# SELF STUDY REPORT

## FOR

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

## GOVERNMENT COLLEGE KARSOG

GOVERNMENT COLLEGE KARSOG DISTRICT MANDI HIMACHAL PRADESH
175011
www.gckarsog.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October  2017**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Government College, Karsog was established in 1994 to cater to the educational needs of the students of this hilly, rural area. It is affiliated to Himachal Pradesh University, Shimla and offers instruction in the Humanities, the Basic Sciences and Commerce at the undergraduate level and in English, Hindi and Political Science at the postgraduate level. The motto of the college is *"Vidyaya Amritmashnute",* which envisions emancipation and transformation of students through the elixir of education. The primary objective of the institution is to enable the students to cope with the demands of the contemporary global scenario through effective transaction of the curricular and co-curricular aspects. Academic excellence through the use of the state-of-the art educational techniques, personality development and social orientation of the students are the primary focus areas of the institution.

Government College, Karsog therefore strives to inculcate a strong foundation of ethical principles in the students and make them academically excellent by acquiring global competencies with the help of technology and ensuring the development of their rounded and harmonious personality so that they evolve into mentally and physically mature individuals ready to face the vicissitudes of life with optimism, courage and confidence.

The college has been continuously growing under the efforts of enthusiastic and hardworking team of 24 faculty members. The total strength of students in Humanities, Commerce, Science and M.A. (English, Hindi and Politic) is currently 1926. The college possesses adequate infrastructure in terms of classrooms, laboratories, library and one hostel for girls.

**Vision**

**The vision of the institution is to achieve excellence and noble character through Knowledge.**

Government College, Karsog, is situated in a rural, hilly area of Himachal Pradesh. It was established in the year 1994 to provide the benefits of higher education to the rural youth and to help them achieve excellence and noble character through knowledge, which comprises the fundamental vision of the college. The college imparts quality education in social sciences, basic sciences and commerce at the under graduate level and in English at the post graduate level who mostly hail from backward and marginalized sections of the society. The college has endeavoured to integrate formal classroom teaching with ICT resources to make the teaching-learning process more comprehensive and effective. The college also seeks to inculcate qualities of competence, confidence and excellence among students through co-curricular and extra-curricular activities like Sports, Cultural activities, NCC, NSS, Rovers and Rangers. A finely tempered blending of academic and related activities enables the college to ingrain the qualities of national importance as envisaged in the Constitution of India and the Framework for higher education adopted by the University Grants Commission, New Delhi, by orienting the students towards the values of secularism, national integration and social commitment.

**Mission**

When it comes to translating the vision of the college in praxis, the college aims at imparting quality education to the students and equip them with the requisite academic and functional skills in professional and social spheres through innovative techniques and practices. We are convinced that proper education is the best resort to empower and uplift the youth for individual, social and national welfare. As such, the mission of the college may be stated as:

- To contribute richly to the development of the quality of the life of rural youths.
- To foster value based qualities like discipline, character-building, humility and commitment.
- To encourage curiosity, innovative approach and scientific temperament.
- To incorporate high-tech techniques to enhance the skills of the students.
- To stimulate academic activity with integrated personality development.

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

**Institutional Strength**

- The strength of the institution is its qualified, experienced and committed young faculty members, state-of-the-art infrastructure with ICT facility.
- The college caters to the needs of students from rural areas and economically weaker sections of the society.
- Imparting value based and skill oriented education is the primary aim of the college.
- Student feedback is given due consideration for quality improvement.
- Remedial measures and tutorial hours for slow and advanced learners are arranged as per demand.
- NSS Camps, NCC Camps, blood donation camps, social awareness drives and other outreach activities are conducted to integrate the academic programmes with social and community objectives.
- Focus is always on learner-centred education.
- An inspired sense of discipline has been maintained in the college which is conducive for learning.
- The Library has a good collection of standard books and journals, including access to e-books and e-journals.
- Financial support is ensured to students through various scholarships.
- Pollution-free and eco-friendly green and clean campus
- Healthy teacher-student relationship. The availability of teachers outside the class room and after working hours to guide and to counsel is a hallmark in this regard.
- To instill an attitude of respect towards the environment and encourage students not to involve themselves in ragging and any other violent activity in college campus.

