ramaul
5. College PTA President: Sh. Shagun Mahindra
6. President GCP Alumni Association: Sh. Vishnu Bhardwaj
7. Teacher Member: Dr. Kuldeep Singh Sen
8. Teacher Member: Ms. Ritu Pant
9. Teacher Member: Nalin Kumar Ramaul
10. Teacher Member: Dr. Jahid Ali Malik
11. Office Superintendent: Sh. Naresh Batra
12. President CSCA: Ms Sonali, Student of B.Sc. 5th Semester

▪ **Institutionalising Quality Assurance Processes through IQAC**

- The IQAC is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the College. Being at a relatively nascent stage, the formal institutional policy on quality assurance is yet to be drafted and institutionalised. Various committees constituted in the college implement decisions of IQAC. The College Perspective Plan will be prepared by IQAC.

* **How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented**

- The IQAC at its first meeting on 19th October 2016 resolved and approved the following decisions, which have been communicated to the respective committees and convenors/coordinators for necessary implementation.

- The College disaster management plan should be formulated. In this regard, it was observed that Dr. Jagdish Chand of Department of Geography is also an approved academic counsellor of IGNOU for the programme Post Graduate Diploma in Disaster Management (PGDDM) and keeping in view his expertise and qualification in the field he should be entrusted with the task of preparation of the College Disaster Management Plan. Sh. Yashpal Singh Tomar and Shanta Negi shall be associated with Dr. Jagdish Chand for the completion of the task.

- ✦ The first draft of the College Disaster Management Plan has been prepared and uploaded on the college website. After feedback, the Plan will be finalised and subsequent implementation of the Plan will be initiated.

- The RTI Act 2005 mandates making and annually updating proactive disclosures under Section 4(1)(b)(i) of the Act under 17 prescribed manuals. As a public authority, the college has a designated PIO and APIO and accordingly these disclosures are mandatory. Therefore, it is requested that these disclosures should be made within a short period of time for inclusion in the SSR. The committee consisting of Sh. Nalin Ramaul, Sh. Naresh Batra and Sh. Sanjay Kumar was constituted for the purpose.

- ✦ The RTI manuals as mandated under Section 4(1)(b)(i) of the RTI Act 2005 have been prepared and updated. These have been uploaded on the college website.

- Gender sensitisation is a crucial issue in the present era of women empowerment. The Women Grievances Redressal Cell should be requested to launch extensive gender sensitisation campaign in the college in the month of December 2016 just at the beginning of the ensuing even semester. The target should be to reach every girl student, in manageable groups of 50-60 students each. The gender-sensitisation should also cover male students. A detailed comprehensive programme in this respect should be formulated by the Women Grievances Redressal Cell. The services of some local NGOs may also be solicited for the purpose. The suggestion/ complaints box may be installed in the

prominent place in the college campus by the Women Grievances Redressal Cell.

- ✦ The Women Grievances Redressal Cell is in the process of finalising the campaign to be implemented in December 2016.
- The IQAC acknowledges and appreciates the fact that the college library reading room has recently been air-conditioned. IQAC further recommends that 'book bank' facility for poor students should be established in the college library. Therefore, appropriate funds for the purpose need to be allocated. The Principal committed that all the discipline-related fines should be deposited separately in a dedicated bank account and the funds shall be used exclusively for 'book bank facility'. In addition, the funds available in the College UGC Funds account shall also be made available for purchase of books and subscription of journals in the college library.
 - ✦ The necessary follow-up has been taken by the Library Advisory Committee in its meeting held on 8th November 2016. The necessary procedural formalities for setting up of book bank are being completed.
- Provision of clean and safe drinking water is a prerequisite in any educational institution, especially Higher Education Institutions. It is recommended that high quality and high volume water filters be installed in the college for providing safe drinking water for students. The committee on drinking water and sanitation should be instructed to complete all the formalities and get it installed by the mid of November 2016. The PTA President Sh. Shakun Mahindra who is also an IQAC member committed the required expenditure of upto 10,000/- out of PTA fund.
 - ✦ The PTA executive is likely to take up the issue in the upcoming meeting.
- The table tennis coach Sh. Shukla has been providing his services to the schools in Paonta Sahib. The District Sports Officer at Nahan should be requested to formally depute Sh. Shukla to the college for providing his services throughout the year so that we may produce quality in sports and excel in table tennis. Sh. Shukla had earlier been deputed to this college several years back.
 - ✦ A request has been submitted to the District Sports Officer.
- The District Sports Officer should be requested to provide coach for football, hockey and cricket. Our students have consistently been representing HP University in Inter-Varsity tournaments.
 - ✦ A request has been submitted to the District Sports Officer.
- The reconstruction of the badminton court in the area between administrative block and the new academic block be taken up. In this regard, the building committee may be asked to do the needful.
 - ✦ The process has been initiated by the Member Secretary, Building Committee Dr. Jagdish Chand.

- Guest lectures should be arranged in the college. The funds in the UGC account may be utilized to arrange guest lectures in various fields and the concrete proposals in this regard should be invited by the IQAC from all the faculty members. To speed up the process of approval of guest lectures, the Coordinator IQAC and the Chairperson IQAC may grant necessary permission subject to post-facto approval by the IQAC. The guest lecturers may be given TA/DA as well as boarding/lodging and other hospitality in addition to the honorarium as per norms.
 - ✦ The notice has been circulated to all the faculty members and the proposals are being received for the ensuing even semester.
- The college IT lab should be properly equipped with not only hardware but also software. Therefore, it is proposed that 5 new computer systems be purchased and equipped with all original software. Therefore, it is recommended that the Coordinator of Self-Financing Courses should initiate urgent steps in this direction, so that by the first week of December 2016, the college IT lab should come up as an ideal IT lab in the state of Himachal Pradesh.
 - ✦ The Coordinator IT has initiated the process of purchasing new computers.
- Since the college has only one smart classroom at present. Therefore, it is proposed that the smart interactive board (digital podium) already purchased by the Community College and used in the CC lab be installed in the hall of new administrative block as and when it is taken over by the college.
 - ✦ The Nodal Officer, Community College has been intimated and he has assured that the digital podium will be installed as soon as the new building block is taken over by the college.
- Since the college lacks modern teaching aids, it is requested that at least two more smart classrooms should be developed urgently. The Coordinator of Self-Financing Courses shall be entrusted with the task.
 - ✦ The Coordinator IT has initiated the process.
- The college has already purchased CCTV cameras from funds of self-financing department it is proposed that the committee be directed to initiate the process of installation of CCTV cameras. The committee already constituted for the purpose shall be responsible for completion of CCTV installation.
 - ✦ The process of installation of CCTV cameras has begun.
- The IQAC members welcomed the state government's recent initiative to introduce B.Voc. courses in the colleges of Himachal Pradesh. However, it is regretted that our college has not been included in the list of colleges where B.Voc. has been started. In this regard, Sh. Satish Kumar Goel, President, H.P. Chamber of Commerce and Industry and Sh. Rajender Mohan Ramaul emphasized that they would take up the matter with the concerned agencies and officials in the government and raise the issue at appropriate forums. The IQAC members stressed the fact that the college is already running Diploma skill-based 2-year

Advanced courses in Food Processing and Pharmaceuticals under Community College Scheme of UGC, which can easily be upgraded to B.Voc. degree courses as the related lab infrastructure for these courses has already been developed. Moreover, Paonta Sahib being an important industrial township in Himachal Pradesh, there is ample scope for starting vocational courses in other trades also.

✦ The external members of IQAC have raised the matter in public forums and the media.

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

- Yes, the IQAC has external members on its committee
 - Industry Representative: Sh. Satish Kumar Goel, Chairman, Chamber of Commerce and Industry
 - External Expert (Education and Civil Society): Sh. Rajender Mohan Ramaul
- These external members are making efforts to garner support for the institution from the industry as well as the society and the state government. These members have also offered their liaising services with various agencies for the development of the college.

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

- Yes, both the students and the alumni have been associated with IQAC.
- The students are represented by the President, College Students Central Association (CSCA), the post presently held by Ms Sonali.
- The alumni is represented by the President of the Government College Paonta Sahib Alumni Association, the post presently held by Sh. Vishnu Bhardwaj.
- But it must be admitted that the IQAC is still at a development stage and the the role of students and alumni is quiescent in the Cell. The IQAC plans to actively involve and assimilate direct input in the form of feedback and suggestions from the students and alumni in the effective functioning of the Cell.

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

- The recommendations of the IQAC are communicated to the concerned committees in the form of office order under the signature of the Chairman cum Principal for necessary compliance and timely completion of the tasks assigned. The action taken on each recommendation is sought from the concerned conveners/ officials before the next IQAC meeting and the report submitted for the perusal of IQAC.
- The IQAC is committed to evolve to be a facilitative and participative organ of the institution ensuring effective communication and coordination among various constituents of the College.

6.5.2. Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

- * Currently, the IQAC is working to develop an integrated framework that conjoins the whole institution as a single unit in the process of Quality Assurance. The democratic and inclusive fabric of the IQAC is a prime step in that direction. The Office Superintendent is also a member of IQAC. The institution, in future, will harness the synergy so created by the IQAC to ensure the operationalization of the integrated framework for Quality Assurance.
- * Qualities of academic and administrative activities are maintained and enhanced collaboratively by the teaching, non-teaching staff and students of the college. Many members of teaching faculty are involved in non-teaching assignments for smooth functioning of the college. For instance, teachers are given responsibilities to act as conveners of electricity committee, water affairs committee etc. Simultaneously administrative staff is involved in taking care of necessary environment for teaching and learning.
- * All the major decisions are taken with the participation of staff council in which both teaching and non-teaching staffs are members.

6.5.3. Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

- * The College plans to augment and develop its staff through training and development to ensure effective implementation of the quality assurance procedures.

6.5.4. Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

- * At present, our college does not undertake Academic Audit or external review of its academic process.
- * However, it is proposed to conduct a thorough internal academic audit through the recently constituted IQAC.
- * At present, there is informal review of academics through deliberations and analysis in the staff council meetings.
- * The Government also monitors academic activities by analysis of results and suitable measures are taken.

6.5.5. How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

- * The IQAC has been formed pursuant to the guidelines issued by the University Grants Commission and National Assessment and Accreditation Council.
- * As such, internal quality mechanisms shall be developed to be congruent with the requirement of external quality assurance agencies and regulatory agencies.

6.5.6. What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

*** IQAC meetings**

- Formulation of Admission procedures, Perspective Plans, Monitoring, Evaluation, Implementation, Conducting follow up and instituting course correction.

*** RUSA meetings**

- Guides about the newly adopted CBCS pattern.
- Monitors the implementation of the guidelines.
- Attend RUSA related meetings in the university.

*** Staff Council meetings**

- Staff Council meetings are held at regular intervals to discuss various issues of teaching learning.

6.5.7. How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders? Any other relevant information regarding Governance. Leadership and Management which the college would like to include.

- * As an important constituent of the governance – communication plays a vital role in the implementation and review of its process. Communication about polices, various college operations, results and other information displayed on the notice boards in the college, college website and regular meetings of students with teachers, teachers meetings with principal, and staff council meetings.

CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1. Environment Consciousness

7.1.1. Does the Institute conduct a Green Audit of its campus and facilities?

- * Yes, the College has recently conducted the Green Audit of its campus and facilities. The Green audit of the campus has been carried by the team constituted for it. The team consists of following members:
 - Dr. Jahid Ali Malik, Department of Botany (Convenor)
 - Ms. Pooja Kashyap, Department of Chemistry
 - Ms. Seema Tyagi, Department of Zoology
 - Sh. Najakat Ali, Clerk
- * The green audit was mainly based on following points:
 - **Plantation**
 - It is a major part of the green audit. The department of botany has completely surveyed the flora of the campus, and named the plants and trees.
 - The college has been organising tree plantation drive every year in order to make the campus clean & green, plantations are done through the participation of students
 - **Energy management**
 - To optimize the harnessing of energy on campus a committee regularly inspects and maintains all the electrical fittings.
 - Staff and students are strictly sensitised to switch off all lights when not in use.
 - The energy consumption and methods to conserve energy are studied.
 - **Water management**
 - To ensure the judicious use and conservation of water on campus, water and sanitation committee constantly monitors the usage and storage of water, as well as the repair and replacement of the taps, water pipes and storage tanks.
 - Students are sensitised to conserve this resource as far as possible.
 - The water harvesting tanks are also regularly cleaned and inspected.
 - **Waste Disposal**
 - The institute has started the vermin composting culture to process the biodegradable waste to yield organic manure.
 - Dustbins are being used for garbage disposal.
 - There is proper disposal of sewerage in septic tanks.

- **Campus cleanliness**

- To keep the campus clean and green various activities are being done in the college by NSS units, students' societies, and clubs.

- **Environment quality**

- To analyse the quality of the ambient air, water and noise level on the campus, the H.P. State Pollution Control Board was requested to carry out the relevant tests.

7.1.2. What are the initiatives taken by the college to make the campus eco-friendly?

*** Energy conservation**

- The College building has naturally well-lit classrooms, staff rooms, offices and washrooms with sufficient cross-ventilation and glare-free light to minimize the usage of artificial light. This ensures efficient use of electricity and institution's commitment towards energy conservation.
- CFL and LED bulbs and tubes are being used in place of fluorescent bulbs. Pooling of vehicles by the college staff is in practice for saving petrol and reducing air pollution.
- Entry of students' four wheelers is restricted.
- Air-conditioners (ACs) installed in the college are serviced twice a year by authorized technicians. The AC filters are cleaned on a regular basis by the College staff to improve performance and reduce greater energy usage.
- To spread awareness about conserving electricity, notices are put in rooms to act as reminders to staff and students to conserve electricity and switch off the appliances when not in use. Further to follow-up, the Chowkidars take care that no electric appliance is left working when the room is not in use.