**Institutional Weakness**

- Govt. College, Karsog is directly managed by the Department of Higher Education, Government of Himachal Pradesh. As such, the institution is totally dependent upon government funding for its growth and developmental activities.
- The college needs a new/extension campus to introduce new, state-of-the art courses, but there is no provision for this as of date.
- The faculty is also appointed and managed by the government. Sometimes the teachers get transferred to other colleges in the middle of an academic session which hampers the teaching-learning process.
- Inadequate faculty in the light of expanding enrolment of students is a major hurdle faced by the college

although efforts are made to partly fulfil the requirement of faculty through the local PTA.

- The college has not been able to develop an interactive mechanism with the industry as there are no major industries operating in the region. The possibility of such interaction is also precluded by the geographical isolation of the college. Due to this the college also fells handicapped when it comes to supporting its students in terms of industry/job placements.
- The college also lacks autonomy in academic and financial matters and is not in a position to introduce new academic or development schemes at its own behest.
- The college also lacks a Boys' hostel and accommodation for the faculty and staff.

## Institutional Opportunity

- Enthusiastic young teachers with research aptitude enable the promotion of a better teaching-learning and research culture.
- Introduction of add-on programmes like IT (FOSS/Spoken Tutorials), skill enhancement courses, e-commerce, communication skills, etc. provide the students with opportunity for acquisition of potential /skills for employability.
- Being the only institution of higher learning in the area, the college has ample scope for the introduction of new courses in areas with potential for generating employment/self-financing courses such as BBA, BCA, B. Voc., Biotechnology, etc.

## Institutional Challenge

- Poor educational background of the students hailing from rural and hilly 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.
- 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. Course feedback is not being given its due importance as a corrective resource by the students. Such feedbacks mostly lack a clear, analytical and transparent approach.
- Making available adequate faculty for meeting the instructional needs of the students in an effective manner.

# 1.3 CRITERIA WISE SUMMARY

## Curricular Aspects

The curriculum for all courses/subjects is designed by the H.P. University and followed by the college. However, some faculty members take initiative and contribute in designing the curriculum as members of the board of studies/faculty, HPU in different subjects. The goals and objectives of the curriculum are transmitted to the students by the faculty through teaching/interaction in and outside the classrooms.The college offers UG programmes in 18 subjects in Arts, Science and Commerce under the Choice Based and Credit System (CBCS) along with M.A. in English, Hindi and Political Science, the latter two being freshly introduced from the current academic session 2017-18. The Government of H.P. has allowed to introduce Education as a subject at the undergraduate level and the admissions to this course will be made in the academic session 2018-19. The college provides diverse and flexible programmes of study as envisaged in CBCS guidelines. Students are

allowed to select courses according to their choice thereby promoting interdisciplinarity. However, the choice and allotment of courses to the students is subject to merit and other criteria set by the H.P. University.The college ensures quality education through Comprehensive Continuous Assessment/Evaluation of the students as well as self-assessment on the part of the faculty, evaluation of the teachers by students and feedback from stakeholders, which helps in identifying the new courses/ programmes that can be introduced in the ensuing academic session.

## Teaching-learning and Evaluation

To ensure the quality of education, the college promotes a learner-centric environment. The admission process is fully transparent. Students are provided with proper counselling by the senior faculty members and the admission committees in order to help them select proper courses/subject combinations. Further, in order to ensure equal opportunities to all in the admission process, reservation policy is strictly followed as per the State Government/HPU norms. The institution identifies slow and advanced learners through class tests, assignments, project work, and remedial strategies are adopted accordingly. The college follows the teaching, learning and evaluation schedules notified by H.P. University. Teachers of the college use different methods of teaching, including ICT interface, to deliver the course content effectively. The college has highly qualified and competent faculty members with most of them being Ph.D. / M.Phil. in their respective subjects. Continuous and Comprehensive Evaluation (CCE) process of assessment of the students is followed. For this class tests, assignments, question answer sessions, revision tests, and mid-term examinations and annual/ end semester examinations are carried out under the supervision of the Examination Committee of the college. Internal assessment for all courses is awarded as per the CBCS guidelines laid down by the university. The students' grievances related to internal examination and evaluation are redressed promptly.