*** Use of renewable energy**

- At present, the college does not have any solar lights or solar heaters. It is proposed to make good use of the abundant solar energy.

*** Water harvesting**

- Rain Water harvesting tank is constructed to collect the rain water from buildings. Water harvesting units are useful for the storage and conservation of water.
- The College takes care to reduce and eliminate wastage of water through timely repair and systematic maintenance of its water storage and distribution system.

*** Check dam construction**

- No check dams are constructed in the college campus.

*** Efforts for Carbon neutrality**

- The college is aiming to become a carbon neutral campus by reducing its carbon footprints. Recognising that non-renewable sources have a carbon

liability attached to them, the College already has started emphasis on renewable sources to reduce its carbon usage and indirect carbon emissions.

- The College prohibits the burning of waste material and fallen leaves. Instead, this waste is decomposed for the preparation of manure, which is used for plants and trees in the College. A vermin-composting unit is there for the sustainable management of biodegradable waste.
- Debate competitions etc. are organized to sensitize staff and students on environment and sustainable development. These seminars highlight and promote actions to adopt such practices by the staff and students of the College to reduce their carbon footprints.
- College campus is a smoke-free zone.

*** Plantation**

- In order to make the campus clean & green, plantations are done through the participation of students. Such type of plantation is done by the volunteers of NSS during their camps.
- The College campus has a botanical garden, which has around 80 species of medicinal and herbal plants.
- The College has initiated the tradition of gifting saplings instead of bouquets to the guests at various College events. The beginning in this direction has recently been made at the IGNOU Induction Meeting for the Learners of July 2016 session held on 6th November 2016 wherein all the dignitaries were gifted saplings instead of bouquets. The college plans to make it a regular practice to be followed in all the future programmes and functions.
- Eco-club of the college is creating awareness among students and teachers on the campus through a tree plantation drive from last two years. On the occasion of the world youth day on 12th august 2016 college's Eco-club in collaboration with state council for science, technology and environment, Himachal Pradesh conducted a massive tree plantation drive.

*** Hazardous waste management**

- Plastic bags have already been banned in the state by the Government of Himachal Pradesh and the ban is properly enforced within the college premises. Plastic waste is collected in the dustbins and disposed separately through the Municipal authorities.
- The College is trying to minimize the use of hazardous and toxic chemicals. The college is encouraging the use of safer alternatives.
- Dilute solutions are being used in quantitative analysis, which again minimises the use of chemicals.
- In Science laboratories, experiments are carried out with all precautions.
- Biological waste from life sciences laboratories are made harmless through autoclaving and then disposed. All glassware and microbial cultures used are first sterilised by autoclaving and then the cultures are discarded properly. The glassware is then washed and kept aside for next use.

- The perspective plan shall ensure that the hazardous waste generated in the science laboratories should be drained only after neutralization, i.e. toxic compounds to be converted to benign products before disposal.
 - It is noted that the minimal waste that is generated in laboratories is drained in common sewerage lines. This needs to be improved and in the chemistry laboratories that are proposed to be constructed in the new academic block, the HPPWD which manages the construction works, shall be given necessary instructions in this regard.
- * **e-waste management**
- The electronic waste comprises heavy metals, toxics and many other materials, which are a cause of concern if disposed with routine waste. The waste includes batteries, electronic gadgets, chargeable and non-chargeable cells of varying voltages, parts of the printers etc.
 - All E-waste from the Computer labs, office and departments including non-usable computers and peripherals are collected and kept in the store. They will be properly disposed of in future according to the prevailing guidelines of the Government on e-wastes.
 - Reuse is the most eco-friendly and cost-effective method for e-waste disposal. This method is being practised in the College as far as possible.

7.2. Innovations

7.2.1. Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

* **Disaster Management Plan**

- Disaster Management Plan for our institution has been formulated by Dr. Jagdish Chand of Department of Geography who is also an approved academic counsellor of IGNOU for its programme Post Graduate Diploma in Disaster Management (PGDDM). Keeping in view his expertise and qualification in the field, he was entrusted with the task of preparation of the College Disaster Management Plan. He was assisted by Sh. Yashpal Singh Tomar and Sh. Shanta Negi in the completion of the task.

* **Green Audit**

- Green Audit of the institution has recently been conducted by a team led by Dr. Jahid Ali Malik, Department of Botany as the Convenor and Ms. Pooja Kashyap, Department of Chemistry; Ms. Seema Tyagi, Department of Zoology; and Sh. Najakat Ali, Clerk as the members. The recommendations and the measures suggested by the Green audit shall be implemented in due course of time.

* **RTI Proactive Disclosures**

- RTI Proactive Disclosures mandatory under Section 4(1)(b)(i) of the Act the RTI Act 2005 have been prepared and updated in 17 prescribed manuals by a committee consisting of Sh. Nalin Ramaul, Department of Economics; Sh. Naresh Batra, Superintendent; and Sh. Sanjay Kumar, Computer Operator. As a public authority, the college has a designated PIO and APIO

and accordingly these disclosures are mandatory for Government Colleges. These proactive disclosures have been uploaded on college website.

* **Mentor Programme**

- College has initiated a mentor system in which a mentor is designated for every group of 15-20 students. The process has been initially started on a pilot basis for the students of 2014-15 RUSA batch (i.e. ensuing 6th Semester students). This system provides academic and psychological support to the students. Mentor cards will be issued which track their participation in various activities and academic pursuits. These student-mentor cards will help in the selection of correct candidates for the Gaurav Awards.

* **Installation of CCTV Cameras**

- Close circuit cameras have been installed at vantage points, in the building and the campus, which ensures student safety, and for identification in cases of vandalism or theft.

* **Industry Internship**

- It provides students with internship opportunities in various esteemed companies and hence, provides them with corporate exposure. The students are actively encouraged to undergo an internship during vacations or to take up the industry- related project work.

* **Internet-Based Services**

- The College provides round the clock secured access Wi-Fi facility to all its students and staff members.
- More recently, the college has managed an agreement with Reliance Tele communication for the provision of 4G wi-fi hotspot in the campus with unlimited access to internet. The efforts have been made under the initiative of CSR (Corporation Social Responsibility) by the service provider.
- A fully functional and user-friendly website is comprehensive containing all the important information. The website is continuously updated with notices and relevant information promptly put up on the website to enable students and staff to have information on real time basis.

* **Interactive Sessions**

- The faculty makes consistent efforts to keep the students updated with the current economic events through lectures, informal discussions, and industry based projects.

* **Special Honours (Gaurva and Daksh Awards)**

- The Gaurav Awards for the best all round students in the male and female categories are given to the final Year/Semester students on the basis of overall performance in the three years of their stay in the institution. The deserving students are identified on the basis of their performance in all the three facets of a student life namely academics, sports and co-curricular fields.

- Daksh Award for excellence in a specific field has been instituted by the college for the student who secure position in HPU Merit List of secures a position at National Level in sports or cultural activities.
- * **Skill-Based Courses under Community College Scheme**
 - The college has started two skill-based courses viz. Advanced Diploma in Food Processing and Advanced Diploma in Pharmaceutical courses under the Community College scheme of the UGC.
- * **Menstrual Hygiene Management (MHM)**
 - Menstrual hygiene management (MHM) relates to how girls and women manage their monthly period, and require access to information about menstruation, clean and safe menstrual absorbents, and amenities and facilities such as toilets and water, and waste management to maintain hygiene.
 - Unfortunately, people often find it embarrassing to talk about menstruation. “Nobody hides tissues when they have a runny nose... people don’t get conscious when they have a sneeze coming on and public outbursts are casually blessed. The same is not there of periods.” What is worse, even the sanitary-product advertisements avoid mentioning menstruation by pouring a blue liquid on the sanitary item to demonstrate its absorptiveness. This shows the stigma surrounding the blood associated with menstruation.
 - The college through its women cell and the extension works through NSS have been targeting dissemination of information specific to menstrual hygiene that can create awareness and break the stigma and silence around menstruation.
 - The college has been making earnest attempts to follow the National Guidelines for Menstrual Hygiene Management of the Ministry of Drinking Water and Sanitation released in December 2015. The MHM has been integrated with the Swachh Bharat Mission.

7.3. Best Practices

7.3.1. First Best Practice

1. Title of the Practice: Skill Based Courses under Community College Scheme

2. Goal

- To provide affordable need-based courses with comparatively more employment opportunities catering to diversified needs.
- To provide entrepreneurial orientation along with required skill training for self-employment and entrepreneurship development. The underlying philosophy is to impart the requisite skills and proficiencies needed to build the competencies to succeed.
- More specifically, the objective of Community College is to provide employable and certifiable skills-based education in accordance with National Occupational Standards (NOSs) with necessary general education to Senior Secondary School pass-outs not willing to join existing higher education system.

- To provide opportunities for vertical mobility to move up to higher levels in education in future.

3. The Context

▪ **Relevance of Vocational Education**

- ✦ India is truly blessed with a demographic dividend; as per National Skill Development Corporation (NSDC) reports every third person in Indian cities today is a youth. As we get into 2020, India's median age will be 29 and we will have the youngest workforce globally. Off the total global workforce by then almost 28% will be available in India. India has potential to be termed as the 'Skill Capital of the World'.
- ✦ Today's major concern is that formal education does not provide suitable skills to make candidates employable. In any industrial sector, there is a huge requirement for skilled manpower. This requirement is not for the jobs at top of the pyramid; the demand is at the bottom of the pyramid where there is a huge skill gap. With such potential available, key requirement is to skill today's youth, which is possible through Vocational Education.
- ✦ Imparting the theoretical curriculum in isolation is not adequate for intellectual and responsible growth of an individual. Industrial-academia interface and corporate interactions are critical ingredients for making successful future executives. Students must learn to implement theoretical concepts practically.
- ✦ In the context of the current highly competitive and dynamic environment, students often lack the first-hand experience and requisite skills to deal with the real life problems.

▪ **Scope of Entrepreneurship**

- ✦ Today, youth possesses immense aspirations. Their abundant energy and talents need to be channelized in the right direction. They need to be motivated through inspirational leadership so that they can identify opportunities and deliver the best solutions for the progress of the society. Education and Industrial interconnectedness throw up many challenges and the institution is trying to take up and address a few of these
- ✦ Helping young students to become economically independent through employment and entrepreneurship is the principal challenge that the college seeks to address.

▪ **Courses in Private Institutions**

- ✦ The skill-oriented courses available in the market through private institutions have low credibility and acceptability with the employers.
- ✦ The courses are not affordable to the economically weaker sections of the society due to very high rates of fees.

▪ **Limitations of Self-Financing Courses**

- ✦ Although the skill-based courses like B.C.A. and P.G.D.C.A. were started under Self-Financing Scheme in our college just like several other colleges, but the funds for the these courses were not provided either by the Government or other agencies.

- ✦ These courses were dependent on funds collected from the students, which therefore excluded the poor and weaker sections from attaining the skill-based education. Even the salaries/honorariums are paid from the student funds under self-financing.
- ✦ Therefore, the self-financing scheme itself suffers from serious flaws and drawbacks from the point of view of providing inclusive education.
- **About Community College Scheme**
 - ✦ The Community College model is a UGC sponsored scheme, to provide low cost and high quality skill-based programmes in higher education. The community college scheme provides a flexible learning opportunity with multiple exit point to the learners irrespective of their age. The scheme provides employable and certifiable skills with necessary general education to Senior Secondary School pass-outs not willing to join existing higher education system.
- **Industrial Potential of Paonta Sahib and Job-Prospect**
 - ✦ Our College is located at Paonta Sahib, which which has emerged as the fast developing industrial town of Sirmour district with the setting up of medium and small-scale industries. Besides this, nearby Kala Amb in Sirmour district is also a growing industrial township.
 - ✦ The National Skill Development Council (NSDC) in its report District wise skill gap study for the State of Himachal Pradesh (2012-17 & 2017-22) has also identified sector-wise skill level requirements during 2012-22 for Sirmour District of Himachal Pradesh. The report prepared for NSDC by KPMG (KPMG Advisory Services Pvt. Ltd) reveals that the district has huge skill gap requirement. Similarly, there is a pronounced skill-gap in Paonta Sahib, with demand-supply mismatch of skilled workforce.
- **Selection of Trades for the Courses and approval of UGC under Community College Scheme**
 - ✦ Food Processing Industry: The analysis of the economy of the Sirmour dsitric in Himachal Pradesh revealed that except for Paonta Sahib and Kala Amb, the remaining district is predominantly an agrarian economy. The region is known for potatoes, ginger farming and high quality peaches, thereby endowed with huge potential for food processing industry. The adjoining district of Shimla is also a rich potential source of agricultural/ horticultural raw material for the food processing industry. The predominantly organic farming in the area is also an added attraction for the food processing industry. Paonta Sahib has industries in food processing sector including brewery, mineral water, mushroom, dairy, and fruits and vegetable processing units etc.
 - ✦ Pharmaceuticals: Paonta Sahib is home to a large number of pharmaceutical industriew with big names like Ranbaxy (now Sun Pharma) and Mankind Pharma, and numerous small pharma manufacturers. Besides the pharma-city of Selaqui in Dehradun in the neighbouring state of Uttarakhand is also just about 40 km from Paonta Sahib. It must also be emphasised that Nalagarh-Baddi industrial area in the adjoining Solan distict of Himachal Pradesh has

established as a pharma-hub in India. These pharma-hubs provide attractive job opportunities in the pharma sector.