## Research, Innovations and Extension

Research activities are carried out by the faculty members at the individual level. Some faculty members are engaged in supervising the research students from Himachal Pradesh University, Shimla. Teachers are granted study leave by the Higher Education Department, H.P. to pursue doctoral level research. Faculty of the college is also encouraged to participate in orientation and refresher courses for skill and content up gradation. They also participate in national and international conferences. About 36 per cent of the faculty members are Ph.D. The teachers also participate in In-service Training Programmes of varying durations conducted by different government and other bodies. Programmes of social importance are carried out by the active units of NCC, NSS and Rovers and Rangers units of the college. Various resource persons of eminence visit the college to enrich our students with their expertise. The different extension activities organized by the college provide the students with a social and humane consciousness that motivates them to reach out to their fellow beings, particularly the needy and the marginalized. The students are encouraged to participate in such activities and those who excel in these are awarded prizes at annual prize distribution function of the college.

## Infrastructure and Learning Resources

Government College, Karsog is spread over an area of about 14,360.28 square meters (with 7,836.02 square meters of built up area) of land. Our college has become the epicentre of education in this part of the state. The present campus is housed in a spacious building which includes an administrative section, well-lighted and ventilated classrooms and fully equipped and updated science laboratories and a Language-cum-Career Lab. IT

labs are equipped with latest computers and broadband connectivity. The college campus has been made Wi-Fi enabled. The college also has a library, ICT Room, Conference Hall, Seminar Hall, Staff-room, Canteen and a Common Room for girls. There are separate rooms for Examination Committee, NSS, NCC and Sports. The college also has an IQAC Cell/UGC Resource Centre. The college library provides services that support the diverse curriculum in Science, Arts, and Commerce as well as on subjects of professional and general interest. ICT rich environment has been instituted to encourage students to become more focused in their learning. Access to online educational resources is provided through the INFLIBNET. To keep the environment of the college clean, healthy and eco-friendly, LED lighting has been instituted in the campus along with a Solar Water Heating System for the Girls' Hostel. A proposal for Solar Energy Panel has been submitted to the Ministry of Energy, Government of India for efficient use of green and clean energy by the institution.

## Student Support and Progression

The college facilitates the progression of students from one level of education to the next higher level. A facility for post-graduation in English, Hindi and Political Science is available within the college itself. Events at the departmental/faculty level are organised to supplement quality teaching and personality development of students. Encouraging student's participation in curricular and co-curricular activities like Youth Festival facilitates developing various skills and competencies among them and fosters their holistic development. The adoption of FOSS/Spoken Tutorial initiative of the MHRD, Govt. of India supported by IIT Bombay is an important step in this direction. The college also encourage students to participate in sports activities at state and national level. Students also participate in curricular and co-curricular programmes through NSS/NCC/Rovers and Rangers and different clubs and societies. The students from SC/ST/OBC categories and economically weaker sections are provided equal opportunities by award of scholarships and stipends as per the government norms. The College Student Central Association (CSCA), representing the voice of student community, acts as a link between the Principal and the students. Adequate representation is given to the students in various important committees of the college like the IQAC, anti-ragging committee, discipline committee and the organizing committees for different events organized by the college. The college has also adopted a 'Student Charter' clearly defining the duties and responsibilities of the institution towards the students and vice-versa.

## Governance, Leadership and Management

The college has a decentralised, democratic and transformative leadership, which functions through different functionary committees. These committees are duly notified in the college prospectus. All the academic and developmental activities of the college are carried out by these committees. Regular meetings of the college Advisory Committee/the Staff Council, the IQAC, and other designated committees offer a platform to present and discuss the perspective plans of the college for the effective implementation of institutional policies. The Principal works closely with the administrative team comprising coordinator/conveners of different functionary committees to offer effective leadership through a participative decision-making process. Regular performance appraisal of all college activities is done by the IQAC cell. Finance and Accounts Department works under the supervision of an Office Superintendent, who is directed and controlled by the Principal. Funds of the college under different heads are managed by the Principal in consultation with the Advisory Committee, the college Bursar and the departmental heads to ensure transparency in the financial management of the institution. The Internal Quality Assurance Cell (IQAC) has been functioning as a quality sustenance measure since 2010. Regular meetings of the IQAC with the faculty members help in effective planning and implementation of the institutional policies. Professional competence of the staff is updated regularly through their participation in

orientation/refresher and other training programmes. Mechanism for regular performance appraisal of staff has been evolved to ensure academic excellence.

## Institutional Values and Best Practices

The college strives to provide a student-centric learning environment to its students. We not only emphasise on the academic development of our students but accentuate their overall development through various co and extra-curricular activities. The focus is on enhancing the quality of teaching-learning by introducing state-of-the art ICT infrastructure in the college. The college has adopted CBCS system under RUSA initiatives, which allows our students to undertake interdisciplinary subjects according to their interests. ICT enabled education and access to digital education are some of the innovations introduced by the college in tune with the evolving trends of teaching-learning in the contemporary times. The ratio of number of computers available in the college to the number of students is approximately 1:20. Digital lecterns, LED Projectors, Interactive Board, a KYAN (Knowledge Yantra, a Composite computing and projection system devised by IIT Bombay), an e-corner with INFLIBNET connectivity and online access to educational resources, a Language-cum-Career Lab and Tally ERP 9.0 (Multiuser) Software, printing and reprographic facility have been made available for the faculty and the students. The college also enrols students for Spoken Tutorials/FOSS programme, particularly in the IT segment in tune with the initiative of the MHRD.

The college also strives to be a key factor in transforming the lives of the people of the region by generating awareness about issues of health, environment, social and gender equity, legal rights and consumer laws and other issues of social and contemporary relevance among them by building an effective institution-community interface.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | Government College Karsog |
| Address | Government College Karsog District Mandi Himachal Pradesh |
| City | Karsog |
| State | Himachal pradesh |
| Pin | 175011 |
| Website | www.gckarsog.edu.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Kamal Kant | 01907-222116 | 9418560134 | 01907-222096 | karsoggc@gmail.com |
| Associate Professor | Janesh Kapoor | 7018-247903 | 9418964666 | 1907-222116 | janesh.kapoor@gmail.com |

| Status of the Institution | |
| --- | --- |
| Institution Status | Government |

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

| Recognized Minority institution | |
| --- | --- |
| If it is a recognized minroity institution | No |

| Establishment Details | |
| --- | --- |
| Date of establishment of the college | 25-06-1994 |

| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | |
|---|---|---|
| **State** | **University name** | **Document** |
| Himachal pradesh | Himachal Pradesh University | View Document |

| Details of UGC recognition | |
|---|---|
| **Under Section** | **Date** |
| 2f of UGC | 29-03-2004 |
| 12B of UGC | 09-12-2005 |

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

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

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

| Location and Area of Campus | | | | |
| --- | --- | --- | --- | --- |
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | Government College Karsog District Mandi Himachal Pradesh | Rural | 3.5485 | 7836.02 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Programme Level** | **Name of Programme/Course** | **Duration in Months** | **Entry Qualification** | **Medium of Instruction** | **Sanctioned Strength** | **No.of Students Admitted** |
| UG | BA,Humanities | 36 | Plus Two | | 880 | 444 |
| UG | BSc,Basic Sciences | 36 | Plus Two | | 400 | 99 |
| UG | BCom,Commerce | 36 | Plus Two | | 140 | 80 |
| PG | MA,English | 24 | Graduation | | 30 | 17 |
| PG | MA,Political Science | 24 | Graduation | | 30 | 30 |
| PG | MA,Hindi | 24 | Graduation | | 30 | 30 |

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

| Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 0 | | | | 35 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 4 | 0 | 17 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 18 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 14 |
| Recruited | 5 | 8 | 0 | 13 |
| Yet to Recruit | | | | 1 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 8 |
| Recruited | 4 | 1 | 0 | 5 |
| Yet to Recruit | | | | 3 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 6 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 9 |
| M.Phil. | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 8 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| M.Phil. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| PG | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 4 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 811 | 1 | 0 | 0 | 812 |
| | Female | 1023 | 0 | 0 | 0 | 1023 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 28 | 0 | 0 | 0 | 28 |
| | Female | 63 | 0 | 0 | 0 | 63 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 168 | 75 | 145 | 145 |
| | Female | 124 | 78 | 133 | 147 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 4 | 6 |
| | Female | 0 | 0 | 2 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 46 | 23 | 53 | 41 |
| | Female | 37 | 18 | 40 | 39 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 573 | 668 | 593 | 700 |
| | Female | 674 | 764 | 728 | 846 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1622 | 1626 | 1698 | 1926 |