- ✦ Based on the above analysis of the structure of industries in and around Paonta Sahib, the college decided to select food processing and pharma as the preferred trades and accordingly in March 2014, the college sent the proposal to UGC for two skill-based courses (i.e. Advance Diploma in Food Processing & Advance diploma in Pharmaceuticals) under community college scheme. The UGC approved both the courses under this scheme to our college vide F. 1-426/2014 (CC).

4. **The Practice**

▪ **Admission**

- The students are admitted in the courses twice a year i.e. January/February and June/July. Students counselling is an integral part of the admission process.
- The seats have been fixed at 50 per semester per course.
- Admissions to these courses are done either through entrance test or on merit basis. But since the public awareness about these programmes is low, the response at present is not very high. Therefore, the criteria for admission adopted at present is first come first serve basis subject to fulfilling the minimum eligibility conditions.
- A separate handbook of information/prospectus is published giving information of such courses.

▪ **Governance**

- ✦ The community college has constituted a separate Board of Management (BoM) for its effective governance as per UGC Guidelines.
- ✦ BoM include representative(s) of the local partner industries, relevant Sector Skills Council(s), and Nodal Officer of CC. The Principal of the college is the Chairman of the BoM.
- ✦ BoM meets periodically to review the functioning of the CC and, thereafter, as and when required, but at least once in six months.
- ✦ The composition of the Board of Management is given in item 6.1.2

▪ **Curriculum Development**

- ✦ In comparison to the regular courses and courses under Self-Financing Mode, where the course curriculum is finalised by the affiliating University with hardly any flexibility at the level of college; the community college scheme provides ample flexibility in curriculum development. Under Community College, the course curriculum is developed by the local board of studies under the overall framework as defined by the respective Sector Skill Council.
- ✦ The Board of Studies (BoS) of Community College have representatives from the college, partner industries and relevant Sector Skill Council(s) This reflects the academia-industry collaboration wherein the course curriculum is developed and designed in accordance with the requirements of the local industry.

- ✦ The BoS decides the courses to be offered by the CC, depending upon the industry needs, and finalise the course curriculum in modular form in consultation with the partner industry and relevant Sector Skill Councils (SSCs).
- ✦ The composition of the Board of Studies is given under item 1.1.7.
- **Infrastructure**
 - ✦ The college has well developed infrastructure in the form of labs, and smart classroom, with digital podium.
- **Faculty**
 - ✦ The faculty of community college consists of faculty recruited by the Community College (2), regular faculty invited as guest faculty for the Community College courses(7), and a pool of guest and visiting faculty from industries (7) and other academic institutions (5) for imparting skills. The detail of Guest faculty is given in item 2.4.2.
- **Admission Fee and Scholarship**
 - ✦ A nominal fee is charged from the students the rate of which is decided by the BoM. At present the admission fee for both courses is Rs. 4000/- per semester.
 - ✦ In order to motivate students to join courses under the scheme, an scholarship of Rs. 1,000/- per month is provided by the UGC to the students at the end of each semester, subject to their satisfactory attendance and on successfully qualifying the end semester examination without any back paper/back log.
 - ✦ In effect, the scholarship amount for the semester amounting Rs. 6,000/- exceeds the admission fee per semester amounting Rs. 4,000/-. Therefore, there is no financial burden on the students.
- **Assessment**
 - ✦ The scheme provides a flexible learning opportunity with multiple exit points (six months-Certificate, One Year- Diploma, and Two Years- Advance Diploma) to the learners irrespective of their age.
 - ✦ The course curriculum has the skill component and the general education component.

Table 61: Illustration of Awards, Duration and Credits

NSQF Level	Skill Component Credits	General Education Credits	Normal Duration	Exit Points / Awards
6	72	48	Four semesters	Advanced Diploma
5	36	24	Two semesters	Diploma
4	18	12	One semester	Certificate

- ✦ The Skill component of the course is assessed and certified by the respective Sector Skill Councils.
- ✦ However, the general education component is assessed by the community colleges itself.

5. Evidence of Success

- Because of keen interest of students to learn skills, the college has given 100% results in last two assessments.
- The UGC has approved the scheme to college for another two years with a financial grant of 114.70 lakhs after the progress review meeting of the community college held at UGC vide F. 1-426/2014 (CC) dated 24 June 2016.
- As the courses are job oriented, so the students' placements are the main target of the practice. The college has managed to get the MoU's with various local industries for training and placement.
- M/S Zeon Life Sciences, Paonta Sahib has selected four students of Food processing course (NSQF level 6) for placement. Appointment shall be given to the students on completion of the course i.e. February/March, 2017
- The institution has developed its capacity, enhanced its infrastructure, financial capabilities, human resources etc.
- The college is able to provide education catering to diversified needs to the learners of the area.
- The students have more options of employment opportunities in the private sector.

6. Problems Encountered and Resources Required

- **Initial Hiccups**
 - ✦ Recruitment of teachers and allied staff with relevant qualifications and experience to run such courses.
 - ✦ In the beginning the infrastructure and lab equipment etc. was not enough.
 - ✦ But given the liberal financial support to the Community College from UGC, the staff has been recruited at fairly good salaries and lab infrastructure has been set-up.
 - ✦ But given the fact that the college has limited building infrastructure, this constraint is still hampering the functioning of the community college. The Community College activities have to be managed in a limited space.
- Students turn out for the short term courses found to be less as compared to degree courses. Students want assurance for vertical mobility (B.Voc. Degree Programme). In Himachal Pradesh there are only two Community college but no B.Voc. College under UGC scheme.
- However the government of Himachal Pradesh has started B.Voc. courses in ten district headquarters colleges from current session but in different trades (Retail management and Tourism & hospitality). So this community college should be approved for B.Voc. Degree program with multiple exit point.
- At present, the courses are not recognised for government jobs.
- Most of the industries are also unaware of these skill based courses being run under this community college scheme.
- Problems in Developing Entrepreneurship: Guiding and preparing students towards the entrepreneurial success requires consistent efforts. Students have the requisite enthusiasm and energy but they come across several constraints which

impede their spirited advance in the entrepreneurial field. Some of the problems faced are:

- ✦ Shortage of seed money is the most common impediment especially for students from the economically weaker backgrounds.
- ✦ Corporate linkages take time to materialize specially for first generation entrepreneurs with no family background in this area.
- ✦ Lack of maturity and experience in the initial stages. However these initial shortcomings may be overcome through learning by doing.
- ✦ Inability to comprehend and evaluate the commercial viability of any project. This becomes even more difficult in the absence of a proper feasibility report prepared by professional experts.
- ✦ At times even time constraint proves to be a problem.

7. Notes (Optional)

- Nil

7.3.2. Second Best Practice

1. **Title of the Practice:** Promoting Research Competencies among Faculty

2. **Goals**

- The main aim of promoting research among college faculty is that doing research would enhance the quality of education and help the institution in achieving excellence.
- To enhance research potential of faculty and encourage teachers to take up research projects, attend and organise seminars/conferences, and publish quality research papers in reputed national and international journals.
- To enhance the research potential of faculty by expanding research outcomes through providing consultancy services to the fledging industry and services sector.

3. **The Context**

▪ **Research Ambience in Colleges**

- ✦ Major share of the time of the teachers in a college is devoted to teaching; and research is given less importance in their routine activities. Unlike university teachers, college teachers are generally not given any incentive or motivation for their achievement in their research activities. Therefore, some encouragement is required on the part of the Management to motivate teachers to undertake research programmes.
- ✦ The main aim of the College in organising National and International seminars and conferences every year is to bring together academicians, teachers, researchers and students - all stakeholders in the process of education, on a common platform where they interact and share their knowledge, views and ideas.

▪ **Role of IQAC and Research Committee**

- ✦ To inculcate the mind-set of research based teaching and learning the IQAC and Research Committee has stressed the need for encouraging research

(research projects, participation and organisation of seminars and conferences) in the College on a regular basis.

4. The Practice

▪ **Administrative Support**

- ✦ The practice comprises expeditious processing and submission of research projects to the funding agencies.
- ✦ Availability of faculty improvement programmes and provision for study leave or sabbatical leave are very valuable.
- ✦ For seeding, sustaining, monitoring and promoting excellent levels of research, development of able, capable and sensitive administration is also extremely important.
- ✦ Various learning resources are available in the College library and resource centre that can be utilized by the staff for rendering consultancy services.
- ✦ Autonomy to the principal investigator: The institution, as a policy, does not interfere with the research work of the Principal investigator. The principal investigator of research project(s) funded by external funding agency is fully autonomous to take the decision w.r.t. the concerned research project for its smooth progress and Implementation. This includes full autonomy regarding expenditure, purchase of equipment, travel and so on, related to the research projects.
- ✦ Timely availability or release of resources: The institution promptly releases the sanctioned grants and resources as desired by the Principal Investigator.

▪ **Vibrant Inter-Disciplinary and Inter-Departmental Culture of Cooperation and Collaboration**

- ✦ Participation and organisation of national and international seminars / workshops rejuvenates the faculty with fresh inputs of global knowledge.
- ✦ Sh. Nalin Ramaul, Department of Economics and Dr. Jahid Ali Malik from Life Sciences are preparing an inter-disciplinary research project tentatively entitled ‘Menstrual Hygiene Management (MHM) among Early Adolescent Girl Students in North India’ which is proposed to be submitted to the Indian Council of Medical Research (ICMR) or Department of Science and Technology (DST) for financial assistance.
- ✦ A proposal for ‘National Seminar on Polygamy and Polyandry in the Indian Society’ is being prepared as an inter-disciplinary research activity by Nalin Ramaul, Department of Economics and Dr. Vivek Negi, Government College Nahan for submission to the National Commission for Women, Government of India for financial support.

▪ **Encouragement of Research by IQAC and Research Committee**

- ✦ To inculcate the mind-set of research based teaching and learning the IQAC and Resear College has taken the initiative of quality enhancement in higher education by encouraging research by the faculty.
- ✦ For consultancy given by computer department of college institution evolved a strategy to retain 10% of income generated and 90 % of benefit is provided

to the teacher concerned. Institution motivates and promote consultancy but we do not publicize it at institutional level.

- ✦ The College permits and encourages faculty members to engage in various consultancy services at an individual level.
- ✦ The college wholeheartedly appreciates and encourages staff with expertise to take up consultancy services at individual or institutional level to share their knowledge for the benefit of public.
- ✦ Furthermore, faculty members are encouraged to engage in consultancy services by being given duty leave and various other opportunities to widen their area of expertise.

▪ **Financial Support for Research activities**

- ✦ Cost reimbursement for attending seminars and conferences.
- ✦ Encouragement and motivation of good research is possible by suitable incentives, awards, rewards and public recognition by the administration.

▪ **Recognition of Research Achievements**

- ✦ The College recognises the laudable effort of its faculty members in staff meetings and annual report.
- ✦ The recently modified and upgraded College website will publicise the expertise of the faculty members, which acts as a motivator and help in mobilising assignments for consultancy services.

▪ **E-resources**

- ✦ The college has subscribed to the UGC-NLIST-INFLIBNET through which e-journals are made available and individual ID and Passwords are given to the staff members.

5. Evidence of Success

▪ **Significant Proportion of Faculty with Research Degree**

- ✦ The number of Ph.D. holders among staff has increased, with 2 teachers recently submitting their Ph.D. thesis.
- ✦ With the aim of quality enhancement, 11 teachers out of 27 regular teachers have acquired Ph.D. (9 have done Ph.D. and 2 have submitted Ph.D. thesis) and 4 are still perusing their Ph. D from different Universities. Further 12 teachers have done M.Phil. Thus, a total of 23 out of 27 teachers have done Ph.D. or M.Phil. degree i.e. 85.2% of regular faculty have got a research degree.
- ✦ The number of papers published from the faculty of 27 teachers is considerably, from the perspective of a college, which has become post-graduate only from this academic session. However, it must be emphasised that this is just a beginning and our college should have research attainments comparable to a highly ranked University.

▪ **Greater Research Activity by the College Faculty**

- ✦ Different faculty members and departments have been undertaking active research conducting research projects, writing research papers and published

in the reputed journals and organising and participating in seminars, conferences and workshops.

- ✦ Increased participation and submission of research projects by the faculty.
 - ✦ Substantial increase in major and minor research projects.
 - ✦ Research Projects Completed: 4
 - ✦ National Seminars Organised: 3
 - ✦ Workshops/Training Programmes Organised: 3
 - ✦ Research Projects Ongoing: 2
 - ✦ Research Projects Submitted for approval: 1
 - ✦ A research proposal entitled “The Role of Information and Communication Technology (ICT) in Rural Transformation in Himachal Pradesh” has been submitted by Nalin Ramaul for financial support to H.P. State Council for Science, Technology & Environment.
- **Good number of Publications**
- ✦ The total number of research publications was estimated to be 63. Though the number is fairly small keeping in view the fact that the college has a regular teaching staff of 27. But it must be emphasised that only 6 teachers have contributed these 63 publications. Since we have a fairly young composition of staff by age, these staff members will be encouraged to take up research publications. These young faculties have a very long career ahead and the research publications would contributed to API score, which would be very crucial for them.
- **Research Statistics of Dr. Jahid Ali Malik**
- ✦ RG Score (ResearchGate): 12.53
 - ✦ Reads: 1845
 - ✦ Citations: 349
 - ✦ h-index: 7
- **Research Statistics of Dr. Jagdish Chand**
- ✦ Reads: 109
 - ✦ Citations: 5
 - ✦ h-index: 2
 - ✦ RG Score (ResearchGate): 0.08
- **Knowledge Dissemination enhancing Classroom Teaching**
- ✦ Since teaching and research share a symbiotic relationship, the quality of learning and knowledge dissemination has been greatly enhanced at the college through quality research.
- **Increase in project related funding**
- ✦ Ongoing Research Project with total grant-in aid of Rs. 8 Lakhs
- **Increase in funding for Seminars/Conferences**

- ✦ National Seminar with grant-in-aid of Rs. 1 Lakhs

6. Problems Encountered and Resources Required

▪ Time Constraints

- ✦ Due to implementation of CBCS system under RUSA there is a time constraint which somewhat hinders the research activities. But the faculty at our college is still managing to excel in the field of research.

▪ Infrastructural Constraints

- ✦ Although nobody can deny that the most important instrument of research is the human brain itself, output of the best of research also depends on the availability of modern infrastructure. Therefore, removal of obsolescence has to be a vigorous and continuous process.

▪ Financial Constraints

- ✦ Various research activities including research projects and organising seminars and workshops requires generous funding.

▪ Institutional Rigidities

- ✦ Over-emphasis on submission to authority, overdose of rigour and discipline also block imagination and inhibit creativity in students. Institutions holding on to such age-old feudal practices produce conformists, stereotypes and incomplete individuals, not original and creative thinkers and researchers.

7. Notes (Optional)

8. Contact Details

- Name of the Principal: Dr. Kiran Vir Singh
- Name of the Institution: Shree Guru Gobind Singh Ji Government College, Paonta Sahib, District Sirmaur, Himachal Pradesh
- City: Paonta Sahib
- Pin Code: 173025
- Accredited Status: Applied for 1st Cycle
- Work Phone : 01704-223357
- Fax: 01704-223357
- Website: <http://gcp.ac.in/>
- E-mail: gcp.ac.in@gmail.com
- Mobile: 94181-54165

3. EVALUATIVE REPORT OF THE DEPARTMENTS

3.1 Evaluative Report of Botany Department

1. Name of the department: Botany
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: General Interest and Hobby Courses (Digital Photography, Psychoactive Drug Plants), Additional course open to all (Mushroom Cultivation, Floriculture)
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System (CBCS) Semester
6. Participation of the department in the courses offered by other departments: Advanced Diploma in Pharmaceuticals, Advanced Diploma in Food Processing under Community College Scheme of UGC
7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors	No direct recruitment to Associate Professors. Only promotion according to UGC and HP Government Rules.	---
Associate Professors		---
Asst. Professors		2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smt. Dhanmanti Kandasi	M.Sc. Botany M.Phil.	Assistant Professor	Wood Science & Biodiversity	10 years	---
Dr. Jahid Ali Malik	M.Sc. (Hons. School) Botany Ph.D.	Assistant Professor	Stress Physiology	6 years	---

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil

13. Student -Teacher Ratio (programme wise): 76.5:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Senior Lecturer Assistant (SLA): 1 (Sh, Guman Singh)
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: Ph.D. = 1; M.Phil. = 1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
 - a. Publication per faculty: **Dr. Jahid Ali Malik**
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students: 12
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): 9
 - iii. Monographs
 - iv. Chapter in Books: 2
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index: 349
 - viii. SNIP
 - ix. SJR
 - x. Impact factor:
 - xi. h-index: 7
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students:

- a. Dr. Jahid Ali Malik
 - i. ICMR- Junior Research Fellowship in 2004
 - ii. ICMR-Senior Research Fellowship in 2006
 - iii. DBT-Senior Research Fellowship in 2008
- b. Ms. Dhanmanti Kandasi:
 - i. UGC/CSIR NET-JRF

24. List of eminent academicians and scientists / visitors to the department

25. Seminars/ Conferences/Workshops organized & the source of funding

- a. National: Dr. Jahid Ali Malik was Member, Organising Committee for the National Seminar organised in the college in July 2016.
- b. International

26. Student profile programme/course wise:

Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

- a. Dr. Jahid Ali Malik
 - i. ICMR- Junior Research Fellowship in 2004
 - ii. ICMR-Senior Research Fellowship in 2006
 - iii. DBT-Senior Research Fellowship in 2008
- b. Ms. Dhanmanti Kandasi:
 - i. UGC/CSIR NET-JRF

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities
 - a. Library: There is a separate Botany section in the central library
 - b. Internet facilities for Staff & Students: Yes. Internet facility is provided to the students in the central library. The campus has also been made Wi Fi by the College and the recently launched Reliance Jio hotspot has also been set up in the college campus.
 - c. Class rooms with ICT facility: One with ICT facility
 - d. Laboratories: One
31. Number of students receiving financial assistance from college, university, government or other agencies
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts
33. Teaching methods adopted to improve student learning: Field visits, ICT
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Under Eco Club plantation was done in the college campus.
35. SWOC analysis of the department and Future plans:
 - a. **Strengths:**
 - i. There is proper teaching faculty, highly qualified and experienced.
 - ii. Both the teaching faculty members are the alumni of the institute and have the good knowledge of surrounding flora which help them to import good practical knowledge to the students.
 - iii. The single lab is sufficient for the conduction of the practical of the students enrolled.
 - iv. The college premises have enough space for the plantation and maintenance of plants which is helpful in teaching taxonomy.
 - v. There are proper arrangement of microscopes and study material in the lab.
 - vi. Fresh classroom material (ALGAE, FUNGI) is easily available in the vicinity of the college.
 - b. **Weaknesses:**
 - i. There is shortage of trained lab staff and internet facility for the students.
 - ii. Insufficient lab space due to single lab for the simultaneous conduction of theory and practical.
 - iii. The department has to depend on other funds for engaging lab helpers.
 - iv. There is no facility of departmental library. Facility for research work for final year students is less.
 - v. Shortage of computers with requisite software

c. Opportunities:

- i. Floriculture and mushroom cultivation courses can generate ample career opportunities.
- ii. Since the surroundings of the college have a lot of natural vegetation, so there is no dearth of study material for the students.
- iii. A number of institutes like forest research institute, botanical survey of India are located close to this institute so the students can frequently visit these institutes for practical learning and enhancing their skills.
- iv. The students can find placements in nearby institutes like Himalaya Mushroom.
- v. Nauli University Solan, Krishi vishwavidhyalaya Dhaula Kua.
- vi. There is opportunity for establishment of placement and training cell in collaboration with these institutes.

d. Challenges:

- i. Due to late declaration of result, teaching in the next semester becomes difficult, because students show disinterest.
- ii. The students are opting less for botany as major subject due to job insecurity because of lack of placement efforts.
- iii. Less number of teaching days in the semester system resulting in poor performance of students.

e. Future Plans:

- i. To start short-term courses in mushroom cultivation in collaboration with industry.
- ii. To start short-term courses in floriculture in collaboration with the Department of Horticulture.
- iii. To arrange industrial internship for the students.

3.2 Evaluative Report of Chemistry Department

1. Name of the department: Chemistry
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System (CBCS) Semester
6. Participation of the department in the courses offered by other departments: Advanced Diploma in Pharmaceuticals under Community College Scheme of UGC
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	03	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smt. Amita Joshi	M.Sc. Chemistry; B.Ed.	Assistant Professor	Organic Chemistry	10 years	---
Smt. Pooja Kashyap	M.Sc. Chemistry; B.Ed.; M.Phil.	Assistant Professor	Organic Chemistry	6 years	---

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Senior Lecturer Assistant (SLA): 1 (Smt. Raj Laxmi); Junior Lecturer Assistant (JLA): 1 (Vacant); Peon: 1 (Smt. Jogindro Devi)

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: PG 1, M.Phil. 1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme: Project work by 47 students of Chemistry Major in Sixth Semester in January-June 2016 academic session.
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding

- a. National
- b. International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	10%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library: No Departmental Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories: One

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans:

a. **Strengths:**

- i. The teaching and technical faculty members have a versatile expertise in a range of areas of chemical, Physical and biosciences.

- ii. There is cooperation among the staff members and healthy environment for working in the department.
 - iii. The students are given extra coaching and they have the facility to consult books in the main library.
 - iv. The students from low income group families are given books from the department on returnable basis.
 - v. Visit to local Pharma units is organised occasionally to enhance their practical skills.
- b. **Weaknesses:**
- i. There is limited laboratory space (single Lab.) Non availability of adequate safety measures such as fume hoods, less storage space for chemicals and no space for BALANCE ROOM.
 - ii. The number of laboratory support staff is less and there is no computer technician. There is no separate classroom for verbal instructions & demonstration of the practical to be conducted.
 - iii. All the science faculty students opt for chemistry as Major/ Minor subjects under CBCS (RUSA). So it is difficult to accommodate students in single lab.
 - iv. There is lack of incentive to students of final year who are interested in teaching assistantship for the departmental courses.
- c. **Opportunities:**
- i. With the establishment of New Laboratory (Already included in College Master Plan) P.G. Classes can be run in the college which will benefit the rural economically weaker sections of students.
 - ii. Since there are many pharma companies (HIMALAYA, SUN PHARMA, MANKIND, LABORATE, ZEON LIFE SCIENCES, TIRUPATI MEDICARE, NITIN PHARMA) in the vicinity of college, the students can find easy placement. After completing B.Sc. in Chemistry.
 - iii. Research work can be promoted for the final year students in collaboration with the Local Pharma companies.
- d. **Challenges:**
- i. Inadequate lab space, Absence of safety regulations regarding handling & disposal of chemicals waste. Since most of the catchment area falling in the jurisdiction of college is rural, so there are problems regarding language (English) for expression by students & there is less interaction with parents.
 - ii. There is very less facility of internet for students & smart classroom to study topics like STEREOCHEMISTRY & SOLID STATE.
 - iii. The strength of students is large & So it is difficult to manage students in single lab in large groups.

3.3 Evaluative Report of Commerce Department

1. Name of the department: Commerce
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System
6. Participation of the department in the courses offered by other departments: Yes, Some courses of BCA department
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors	2	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Titi Singh Chauhan	M.Com. NET	HOD, Associate Professor		16.7	
Dr. Arundeeep Chaudhary	M.Com., Ph.D.	Assistant Professor	Finance	26	
Rinku Aggarwal	M.Com. NET	Asst. Professor		4	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil
13. Student -Teacher Ratio (programme wise): 110:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: Ph.D. 1, PG 2.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme: 100%
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

a. Strengths:

- i. The teaching and technical faculty members have a versatile expertise in a range of areas of chemical, Physical and biosciences.

- ii. There is cooperation among the staff members and healthy environment for working in the department.
- iii. The students are given extra coaching and they have the facility to consult books in the main library.
- iv. The students from low income group families are given books from the department on returnable basis.
- v. Visit to local Pharma units is organised occasionally to enhance their practical skills.

b. Weaknesses:

- i. There is limited laboratory space (single Lab.) Non availability of adequate safety measures such as fume hoods, less storage space for chemicals and no space for BALANCE ROOM.
- ii. The number of laboratory support staff is less and there is no computer technician. There is no separate classroom for verbal instructions & demonstration of the practical to be conducted.
- iii. All the science faculty students opt for chemistry as Major/ Minor subjects under CBCS (RUSA). So it is difficult to accommodate students in single lab.
- iv. There is lack of incentive to students of final year who are interested in teaching assistantship for the departmental courses.

c. Opportunities:

- i. With the establishment of New Laboratory (Already included in College Master Plan) P.G. Classes can be run in the college which will benefit the rural economically weaker sections of students.
- ii. Since there are many pharma companies (HIMALAYA, SUN PHARMA, MANKIND, LABORATE, ZEON LIFE SCIENCES, TIRUPATI MEDICARE, NITIN PHARMA) in the vicinity of college, the students can find easy placement. After completing B.Sc. in Chemistry.
- iii. Research work can be promoted for the final year students in collaboration with the Local Pharma companies.

d. Challenges:

- i. Inadequate lab space, Absence of safety regulations regarding handling & disposal of chemicals waste. Since most of the catchment area falling in the jurisdiction of college is rural, so there are problems regarding language (English) for expression by students & there is less interaction with parents.
- ii. There is very less facility of internet for students & smart classroom to study topics like Stereochemistry & Solid State.