# 3. Extended Profile

## 3.1 Programme

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

**Response : 6**

**Number of self-financed Programmes offered by college**

**Response :**

**Number of new programmes introduced in the college during the last five years**

**Response : 3**

## 3.2 Student

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1926 | 1698 | 1626 | 1623 | 1495 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 257 | 241 | 223 | 223 | 160 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 544 | 484 | 503 | 338 | 339 |

**Total number of outgoing / final year students**

**Response : 2208**

## 3.3 Academic

**Number of teachers year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 27 | 28 | 26 | 26 | 27 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 27 | 28 | 26 | 26 | 27 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 29 | 28 | 27 | 27 | 27 |

**Total experience of full-time teachers**

**Response : 202**

**Number of teachers recognized as guides during the last five years**

**Response : 01**

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

**Response : 134**

# 3.4 Institution

**Total number of classrooms and seminar halls**

**Response : 18**

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 114.58 | 78.15 | 27.66 | 22.75 | 14.84 |

 **Number of computers**

**Response : 107**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response : 0.189**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response : 0.06**

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

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

**Response:**

The college conducts regular meetings with the staff members and the heads of the teaching department to develop various strategies for effective implementation of the curriculum. Teachers are encouraged to implement the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars and computer education apart from traditional teaching methods. The members of various teaching faculties also conduct their own meetings and develop academic/lesson plans keeping in view the number of working days available. The syllabi are divided into units which are to be finished by a given deadline. The extent of the syllabus taught is tested through various class tests and mid-term examinations. In house mid-term tests are conducted in each academic semester to test the learning level of the students and to orient them for the end-semester examinations conducted by H.P. University, Shimla. **Continuous Comprehensive Evaluation (CCA)** has also been introduced with special focus on the programme structure, evaluation, grading system vis-à-vis the emphasis given to each component in the overall evaluation system.

The curriculum is prepared by the Himachal Pradesh University, Shimla, to which the college is affiliated. It is prepared and implemented after serious deliberations by the teachers concerned. The Himachal Pradesh University regularly organizes refresher courses, orientation programs and workshops to keep the knowledge and teaching aptitude of the teachers updated.

The college provides the faculty and students with ICT resources and free internet facility for access and use of online learning resources in addition to the available library resources. The teachers are encouraged to take up a number of activities like seminars, quizzes and power point presentations to make the delivery and assimilation of the course content both comprehensive and learner centric. Efforts are also made to ensure that class room teaching is integrated with practical and field activities, wherever possible, to make it relevant for the students in a larger personal and social context.

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Details of the certificate/Diploma programs | |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Details of participation of teachers in various bodies | |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years**

**Response:** 50

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

Response: 3

| File Description | Document |
|---|---|
| Details of the new courses introduced | |

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

**Response:** 50

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

Response: 3

| File Description | Document |
|---|---|
| Name of the programs in which CBCS is implemented | |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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

## 1.3 Curriculum Enrichment

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

**Response:**

The cross-cutting issues like Gender, Climate Change, Environment Education, Human Rights, ICT, etc., find an ample space when it comes to applying them positively into the curriculum. The college regularly organizes experts' lectures on human and legal rights and gender equity to sensitize students about these pressing contemporary issues along with student seminars/ celebrations on women empowerment, Ozone Day, Science Day, Women's Day, etc. **The subject of environmental sciences is a part of the college curriculum**. It is compulsory for all the students, irrespective of any stream, to undertake the course in environmental sciences. Supplementary activities like tree plantation, blood donation, cleanliness drive, gender sensitization, human rights and health education are regularly taken up by NSS, NCC, Nature Club, Women's Cell, Old Student's Association and Disaster Management Cell of the college to instill awareness as well as activism among students and the local community with regards to the important environmental and human rights issues.

The NCC, NSS, Rovers and Rangers units and Eco Club also participate actively in programmes of gender and social sensitization, environmental issues and health awareness programmes.

As far as the promotion of education among women is concerned, the government of H.P. has waived

tuition fee for all bonafide girl students. An additional seat in each course has also been reserved for the single girl child. Government College, Karsog admits girls in large numbers to its different courses, who often outnumber the boys.

The college maintains a tradition of imparting inclusive education to its students with emphasis on ethical and moral principles. The college, which is a co-educational institution, sensitizes its staff and students on issues such as gender inclusion, social equity and environment, etc. by organizing awareness campaigns on women empowerment, female feticide, gender equity, etc.