3.4 Evaluative Report of Computer Science Department

1. Name of the department: Computer Sciences
2. Year of Establishment: 2010
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise)
6. Participation of the department in the courses offered by other departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts:

	Sanctioned (Self-Financing Scheme)	Filled
Professors		
Associate Professors		
Asst. Professors	4	4

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ms. Jyoti Sharma	M.Sc. (CS)	Lecturer		2	
Ms. Aparna Kumari	M.C.A.	Lecturer		3	
Ms. Bahar Saini	M.Tech.	Lecturer		1	
Mr. Anuj	M.Sc.	Lecturer		1	

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
B.C.A. I Sem	50	40	23	12	
B.C.A. III Sem	34	34	17	17	
B.C.A. V Sem	23	23	11	12	
PGDCA I Sem	26	25	5	20	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.C.A.	97 %	3 %	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

a. Strengths:

- i. Job oriented course

- ii. Well-equipped lab
- iii. Well qualified staff
- b. Weaknesses:**
 - i. Poor mathematical background of students.
 - ii. Time constraint
 - iii. Only one lab
- c. Opportunities:**
 - i. Industries in Paonta Sahib provide ample employment opportunities
 - ii. Good potential to pursue higher education like MCA
 - iii. India has emerged as Software Giant in the world.
 - iv. Enough job opportunities in the government sector, including state government.
- d. Challenges:**
 - i. Difficult to teach mathematics to students from Arts background.
 - ii. The fast improving software are costly, and the software get outdated in a few years.
 - iii. The government does not provide any financial support to the IT department and the entire funds are to be raised from students.

3.5 Evaluative Report of Economics Department

1. Name of the department: Economics
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System (CBCS) Semester since 2013-14 academic session. Earlier annual system was followed.
6. Participation of the department in the courses offered by other departments:

Courses taught	Programme/ Department
Managerial Economics	M.Com. (Commerce Department)
Business Economics	B.Com. (Commerce Department)

Teaching courses in B.Com. and M.Com.; Department offers minor courses for students of other majors; The students of Economics department have taken different subjects from other department.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors	None	None
Associate Professors	No direct recruitment to Associate Professors. Only promotion according to UGC and HP Government Rules. 2	1
Asst. Professors		1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sh. Nalin Ramaul	B.Sc.; M.A. Economics, UGC-NET-JRF Ph.D. (thesis submitted)	Associate Professor	Industrial Economics	17	---
Sh. Yashpal Singh Tomar	B.A., M.A. Economics, M.Phil., UGC-NET-JRF, Ph.D. pursuing	Assistant Professor	Tourism Studies	2	---

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Nil
13. Student -Teacher Ratio (programme wise): 99: 1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: No Staff sanctioned or filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: M.Phil. 1, Ph.D. thesis submitted: 1
16. Number of faculty with ongoing projects from
 - a. National: 1 Nalin Ramaul
 - b. International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Cluster Development Approach: A Study of AYUSH Industry Clusters in India. Sponsored by ICSSR with grant-in-aid of Rs 8 Lakhs.
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students: 2
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): 2
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards

22. Student projects
- a. Percentage of students who have done in-house projects including inter departmental/programme: 100 percent students have to prepare projects in 6th Semester as part of course curriculum.
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students:
- a. Nalin Ramaul:
 - i. UGC-Junior Research Fellowship in 1997.
 - b. Yashpal Singh Tomar:
 - i. UGC-Junior Research Fellowship in 2012
 - ii. UGC-Senior Research Fellowship in 2014
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
- a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
- a. NET: UGC-JRF – Yashpal Tomar
 - b. NET: Najakat Ali
 - c. Many students have joined banking sector like HP State Cooperative Bank.
 - d. Many students have cleared national and state competitive examinations but no official data is maintained.
29. Student progression

Students have joined Himachal Pradesh University, ICFAI University, etc. for higher studies.

No official data is maintained.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities
- a. Library: Facilities are for the college not exclusively for the department.
 - b. Internet facilities for Staff & Students: Yes. Internet facility is provided to the students in the central library. The campus has also been made Wi Fi by the College and the recently launched Reliance Jio hotspot has also been set up in the college campus.
 - c. Class rooms with ICT facility: Yes
 - d. Laboratories: Laboratories are not required for the discipline and hence don't exist. Computer Laboratory of IT Department if required, is available on demand.
31. Number of students receiving financial assistance from college, university, government or other agencies: No separate data maintained by the Department.
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts
- a. National Seminar on Make in India: Challenges and Prospects
33. Teaching methods adopted to improve student learning:
- a. Use of PowerPoint presentations
 - b. Interactive teaching and discussion
 - c. Class assignments, tests, projects, presentations and viva
 - d. Students are encouraged to discuss any subject-related problem with teachers even outside the class. Students are also free to discuss any of their personal or career-related problem with the teachers of the department.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
- a. The Students from the department are members of various societies in the college that take up social causes like NSS, Rovers and Rangers.
 - b. Many of our students have held positions of responsibility – president / secretary of these societies. In this capacity, they have actively participated in the organisation of extension activities of the college.
35. SWOC analysis of the department and Future plans:
- a. **Strengths:**
 - i. Qualified faculty, sensitive to the needs of the students

- ii. The Economics as a subject, especially in the present era of industrialization and globalization attracts large number of students to opt for Economics in UG as well as PG classes.
- iii. The subject in itself is job-oriented, and the students get fairly good opportunities in public as well as private sector.
- iv. Conduct national seminars and workshops.
- v. Consistently high student pass percentage.
- vi. Encouraging atmosphere for research and publications.
- vii. The 'Planning Section' of College magazine 'Bhanuja' provides a platform for creative expression of students' ideas.

b. Weaknesses:

- i. Most of our students are from rural areas, with poor basics and are weak in communications especially in reluctant to speak in English.
- ii. Most of the students of Arts faculty are not good in mathematics from school level and consequently the students of economics generally face difficulty in understanding mathematical and statistical concepts of economics.
- iii. Shortage of computers with requisite software such as SPSS and Stata.
- iv. Lack of a separate department room.
- v. Teacher-mentored student projects are still limited owing to huge batch size and tight academic schedule.

c. Opportunities:

- i. Paonta Sahib being a fledging industrial township in Himachal Pradesh, and the neighbouring Kala Amb industrial area and the Selaqui Industrial Area in Dehradun provides our students with a varied platform of job opportunities in different sectors.
- ii. The banking and insurance sectors are the emerging employment hubs and the students of economics are quite suitable for jobs in this sector.
- iii. Collaboration with the industries can benefit faculty development and student enrichment.
- iv. The opportunities in specific services like Indian Economic Services, Indian Statistical Services and positions in the RBI provide options for expansion and popularity of the subject.
- v. Reading habits and utilisation of library to be enhanced among students.

d. Challenges:

- i. The scarcity of funds is a hindrance for the department to invite guest lecturers and organise exposure visits for the students.
- ii. The funds constraints are a major hurdle for the organisation of personality development programmes for the students of our department.

- iii. The predominant medium of study of the majority of the students of economics is Hindi. It is unfortunate but a harsh truth that the quality literature in economics is mostly available only in English language. Therefore the students face limitation about being able to access and read quality reference material in economics.
- iv. Severe time constraints under the recently introduced RUSA (CBCS) system.

e. Future Plans:

- i. Proposals to be submitted for research projects and organise national and international seminars
- ii. Introduction of Economics Honours course after necessary sanctions.
- iii. Introduction of M.A. in Economics course after necessary sanctions.
- iv. Organize lectures and talks by persons of eminence for skill up-gradation and knowledge expansion by collaborating with industries and institutes of higher education and research.
- v. Maintaining updated information of the department alumni.

3.6 Evaluative Report of English Department

1. Name of the department: English
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG & PG
4. Names of Interdisciplinary courses and the departments/units involved:
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System (CBCS) Semester
6. Participation of the department in the courses offered by other departments: B.Com., B.Sc., B.C.A. and Community college for functional and communicative English
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

Teaching Post	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	4	3

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Dipali Sharma Bhandari	M.A., M.Phil., D.Phil.	Assistant Professor	Translation studies	11 years	2 being guided
Smt. Reena Chauhan	M.A., M.Phil., UGC-NET	Assistant Professor	Indian and American Poetry	7 years	---
Smt. Deepa Chauhan	M.A.	Assistant Professor		7 years	---

11. List of senior visiting faculty:
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students:
 1. Dr Dipali Sharma: 11
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books:
 1. Dr Dipali Sharma: 2
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards: Dr. Dipali Sharma Bhandari is a member of the editorial board of the *Oriental Anthropologist: A Biannual Journal of the Science of Man* (ISSN – 0972-558X)
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students

24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
- National
 - International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. 1 st Sem. English DSC			
B.A. 3 rd Sem. English Major			
B.A. 5 th Sem. English Major			

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities
- Library: Around 700 books in all genres are available on the subject in the college library
 - Internet facilities for Staff & Students: E-resource centre is available for the use of staff and students
 - Class rooms with ICT facility
 - Laboratories
31. Number of students receiving financial assistance from college, university, government or other agencies
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning: Quiz, Seminars, Question banks
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students participate in NSS and other activities going on in the campus
35. SWOC analysis of the department and Future plans:

a. Strengths:

- i. We have qualified and experienced faculty with varied areas of interest and in touch with new technology.
- ii. We use internet resources to put together study material and question banks for our students.
- iii. There is cordial atmosphere in our department and sharing of work voluntarily. Each member of our department contributes to the development of students in his/her unique way.
- iv. The faculty of our department is dedicated, hardworking and cooperative.

b. Weaknesses:

- i. The number of faculty is not sufficient to handle the additional workload that has been generated by the introduction of PG classes from the current academic session.
- ii. The present infrastructure may not be able to cater to the needs of the department in the future.
- iii. The number and ratio (student-teacher) in compulsory and functional English is high which makes it difficult to give personal attention to each student in these courses. It is desirable because functional English is a skill-based course which requires individual supervision at times.
- iv. At times availability of texts is also a problem. Although this is a temporary problem as the courses are still being devised and revised.

c. Opportunities:

- i. The change in syllabus has brought new opportunities to the students. The updated syllabus introduces them to the classic and in-depth studies of the literary texts prescribed for studies.
- ii. English is a worldwide accepted language of communication and the courses in functional English which are skill-based in nature enhance the employability of students by introducing them to basics in data interpretation, e-communication etc.

d. Challenges:

- i. At present the biggest challenge is to impart the requisite knowledge to students within a skewed time-frame as the unequal distribution/ allocation of teaching days over the two semesters makes timely and satisfactory completion of syllabus a daunting task.

- ii. The syllabi are constantly being revised/ updated and patterns of testing are also being modified. This has resulted in confusion among the teaching fraternity and also the students.
- iii. Another challenge is the declining strength of students in English major courses. The reason may be the elevated course material. Another is the lack of basic skills in the language, which make the students hesitate to take up English as the major or minor course. Given the background of students' knowledge, it becomes difficult for him to grasp advanced study material.

3.7 Evaluative Report of Food Processing Department

1. Name of the department: Food Processing under Community College Scheme
2. Year of Establishment: 2014
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Certificate (NSQF Level-4), Diploma (NSQF Level-5) and Advanced Diploma (NSQF Level-6)
4. Names of Interdisciplinary courses and the departments/units involved: Department of Botany and Department of Zoology involved in the courses/ papers Microbiology, Biochemistry; Department of English in the course/ paper Functional English; Department of Computer Sciences in the course/ paper IT & Computers
5. Annual/ semester/choice based credit system (programme wise): Semester with Credit system as per UGC guidelines under Community College Scheme
6. Participation of the department in the courses offered by other departments: No
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: All the courses have been developed in collaboration with the local industries under Community College Scheme. The job roles have been defined by the Sector Skill Council for Food Processing viz. Food Industry Capacity Skill Initiative (FICSI). The job roles identified and selected in consultation with local partner industries are Jam Jelly and Ketchup Processing Technician (NSQF Level 4), Dairy Product Processor (NSQF Level 5), Quality Assurance Manager (NSQF Level 6).
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts: As per UGC guidelines for Community College Scheme, the courses are being taught by existing, visiting, and guest faculties and no separate posts have been sanctioned for the purpose.

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smt. Ritu Pant (Guest Faculty)	M.Sc. Zoology	Associate Professor	Fish & Fisheries	20 years	
Smt. Dhanmanti Kandasi (Guest Faculty)	M.Sc. Botany, M.Phil.	Assistant Professor	Wood Science & Biodiversity	9 years	

Smt.Seema Tyagi (Guest Faculty)	M.Sc., M.Phil	Assistant Professor	Fish & Fisheries	16 years	
Sh. Rahul Dev (Temporary appointment as per UGC guidelines for CC)	B.Tech. Food Technology, CFN, MSCDFSM (M.Sc. in Dietetics and Food Service Management - Pursuing)	Lecturer	---	---	---

11. List of senior visiting faculty:
 - Sh. Sanjay Aggarwal, Director, Rich Pro Food
 - Sh. R.K. Singh, Head, Quality Assurance, Mother Dairy Ltd.
 - Sh. Sanjeev Bansal, Horticulture Extension Officer, Fruit Canning Unit HIMCU.
 - Sh. N.D. Tripathi, Head QA/QC, Zeon Life Sciences, Paonta Sahib
 - Dr. Virender Singh, Head, Department of Life Science, HILS, Paonta Sahib
 - Sh. Vikas Bansal, Assistant Professor, Shoolini University, Solan
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 80%
13. Student-Teacher Ratio (programme wise): 10:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Chairperson cum Principal (Dr. K.V. Singh), Nodal Officer – 1 (Dr. Jahid Ali Malik), Dealing Assistant – 1 (Sh. Sanjay Kumar), Lab Attendant – 1 (Sh. Anil Kumar), Peon – 1 (Smt. Reena Devi), Sweeper-1 (Smt. Deepa Devi)
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: UG-1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Entire funding is from UGC
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs

- iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
 21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
 22. Student projects:
 - a. Percentage of students who have done in-house projects including inter departmental/programme: Project in 3rd Semester is compulsory for all the students. Therefore, 100% students of NSQF Level-6 have to do one in-house project.
 - b. Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: One project in the 4th Semester is compulsory for all the students to be done in association with some local partner industry.
 23. Awards / Recognitions received by faculty and students : 3rd Prize in State level poster competition on the occasion of world youth skill day. (Mr. Sumeet)
 24. List of eminent academicians and scientists / visitors to the department
 25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International
 26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
Advance Diploma in Food Processing Semester- I	24	24	22	2	Examination to be held in month of December
Advance Diploma in Food Processing Semester-III	15	15	15	-	Sem II- 73.33 %
Advance Diploma in Food Processing Semester- IV	11	11	5	6	Sem III-100 %

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Advance Diploma in Food Processing Semester- I	96 %	4%	Nil
Advance Diploma in Food Processing Semester-III	100%	Nil	Nil
Advance Diploma in Food Processing Semester- IV	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

- a. A student of Semester II/ NSQF Level 5 (Mr. Amarjot Singh) selected in Police Services

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library: separate section of books in common library for Community college students.
- b. Internet facilities for Staff & Students: Yes
- c. Class rooms with ICT facility: One
- d. Laboratories: One

31. Number of students receiving financial assistance from college, university, government or other agencies: An scholarship of Rs. 1,000/- per month for every student subject to their satisfactory attendance and on successfully qualifying the end semester examination without any back paper/back log.