The college also undertakes various activities to inculcate awareness about environmental issues. Ozone day is celebrated every year. Declamation contest, poster making and essay/slogan writing competitions are held to make the staff and the students aware about the disastrous effects of environmental pollution and the ways to reduce it. **An interdisciplinary course in Environmental Science is compulsory for all students at the under graduate level.**

Anti-ragging Cell, NSS, NCC, Rovers and Rangers and the Eco Club also undertake programmes to educate students on issues of gender equity, human rights, healthy living, environment and other relevant issues. The college has joined hands in promoting *Swachh Bharat Abhiyan* to keep the campus of the college green, clean and plastic free.

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

**Response:** 5

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

Response: 5

| File Description | Document |
| --- | --- |
| Details of the value-added courses imparting transferable and life skills | [View Document](#) |

**1.3.3 Percentage of students undertaking field projects / internships**

**Response:** 5.4

1.3.3.1 Number of students undertaking field projects or internships

Response: 104

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents  For design and review of syllabus semester wise/ year wise**
**A.Any 4 of the above**

**B.Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** C. Any 2 of the above

**1.4.2 Feedback processes of the institution may be classified as follows:**
**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** C. Feedback collected and analysed

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| URL for feedback report | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |
| List of students (other states and countries) | [View Document] |

### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 72.74

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 797     | 674     | 638     | 657     | 713     |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1140    | 1070    | 990     | 990     | 713     |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |

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

**Response:** 58.79

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 128 | 120 | 122 | 126 | 133 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](View Document) |

## 2.2 Catering to Student Diversity

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

**Response:**

The college has no mechanism *per se* to assess the needs of the students in terms of their knowledge and skills at the commencement of a programme as it has to follow the norms of admission of the affiliating university and the state Higher Education Department. However, the prospective students are allowed to opt for courses of their choice at the time of filling up the admission form including elective, compulsory and skill based courses. Proper guidance is also provided to them about the choice of various courses. **The CBCS system also provides scope and space for interdisciplinary avenues in the choice of subjects to expand the mental horizons of the students in tune with the contemporary trends in the field of higher education.**

The special needs of learners are detected by the teachers in class room by means of getting feedback from the students. Students are subjected to various methods of evaluations like vocal responses, assignments, class tests and mid-term examinations. Based on their performance, students are identified as slow and advanced learners. They are subsequently supported in the best possible manner. The teachers provide students with personal coaching and advanced learning materials, including online resources, in addition to moral and psychological support. 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. All the students are exposed to peer group learning, where both the slow and advanced learners are combined. A friendly environment is created to improve the communication skills of the advanced learners.

Academic performance of the students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections, etc. is detected by the teachers during classroom interaction. Marks obtained in qualifying exams, class and mid-term tests are used as markers for identifying slow learners in addition to their general response in the class room. The students who do not seem to cope with the pace of learning are advised and counseled by the teachers by assisting them with suitable study material, remedial measures and moral support.

Although there is no separate mechanism in place to review the admission process, admissions are regulated according to the norms laid down by H.P. University and the Govt. of H.P. The Admission Reservation Roster adopted by the affiliating university is strictly adhered to so that the students hailing from the weaker and backward sections of the society also get access to higher education. Information about facilities like scholarships, tuition fee waiver for girls and relaxation in admission criterion available to them. The profile of each student admitted to the college is prepared on the basis of information generated from the admission form.

**Outcome**

The management and review of the admission process of the students not only enables the college to regulate admissions in an effective and transparent manner, but also helps in maintaining academic and general discipline in the campus which is conducive to better teaching-learning and growth environment for the students.

**2.2.2 Student - Full time teacher  ratio**

**Response:** 77

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Response:** 0.1

2.2.3.1 Number of differently abled students on rolls

Response: 2

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

## 2.3 Teaching- Learning Process

**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

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. The college offers a number of support services to its teachers for making teaching-learning student centric. The use of interactive learning is promoted through classroom discussions, use of ICT and other interactive resources like video lectures, power point presentations and

other such methods. The college campus has been made Wi-Fi enabled to provide teachers and students access to online learning resources. A comprehensive assessment of the academic growth and development of students is made on a variety of parameters ranging from classroom performance, assignments, tutorials/practical and seminars for objective and continuous assessment of their performance. Seminars, assignments and related activities encourage independent as well as collaborative learning among students. Collaborative learning is also promoted among students through their participation in NSS, NCC, Rovers and Rangers, activities of Red Ribbon Club, Eco-club, Sports and cultural activities. The college magazine, *Kamaksha* is published annually which provides a good platform for the students to develop their analytic, comprehension and writing skills. Educational tours, field visits for plant collection, bird watching, etc. are helpful to promote the feeling of adaptability and eco-sensitivity among the students.