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: Guest lectures/special lectures of experts from industries other institutions are arranged on regular basis.

33. Teaching methods adopted to improve student learning: Lecture method, e-learning sessions, use of ICT & audio visual aids

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

a. Strengths

- i. Good Infrastructure
- ii. Job oriented course
- iii. Scholarship for every student
- iv. No age bar
- v. Regular industrial training in leading industry.
- vi. Multi Exit and Entry levels (Acc. to NSQF level)

b. Weakness

- i. Students turn out for the short term courses found to be less as compared to degree courses.
- ii. At present the courses are not recognised for government jobs.
- iii. Most of the industries are also unaware of these skill based courses

c. Opportunity

- i. Good employment opportunity in food processing sector.
- ii. Our area is rich in fruits and vegetables and cereal grains so, there is good opportunity for the self-employment.
- iii. Campus placement in leading industries
- iv. For Further Education In this Subject Students can also apply for B.Voc.

d. Challenges

- i. To attract more and more students towards our skill based course
- ii. To start B.Voc. courses in food processing course
- iii. Poor interpersonal skill and learning ability of Students.

3.8 Evaluative Report of Geography Department

1. Name of the department: Geography
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: Minor of any subject, Compulsory & GIH
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System (CBCS) Semester
6. Participation of the department in the courses offered by other departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Jagdish Chand	M.A., M.Phil, Ph.D.	Assistant Professor	Forest resources using geospatial techniques	7 years	

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise): 140:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Peon = 1
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: Ph.D = 1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty: Dr. Jagdish Chand
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students = 16
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books = 2
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers = 2
Literacy Pattern of Scheduled Tribes in HP: A Geographical Analysis, Lap Lambert Academic Publishing, (ISBN 978-3-659-66467-0)
Garbage Disposal System in Nahan Town, HP, India: A Case Study, Lap Lambert Academic Publishing, (ISBN 9783-659-50271-2)
 - vii. Citation Index+
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	99	1	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library: Yes
- b. Internet facilities for Staff & Students: Yes
- c. Class rooms with ICT facility: Yes
- d. Laboratories: Yes

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning:

- a. Classroom interactive learning using ICT
- b. Conduct Quiz programmes
- c. Study material is provided to students
- d. Class tests, seminar and assignments
- e. Field survey giving practical demonstration

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NSS, Rovers and Rangers activities
35. SWOC analysis of the department and Future plans
 - a. **Strengths:**
 - i. Field survey/ educational tour
 - ii. Classroom interactive learning with students using ICT
 - iii. Conduct seminar and quiz at classroom level
 - iv. Performed regular practical classes
 - b. **Weaknesses:**
 - i. The students mostly belong to rural areas, so they lack in adequate exposure of outside world and poor communication skills are serious weakness.
 - c. **Opportunities:**
 - i. The faculty gets opportunity to participate in teachers training programmes, seminars and conferences to horn their research and academic skills.
 - d. **Challenges:**
 - i. Providing useful career advice to students
 - ii. Ensuring that all students graduate with competence and maturity expected of an educated person in society.

3.9 Evaluative Report of Hindi Department

1. Name of the department: Hindi
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: Functional Hindi and Compulsory Hindi
5. Annual/ semester/choice based credit system (programme wise): Semester Choice Based Credit System (CBCS)
6. Participation of the department in the courses offered by other departments: Functional Hindi and Compulsory Hindi to all B.Sc. and B.Com. students
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ms Devendra Gupta	M.A.;	Associate Professor		19	

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:
13. Student -Teacher Ratio (programme wise):
 - a. Major Hindi
 - b. Minor Hindi
 - c. Compulsory Hindi
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: Ph.D. =
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books:
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning: Lecture method, discussion method and project method.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Society mobilisation through NSS volunteers as NSS Programme Incharge

35. SWOC analysis of the department and Future plans

a. Strengths:

- i. The staff is well qualified and highly experienced.

- ii. The main library has enough reference books for the students & internet facility for teachers.
- iii. The students are from rural background and rapport between students and teachers is cordial.
- iv. The students have a literary bent of mind.

b. Weaknesses:

- i. There is single faculty in the department and almost all students opt for Hindi as compulsory subject so student teacher ratio is inappropriate.
- ii. The new grade system is discouraging bright students.
- iii. Lack of ICT training facility for the faculty members.
- iv. The students preferably use local rural language for conversation, hence purity in the writing of students is less seen.
- v. The lack of reading habits among students decrease their writing ability.

c. Opportunities:

- i. There is opportunity to search hidden talent among the students for writing good articles for Hindi Magazines like 'नवनीत, कादम्बिनी' .
- ii. Some of the students can be pursued to write literature regarding their respective rural areas.
- iii. Literary club can organise competition for promoting use of Hindi Language in various activities.
- iv. P.G. classes can be started in Hindi.
- v. The various dialects used in the neighbouring areas can be studied in relation to Hindi as project work by faculty & students both.

d. Challenges:

- i. The students have poor literary background and teaching them the basics along with the prescribed syllabus is challenging.
- ii. Lack of reading habits among students.
- iii. The students have less inclination towards opting Hindi as their subject of higher study.

3.10 Evaluative Report of History Department

1. Name of the department: History
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: History of Himachal Pradesh (Compulsory)
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System (CBCS) Semester
6. Participation of the department in the courses offered by other departments: History of Himachal Pradesh (Compulsory) for B.Com. and B.Sc.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sh. Shanta Kumar	M.A. History; Ph.D. (Pursuing)	Assistant Professor	Modern History	3 years	---

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students: 1
“Tea Industry in Himachal Pradesh: A Historical Perspective”, National Conference on Small Business Enterprises and Finance, ISBN 978-81-8484-503-7 (2015).
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students: Gold Medal in M.A. History from Himachal Pradesh University; Gold Medal in M.Phil. (History) from Himachal Pradesh University
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning: Lecture method, Practical method, Discussion

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

36. SWOC analysis of the department and Future plans

a. Strengths:

- i. The staff is well qualified and dynamic and has a good rapport with the students.
- ii. The library has enough reference books & resource centre.

- iii. Many students opt Hindi medium, so the understanding of the subject become easy.
- iv. Since college is located I a place famous for the Gurudwara where 10th Guru Gobind Singh Ji stayed, so the students have a natural knowledge & bent of mind for historical events.

b. Weaknesses:

- i. Student's teachers ratio is skewed & makes it difficult to reach out to diverse students community.
- ii. There is no separate department or Departmental library.
- iii. Due to the busy exam schedule in RUSA system, very few time is left for visiting nearby places of historical importance.
- iv. History is not taken up as subject of higher studies.
- v. Smart classroom are less, so the visual effect of teaching is missing.

c. Opportunities:

- i. There is many places of historical importance like "Kalsi (Uttarakhand)", Gurudwara Shri Bhagani Sahib, Lytton Memorial "NAHAN" which are the vicinity of college can be visited.
- ii. The history of remote areas surrounding the college can be studied as project work by the students.
- iii. P.G. Classes & some research work can be started.

d. Challenges:

- i. It's difficult to deal with students from different background by single faculty member.
- ii. The students with history as subject at UG level prefer to higher education & research in this field is decreasing.

3.11 Evaluative Report of Mathematics Department

1. Name of the department: Mathematics
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: BCA (Math)
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System
6. Participation of the department in the courses offered by other departments: BCA
7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ms. Vandana Kansal	M.A., M.Phil	Asst. Prof.	Thermodynamics	5.9	-
Ms. Tanu Chandel	M.Sc., M.Phil.	Asst. Prof.		20	

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: M.Phil
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University

19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?: 3 (Three)

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

a. Strengths:

- i. The department has highly dedicated, experienced and qualified faculty who are available to students throughout the semester in person & online.
- ii. High quality study material authored by subject experts is provided to students. The library has enough space, books and periodicals.

b. Weaknesses:

- i. There is no separate department room and computer lab.
- ii. The study material is in print form and not online.
- iii. There is shortage of smart classroom & white board.

- iv. Faculty members are less so students teachers ratio is inappropriate.
- v. The teaching of C++ language for practical aspect of the subject is difficult without separate computer faculty for students.
- vi. Alumni strength has not been realised fully.

c. Opportunities:

- i. Smart classroom with online study material possibly can be provided in the new block.
- ii. There is possibility of development of Audio talks and video recordings.
- iii. Topics can be introduced which can help students opt banking as career after completing B.Sc. degree in mathematics.
- iv. With development of more infrastructures, P.G. Classes in mathematics can be run which will be beneficial for the students who are unable to go university & seek admission.

d. Challenges:

- i. The diversion of students to professional courses has led to less inclination towards basic science course.
- ii. Difficulty in giving practical knowledge without ICT enabled classroom.
- iii. There is lack of sufficient number of quality students with strong interest in mathematics.

3.12 Evaluative Report of Music Department

1. Name of the department: Music (Vocal & Instrumental)
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: Hobby Course
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System
6. Participation of the department in the courses offered by other departments: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Kiran Bala Sharma	M.Phil & Ph.D	Asst. Professor	Inst. Music (Sitar)	06	Nil
Mr. Ravinder Singh	M.Phil	Asst. Prof.	Vocal Music	06	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil
13. Student -Teacher Ratio (programme wise):
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Sanctioned-01, Vacant- 01 (Tabla Asst.)
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: Ph.D. & M.Phil.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers: Bala, Kiran. 2012. *Sitar Kadambari*. New Delhi: Prasangik Publishers and Distributor (ISBN-978-93-81129-02-9).
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
B.A. IInd Sem, Voc. & Inst		11	03	08	
B.A. IVth Sem, Voc.& Inst		10	04	06	
B.A. Vth Sem, Voc.& Inst.		18	03	15	
B.A. Vth Sem, Voc.& Inst.		05	01	02	
Hobby, Music Voc.		40	15	25	
Hobby, Music Inst.		65	35	30	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories: 01- Music Vocal, 01- Music Instrumental

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning: Practice & Class Test

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans:

a. Strengths:

- i. Highly qualified staff in both instrumental and vocal music.
- ii. Active participation of the faculty and students in various district, state & national level music programmes.
- iii. There is separate block for the department where both vocal and instrumental practice can be perused without disturbance.
- iv. The location of the college in a scene background away from town hustle & bustle provides a calm environment for teaching & learning both.
- v. Perfect coordination & healthy working environment prevails among faculty members.

b. Weaknesses:

- i. There is no provision of caretaker for the instruments
- ii. There is no proper storage space for the instruments in the department.
- iii. There is very less time for organising Musical concert, due to semester system.
- iv. Without proper Tabla instructor, practical sessions pose a difficulty.

c. Opportunities:

- i. The department faculty has the opportunity to train talented students of the rural background.
- ii. Most of the students have inborn talent of singing & bent of mind for Music which is beneficial for the department.
- iii. The department has the opportunity to organise Musical concert in the college.
- iv. Students have the opportunity to participate in various programmes organised by the administration.

d. Challenges:

- i. Despite the inborn talent, very less students opt for Music as major subject.
- ii. There is no provision of western music & folk music learning.
- iii. Dance (Classical/ Folk) has no place in the curriculum/Dance teacher.

3.13 Evaluative Report of Pharmaceutical Department

1. Name of the department: Pharmaceuticals under Community College Scheme
2. Year of Establishment: 2014
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Certificate (NSQF Level-4), Diploma (NSQF Level-5) and Advanced Diploma (NSQF Level-6)
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise): Semester with Credit system as per UGC guidelines under Community College Scheme
6. Participation of the department in the courses offered by other departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: All the courses have been developed in collaboration with the local industries under Community College Scheme. The job roles have been defined by the Sector Skill Council for pharmaceuticals viz. Life sciences Sector Skill Development Council (LSSSDC). The job roles identified and selected in consultation with local partner industries are Machine Operator (NSQF Level 4), Production Chemist (NSQF Level 5), and Production Manager (NSQF Level 6).
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts: As per UGC guidelines for Community College Scheme, the courses are being taught by existing, visiting, and guest faculties and no separate posts have been sanctioned for the purpose.

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smt. Ritu Pant (Guest Faculty)	M.Sc. Zoology	Associate Professor	Fish & Fisheries	20 years	
Smt. Amita Joshi (Guest Faculty)	M.Sc. Chemistry; B.Ed.	Assistant Professor	Organic Chemistry	10 years	
Ms. Asha Kaushal (Temporary appointment as per UGC guidelines)	B. Pharma.	Lecturer			

11. List of senior visiting faculty:
 - a. Dr. Jitendra Kumar, Sr. Vice-President, Mankind Pharma Ltd.
 - b. Dr. Ujjwala Nautiyal, Principal, Himachal Institute of Pharmacy, Paonta Sahib
 - c. Sh. Jai Prakash, Sr.Executive (QA) Tirupati Medicare Ltd.
 - d. Ms Rohini Shamra, Asst. Professor, Himachal Institute of Pharmacy
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 80%
13. Student -Teacher Ratio (programme wise): 5.5:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Chairperson cum Principal (Dr. K.V. Singh), Nodal Officer – 1 (Dr. Jahid Ali Malik), Dealing Assistant – 1 (Sh. Sanjay Kumar), Lab Attendant – 1 (Sh. Anil Kumar), Peon – 1 (Smt. Reena Devi), Sweeper-1 (Smt. Deepa Devi)
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: UG (B.Pharma.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated

21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme: Project in 3rd Semester is compulsory for all the students. Therefore, 100% students of NSQF Level-6 have to do one in-house project.
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: One project in the 4th Semester is compulsory for all the students to be done in association with some local partner industry.
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
Advance Diploma in Pharmaceuticals Sem.- I	10	10	10	-	Examination to be held in the month of December
Advance Diploma in Pharmaceuticals Sem-III	12	12	10	02	Sem II – 100%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Advance Diploma in Pharmaceuticals Semester.- I	100%	Nil	Nil
Advance Diploma in Pharmaceuticals Semester III	90%	10%	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library: Separate section of books in common library for Community college students
- b. Internet facilities for Staff & Students: Yes
- c. Class rooms with ICT facility: One
- d. Laboratories: One

31. Number of students receiving financial assistance from college, university, government or other agencies: A scholarship of Rs. 1,000/- per month for every student subject to their satisfactory attendance and on successfully qualifying the end semester examination without any back paper/back log.

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: Guest lectures/special lectures of experts from industries other institutions are arranged on regular basis

33. Teaching methods adopted to improve student learning: Lecture method, e-learning sessions, use of ICT & audio visual aids

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

a. Strengths

- i. Good Infrastructure
- ii. Job oriented course
- iii. Scholarship for every student
- iv. No age bar
- v. Regular industrial training in leading industry.
- vi. Multi Exit and Entry levels (Acc. to NSQF level)
- vii. MoUs with the large pharmaceutical industries (Sun Pharma Ltd. and Mankind Pharma Ltd.)

b. Weakness

- i. Students turn out for the short-term courses found to be less as compared to degree courses.

- ii. At present, the courses are not recognised for government jobs.
- iii. Most of the industries are also unaware of these skill-based courses.
- iv. Initial hiccups in acceptability of our students by Pharmaceutical industry due to lack of recognition from PCI (Pharmaceutical Council of India) to this course.

c. Opportunity

- i. Good employment opportunity in Pharmaceuticals sector as the region is a pharma-hub.
- ii. Campus placement
- iii. For vertical progression, the students can opt for lateral entry into B.Voc., directly in third year/5th Semester.

d. Challenges

- i. To attract more and more students to this skill-based course
- ii. To start B.Voc. course in Pharmaceutical
- iii. Poor interpersonal skill and learning ability of Students is a major for the faculty.

3.14 Evaluative Report of Physical Education Department

1. Name of the department: Physical Education
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: No
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System
6. Participation of the department in the courses offered by other departments: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	Nil

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Vacant					

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise): NA
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: NA
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications:
 - a. Publication per faculty

- i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
- a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
- a. Percentage of students who have done in-house projects including inter departmental/programme: Nil
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
- a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

a. Strengths:

- i. There is appropriate facility for practicing Hockey, Football, Cricket, Badminton, Kabaddi, Kho-Kho, Volleyball & Athletics in the college ground.
- ii. Sports articles & kits for Hockey, Football, Cricket, Badminton, Kabaddi, Kho-Kho, Volleyball & Athletics are available.
- iii. The students at the time of entry (Sem-I) are good players, some have national level experience.
- iv. Gymnasium is available in college premises for students.
- v. The students are strong & dedicated for sports activities. They have inborn talent.

b. Weaknesses:

- i. There is no regular teaching faculty.
- ii. Coaches for different sports have to be arranged from outside.
- iii. Proper storage space for sports articles/kits not available.
- iv. There is lack of separate department.
- v. The students who come from far off rural places, commute daily & do not have enough time to practice in the RUSA system.

c. Opportunities:

- i. The new entrants who have national level experience can be trained for higher levels.
- ii. A separate sports department can be created where students can enrich their knowledge in the field through internet.
- iii. The newly developed Gymnasium can be used for a upcoming sportsperson.

d. Challenges:

- i. The women sportsperson, who resist participation at U.G. Level, have to be motivated.
- ii. The non-sports faculty finds it difficult to manage the sports allotted to them.
- iii. Arranging coaches for different sports is a challenge.
- iv. Guidance in sports field is less due to rural area background.

3.15 Evaluative Report of Physics Department

1. Name of the department: Physics
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved:
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System
6. Participation of the department in the courses offered by other departments:
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	01	01
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Kuldeep Sen	Ph.D	Associate Professor	Solid State Physics	27	None
Ms. Chinoo Bansal	M.Sc. M.Phil	Asst. Professor	Electronics	15	None

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University

19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students: 8
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans:

a. Strengths:

- i. There is very good coordination between teaching and lab staff. Faculty members while efficiently performing their teaching duties are also actively engaged in the administrative work practical lab.
- ii. Workshop is being conducted by physics department of students.
- iii. The students have the facility to consult text as well as reference books i the main library.
- iv. Technical staff is well trained and manages the instruments and the students without any support staff.

b. Weaknesses:

- i. There is improper teacher student's ratio.
- ii. There is no technical person in lab for maintenance of equipment.
- iii. There is less lab support staff and computer technician.
- iv. There is no departmental library, no dark room and a very few computer systems and internet connections for students.
- v. Due to inadequate connectivity, the students are unable to interact with subject expert from outside the college.
- vi. There is no provision of sound system for big classrooms. No separate facility of washrooms with the lab.

c. Opportunities:

- i. The students of final year can do their project work in the UJVN which is located in the vicinity of the college.
- ii. Alumni resources need to be tapped as an opportunity for generating endowments through their emotional bond with the alma mater and for raising facilities for the department.
- iii. Outsides agencies can be involved for conduction of awareness programs in the form of workshops, seminars etc.
- iv. A permanent energy club can be formed involving both the teachers and students to learn the basics of electricity and energy conservation.

d. Challenges:

- i. Dwindling man power regarding lab support staff and technical staff.
- ii. Despite the quality teaching, not many students opt for physics as subject for pursuing their post-graduation.
- iii. There is lack of research infrastructure. In RUSA system, the no. of effective teaching periods is less to complete the prescribed syllabus.
- iv. Due to single lab, the heavy instruments are not permanently placed at their respective positions and hence need extra maintenance.

3.16 Evaluative Report of Political Science Department

1. Name of the department: Political Science
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise): Choice based credit system
6. Participation of the department in the courses offered by other departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sh. Mohan Singh Negi	M.A., M.Phil.	Assistant Professor	Women Empowerment	2	

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University

19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

a. Strengths:

- i. The students, who opt for Political Science at UG level, have hindi medium, so teaching and learning process is easy.
- ii. The single teaching faculty has good rapport with the students.
- iii. The students mostly from rural background, obedient & keen to learn new things.
- iv. Guest lecturer can be arranged as Retrd. Professor Dr. Data Ram Sharma resides close to the college premises and he has a great mastery in Political Science.

b. Weaknesses:

- i. The total strength of students is large & there is single faculty in the deptt.
- ii. There is no separate department & departmental Library.
- iii. Reference books in the main library are less.
- iv. Its difficult to manage both rural & urban background students in single class.

c. Opportunities:

- i. Since the college has rural surrounding areas, so the students can have practical knowledge of their areas in terms of village panchayats & their functioning.
- ii. Since the college is located close to boundaries of Uttrakhand, Haryana so some project work can be done by the students in different areas.
- iii. Single day visit for the students can be arranged for the Parliament to understand its working (Lok Sabha, Rajya Sabha) /Assembly.

d. Challenges

- i. To manage varied strength of students Rural, Urban, Hindi medium, English Medium.
- ii. Arranging study material without Departmental Library.
- iii. Motivating students to opt Political Science for further competition.

3.17 Evaluative Report of Public Administration Department

1. Name of the department: Public Administration
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System
6. Participation of the department in the courses offered by other departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	1 (Temporary on PTA-Local)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Renu Sharma (Temporary on PTA-Local)	M.A., M.Phil.	Assistant Professor	-	-	-

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: M.Phil. 1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University

19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans:

a. Strengths:

- i. The students who opt for public administration, opt Hindi Medium so it becomes easy to make them understand the subject.
- ii. The students are from rural background & so they are disciplined & keen to learn the subject.
- iii. The number of students opting for Public Administration is large.

b. Weaknesses:

- i. The students who have English medium background (very Few), do not find enough books in this subject in the library.
- ii. There is no provision of separate department and department Library.

- iii. Lack of practical knowledge of Public Administration among students.
- iv. Lack of regular teaching faculty.

c. Opportunities:

- i. P.G. Classes can be started for bright students in the campus.
- ii. There can be provision for practical knowledge i.e. knowledge of schemes & their implementation in rural areas surrounding the college campus.
- iii. Guided project work can be done in the surrounding rural areas by the native students of the area.

d. Challenges:

- i. There is lack of Awareness among students of rural background regarding the practical aspect of subject.
- ii. Perusing the students to take up public administration as subject for higher studies & research.
- iii. Providing students with the subject matter in both languages (English and Hindi) in single class same section is a challenge.

3.18 Evaluative Report of Sanskrit Department

1. Name of the department: Sanskrit
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System (CBCS) Semester
6. Participation of the department in the courses offered by other departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Usha Joshi	M.A. Sanskrit; Ph.D.	Assistant Professor	Code of Conduct in Smritis	5 years	---

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students: 2
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
	90%	10%	

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	100%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library: Common with other Departments
- b. Internet facilities for Staff & Students: Common
- c. Class rooms with ICT facility
- d. Laboratories: N.A.

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans:

a. Strengths:

- i. Fully devoted experienced and highly qualified faculty

b. Weaknesses:

- i. Faculty appointed on contractual basis
- ii. Syllabus being changed very frequently
- iii. Non-availability of textbooks due to change in syllabus
- iv. Inadequate library facility

c. Opportunities:

- i. Different kinds of competition i.e. debate, shloka paths etc. conducted from time to time.

d. Challenges:

- i. Inadequate infrastructure
- ii. No separate room for the department
- iii. No computer or internet facility for department
- iv. Shortage of classrooms

3.19 Evaluative Report of Sociology Department

1. Name of the department: Sociology
2. Year of Establishment: 1994
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise): CBCS Semester
6. Participation of the department in the courses offered by other departments
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Alka Chauhan	Ph.D.	Associate Professor		28	

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise):
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: Ph.D. 1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University

19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library
- b. Internet facilities for Staff & Students
- c. Class rooms with ICT facility
- d. Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning: Involving students in group discussion to improve their expression and understanding about the subject.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans:

a. Strengths:

- i. Highly experienced, dedicated, motivating teaching faculty.
- ii. Student teacher relationship highly cordial.
- iii. The result are very good.
- iv. Students who opt for sociology come from different social background with different culture, so the teaching of various social strata in the society becomes easy & understanding better.
- v. As the college is situated in an upcoming town surrounded by rural areas, so students can practically learn the rural, urban set up of the society.

b. Weaknesses:

- i. There is single teaching faculty, so one to one interaction with the students becomes difficult.
- ii. There is no separate department library, so paucity of vide study, material for the students.

c. Opportunities:

- i. There is ample opportunity for project work in the field of sociology as students come from varied rural & urban social strata.
- ii. The final year students can work on some developmental project for their respective areas, to improve the various aspects of society.
- iii. Visits can be arranged to nearby villages which are in the vicinity of the college for imparting practical knowledge to the students about different culture of the society.

d. Challenges:

- i. Most of the students commute daily from the surrounding villages, so they have less time to devote to in depth study of the subject in the general & society in particular.
- ii. Motivating the students to take up sociology as subject of research in challenging.
- iii. The socioeconomic status of students forbids them to take up sociology to pursue long-term goals.

3.20 Evaluative Report of Zoology Department

1. Name of the department: Zoology
2. Year of Establishment: 1995
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved
5. Annual/ semester/choice based credit system (programme wise): Choice Based Credit System (CBCS) Semester
6. Participation of the department in the courses offered by other departments: Advanced Diploma in Pharmaceuticals, Advanced Diploma in Food Processing under Community College Scheme of UGC
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons
9. Number of Teaching posts

	Sanctioned	Filled
Professors	---	---
Associate Professors	1	1
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smt. Ritu Pant	M.Sc. Zoology, Ph.D. thesis submitted	Associate Professor	Fish & Fisheries	20 years	---
Smt. Seema Tyagi	M.Sc. Zoology, M.Phil.	Assistant Professor	Fish & Fisheries	16 years	---

11. List of senior visiting faculty
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
13. Student -Teacher Ratio (programme wise)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Junior Lecturer Assistant = 1, Animal Collector = 1
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: M.Phil = 1, Ph.D. 1 (thesis submitted)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received
18. Research Centre /facility recognized by the University
19. Publications:
 - a. Publication per faculty
 - i. Number of papers published in peer reviewed journals (national / international) by faculty and students
 - ii. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - iii. Monographs
 - iv. Chapter in Books
 - v. Books Edited
 - vi. Books with ISBN/ISSN numbers with details of publishers
 - vii. Citation Index
 - viii. SNIP
 - ix. SJR
 - x. Impact factor
 - xi. h-index
20. Areas of consultancy and income generated
21. Faculty as members in
 - a. National committees
 - b. International Committees
 - c. Editorial Boards
22. Student projects
 - a. Percentage of students who have done in-house projects including inter departmental/programme
 - b. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students
24. List of eminent academicians and scientists / visitors to the department
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a. National
 - b. International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
B.Sc. 1 st Semester					
B.Sc. 3 rd Semester					
B.Sc. 5 th Semester					

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a. Library: No departmental library
- b. Internet facilities for Staff & Students: No internet facility
- c. Class rooms with ICT facility: No
- d. Laboratories: One

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans:

a. **Strengths:**

- i. Well qualified, experienced & committed faculty.

- ii. Team work and good interpersonal relations among faculty members of department.
- iii. Cordial relation among students & faculty members.
- iv. Cordial relationship and cooperation among teaching and lab staff.
- v. Highly discipline & hard working students.
- vi. High enrolment of students through transparent admission process.

b. Weaknesses:

- i. Inadequate regular faculty members & qualified laboratory support staff.
- ii. Inadequate classroom & lab. Space in proportion to student strength.
- iii. Lack of students motivation.
- iv. As on undergraduate department thrust is mainly on teaching work leaving fewer opportunities for conducting research and project work.
- v. No autonomy regarding academic reforms.

c. Opportunities:

- i. Wide scope of expansion of study area to agro-husbandry befitting to local seen area.
- ii. Potentiality of expansion of students to P.G. & research level.
- iii. Potentiality of imparting basic knowledge of bee keeping, pisciculture, sericulture, insect culture, insect pest control so as to enable students to acquire self employment in native areas.
- iv. Substantial potentiality for enhancing expanding the educational operations by bringing innovative changes in teaching learning evaluation & lab resources.

d. Challenges:

- i. Infrastructure is a major challenge for the department, viz spaces for teachers, additional faculty on regular basis & more lab space for progressive development.
- ii. Training of students of rural background to be at par with mainstream students.
- iii. Remoteness of home location of students & engagement in household work is also a major challenge.

4. Annexure

Annexure 1: UGC 2(f) and 12 (B)

3.

-96 ✓

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002
मार्च, 2004

23230551, 23232701, 23237721, 23234116
23236733, 23232317, 23236735, 23239437


 4737
 21-4-05
 H.P. Univ.

F.8-40/2003 (CPP-B)

The Registrar,
Himachal Pradesh University,
Shimla (H.P.)

12 APR 2005

Sub:- List of Colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956- Inclusion of New Colleges.

Sir,

I am directed to refer to letter No. GCP/2004(UGC)/534-36 dated 13-12-2004 received from the College on the subject cited above and to say that the name of the following College has been included in the list of Colleges prepared under Section 2 (f) of the UGC Act, 1956 under the head Government Colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Establishment	Remarks
Shree Guru Gobind Singh Ji Government College, Paonta Sahib, District Sirmaur (H.P).	1994	The College is eligible to receive Central assistance in terms of the Rules framed under Section 12-B of the U.G.C Act, 1956.

The documents submitted by College have been accepted by the Commission.

Yours faithfully,
Ur. Gulati
(Mrs. Urmil Gulati)
Under Secretary

Principal
S.G.G.S. Jee, G.D.C
Paonta Sahib (H.P.)

No action call for
(Prem Chand)
Section Officer
May be filed pl

ed.
15/3
81-ED
20/4/05

56 (Aet)
2/2

Annexure 2: Latest Affiliation Certificate



Phones :
HIMACHAL PRADESH UNIVERSITY
SIMLA

File No.1-127/94- HPU (Acad) - 131

Dated - 7 NOV 2016

TO WHOM IT MAY CONCERN

This is to certify that Govt. Degree College, Paonta Sahib, Distt- Sirmaur (H.P.) is affiliated to H.P.University Shimla since 1994 till date and the following course(s) / subject(s) are being taught in the said college as per approval of the University.

Sr. No.	Name of the Course(s) and Duration	Affiliation	Academic Session
1	B.A . Three years	Affiliated	w.e.f. 1994-1995
2	B.Com. Three years	Affiliated	w.e.f. 1994-1995
3	B.Sc. Three years	Affiliated	w.e.f. 1994-1995
4	B.C.A. Three years	Affiliated	w.e.f. 2010-2011
5	P.G.D.C.A. One year	Affiliated	w.e.f. 2010-2011
6	M.A. English Two years	Affiliated	w.e.f. 2016-2017
7	M.Com. Two years	Affiliated	w.e.f. 2016-2017

[Signature]
Registrar,
Himachal Pradesh University,
Summer Hill, Shimla-171003

Annexure 3: UGC Grant under Community College Scheme (2014-16)



UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110002

FD Diary No. 5744 (FD-III)
 Dated : 10.9.2014

No.F.1-426/2014 (CC)

The Under Secretary (FD-III)
 University Grants Commission
 Bahadur Shah Zafar Marg
New Delhi-110 002.

24 SEP 2014
 September, 2014
 Dr. Zaid Aeer
 Arora.
 9/11/2014

Subject : **Release of Grants-in-aid to Shree Guru Gobind Singh Ji Government College, Paonta Sahib, Distt., Sirmaur, Himachal Pradesh for the year 2014-2015 under the Scheme of Community Colleges.**

Sir,

I am directed to convey the sanction of the University Grants Commission for the payment of an account grant of Rs.32,80,000/- (Rupees Thirty two lakh eighty thousand only) as 1st installment for the year 2014-2015 towards Community Colleges to the Principal, **Shree Guru Gobind Singh Ji Government College, Paonta Sahib, Distt., Sirmaur, Himachal Pradesh** The plan expenditure is to be incurred during 2014-2015.

Name of the Item	Head of Account	Allocation for 2014-15	Grant now being sanctioned as 1 st Installment	Grant already released	Total grant
(1)	(2)	(3)	(4)	(5)	(6)
Non Recurring					
Equipment	3 (A) 2202.03.102.10.01.35 3 (B) 2202.03.789.03.01.35 3 (C) 2202.03.796.03.01.35	25,00,000	12,50,000	--	12,50,000
Total (A)		25,00,000	12,50,000	--	12,50,000
Recurring					
Honorarium to existing /visiting/ private faculty		14,00,000	7,00,000	--	7,00,000
Honorarium to Principal, Coordinator		70,000	35,000	--	35,000
Hiring Charges for Lab Attendant		2,40,000	1,20,000	--	1,20,000
Faculty Training	3 (A) 2202.03.102.10.01.31	1,00,000	50,000	--	50,000
Consumables	3 (B) 2202.03.789.03.01.31	2,50,000	1,25,000	--	1,25,000
Curriculum Development	3 (C) 2202.03.796.03.01.31	2,00,000	1,00,000	--	1,00,000
Travel/Industrial visit		2,00,000	1,00,000	--	1,00,000
Seminars		1,00,000	50,000	--	50,000
Admission/Examination /Assessment		2,00,000	1,00,000	--	1,00,000
Scholarship to students		10,00,000	5,00,000	--	5,00,000
Office expenses/ contingencies		3,00,000	1,50,000	--	1,50,000
Total (B)		40,60,000	20,30,000	--	20,30,000
Grand total (A+B)		65,60,000	32,80,000	--	32,80,000

21500
35000
3852
35472
11025
33244

Annexure 4: UGC Grant under Community College Scheme (2016-18)



ज्ञान-विज्ञान विमुक्तये

डॉ. अर्चना ठाकुर
संयुक्त सचिव

Dr. Archana Thakur
Joint Secretary



विश्वविद्यालय अनुदान आयोग
University Grants Commission

(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)

बहादुर शाह जफ़र मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002

दूरभाष Phone : कार्यालय Off : 011-23232783

फैक्स Fax : 011-23217124, e-mail : archana.ugc@nic.in

*Supdt
Dr Zahed Malik
for needful*



By Speed Post

D.O.No.F.1-426/2014 (CC)

Sir/Madam,

24 May, 2016
24 JUN 2016

Kindly refer to the interface meeting with the Expert Committee held on in 5th April, 2016 the office of the UGC for reviewing the performance of your College under the scheme of Community College and considering its continuation. In this connection, this is to inform you that the UGC has approved your College for continuing the scheme of Community College in the specializations and as per the intake given below:-

Specialization/Trade	Intake
Diploma in Food Processing	50 ✓
Advanced Diploma in Pharmaceuticals	50 ✓

Further, UGC has also approved a grant of Rs. 114.70 Lakh (Rupees One Crore Fourteen Lakh and Seventy Thousand Only) to the institute for a period of two years for running the Community College Scheme as per the details given below:

Sl. No.	Budget Head	Amount (Rupees in lakhs)	
		Year-I 2016-17	Year-II 2017-18
Grant-in-aid General – 35 (Non-recurring)			
I.	Equipments	--	--
II.	Minor repairs of Labs / workshops / classrooms	--	--
Total (year-wise)		--	--

Grant-in-aid General – 31 (Recurring)			
III.	Honorarium to existing / visiting / adjunct faculty	14.00	28.00
IV.	Honorarium to Principal & Nodal Officer	0.70	0.70
V.	Hiring charges for Lab Attendant(s)	2.40	2.40
VI.	Faculty training	1.00	1.00
VII.	Consumables	2.50	2.50
VIII.	Curriculum Development / Learning Materials	2.00	2.00
IX.	Travel/Industrial visits	2.00	2.00
X.	Seminars	1.00	1.00
XI.	Admission/Examination/Assessment including Assessment Fee of Sector Skill Council for Skill Component	2.00	2.00
XII.	Scholarship to students	10.00	20.00
XIII.	Operating Expenditure including hiring of office staff on contract basis	3.00	5.00
Total (year-wise)		40.60	74.10

Grand Total for Two Years = Rs. 114.70 Lakh (Rupees One Crore Fourteen Lakh and Seventy Thousand Only)

Annexure 5: UGC Grant under Development Assistance



UNIVERSITY GRANTS COMMISSION
Northern Regional College Bureau (NRCB)
35, Ferozeshah Road
New Delhi-110001
Ph: 011-23381261(O)

Dr. S.S. Saini
11C UGC

March
February, 2013

[Signature]
16/11/13

25 MAR 2013

F. No.5- 1(46)/2012(UG/NRCB)

The Under Secretary (FD-III)
University Grant Commission
Bahadur Shah Zafar Marg,
New Delhi -110 002

(College Code:-56042)

Sub: Development Assistance to College during 12th Plan period under UG Scheme - equivalent to the 25% of General Development Assistance (GDA) allocated during XIth Plan.

Sir / Madam,

I am directed to convey the Sanction of the University Grants Commission to the payment of an "on account" grant of Rs. 4,25,000/- (Rupees Four Lakh Twenty Five Thousand only) to the Principal, Shree Guru Gobind Singh Ji Government College , Paonta Sahib, District Sirmaur Himachal Pradesh. *The College may utilize this grant on items relating to Books & Journals and Equipment (in the ratio of XI Plan allocation as these items).*

The break- up of grant under various components is as under :-

S. No.	Category	Head of Account No.	Code-35 (Rs.)
1.	SC - 15.0 %	1 B(i)(i)(a)	63,750/-
2.	ST- 7.5%	1 B(i)(ii)(a)	31,875/-
3.	General- 77.5 %	1 B(i)a	3,29,375/-
	Total		4,25,000/- (Rupees Four Lakh Twenty Five Thousand only)

1. The Sanction is Valid for Payment during the financial year 2012-13.
2. The amount of the Grant shall be drawn by the Under Secretary (Drawing and Disbursing Officer), University Grant Commission on the Grant-in-aid bill and shall disbursed to and credited to the Principal, Shree Guru Gobind Singh Ji Government College , Paonta Sahib, District Sirmaur Himachal Pradesh through Cheque / Demand Draft / Mail Transfer. -173925
3. The sanction is valid only for Govt. or Govt. aided (getting salary grants from Govt.) colleges. *In case, the college is found to be self-financing (Unaided) - Private College at a later stage, the college would refund the sanctioned amount along with the interest earned on the sanctioned grant.*
4. The Grant is subject to the adjustment on the basis of Utilization Certificate in the prescribed Performa submitted by the University/ College/Institution.
5. The University/College shall maintain proper accounts of the expenditure out the Grants which shall be utilized only on approved items of expenditure.
6. The Utilization Certificate to the effect that the grant has been utilized for the purpose for which it has been sanctioned, shall be furnished to the University Grants commission as early as possible after the close of the current financial year.
7. The assets acquired wholly or substantially out of UGC Grant shall not be disposed or encumbered or utilized for the purposes other than those for which the grant was given without proper sanction of the University Grants Commission.

.....Contd./2-