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

**Response:** 56

2.3.2.1 Number of teachers using ICT

Response: 14

| File Description | Document |
|---|---|
| Any additional information | <u>View Document</u> |
| List of teachers (using ICT for teaching) | <u>View Document</u> |

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 96.25

2.3.3.1 Number of mentors

Response: 20

| File Description | Document |
|---|---|
| Year wise list of number of students, full time teachers and students to mentor ratio | <u>View Document</u> |

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

The college places due emphasis on developing creative and critical thinking among its students. A host of activities are taken up towards this end. Students are duly exposed to ICT teaching-learning resources through the use of PPTs and online educational resources, Language-cum-Career Lab, various FOSS and Tally software, etc. They are encouraged to participate in various extra-curricular activities and youth

festivals for promoting inclusive and collaborative learning, team spirit and commitment to the task in hand in view of the rounded growth of their personality.

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 97.14

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| Any additional information | View Document |

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 30.53

2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 11 | 10 | 8 | 7 | 5 |

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

### 2.4.3 Teaching experience of full time teachers in number of years

**Response:** 8.08

| File Description | Document |
|---|---|
| List of Teachers including their PAN, designation,dept and experience details | View Document |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | View Document |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

## 2.5 Evaluation Process and Reforms

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

**Response:**

Reforms in Continuous Internal Evaluation of the students at the institutional level has been introduced in the form of Continuous Comprehensive Assessment (CCA) by the Himachal Pradesh University, to which the college is affiliated w.e.f from the academic session 2013-14 under the Choice based Credit System and has been followed by the college in proper spirit. The CCA of the students is based on diverse parameters which include:

1. Internal assessment is awarded to the students as per the university criteria. Thirty marks have been reserved for CCA. Out of these 15 marks are awarded on the basis of the Mid-Term Test, 10 Marks

on the basis of assignments, seminars and related activities and 5 marks on the basis of classroom attendance. Seventy marks in each course are reserved for End-Semester Examination conducted by the university.

2. Class tests and unit tests are conducted to evaluate the performance of students.
3. Student centric learning through assignments, projects, seminars and practical sessions.
4. Classroom Attendance Rules – Each student has to attend a minimum of 75% Lectures /Tutorials/Practical. A student having less than 75% attendance is not allowed to appear in the End-Semester Examination (ESE). However, exemption up to certain extent can be given to those who have participated in co-curricular activities (NCC, NSS, Sports and Youth Festivals) or by producing medical certificate.
5. Those having greater than 75% attendance are awarded CCA marks as follows:
   - 75% but < 80%   = 1 marks
   - 80% but <85%    = 2 marks
   - 85 but <90%     = 3 marks
   - 90% but < 95%   = 4 marks
   - 95%             = 5 marks
6. Mid-Term (Minor) Tests A mid-term test carrying 15 marks, is held after 48 teaching days (8 weeks) based on the syllabus covered up to that time in each semester. Question paper for the minor tests is submitted by concerned teacher of the course and also evaluated by him/her. Evaluated answer sheets are shown to students in class.
7. Seminar / Assignment / Term Paper – The remaining 10 marks of the CCE are awarded on the basis of seminar / assignment / term paper, etc.
8. End-Semester Examination (ESE) - Final grade is given on the basis of an end-semester examination that is for three hours duration and covering the whole syllabus of the course. For the Odd semesters, the ESE is usually held in November and for Even Semesters in May/June.
9. Re-evaluation of answer scripts: If students have any doubt about the marks obtained in minor tests, there is provision for re-evaluation of answer scripts with approval of grievances reprisal cell of the college in Choice Based Credit System (CBCS) at the college level.

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

**Response:**

As discussed in indicator 2.5.1, there is complete transparency in internal assessment of the students. The criterion adopted is as per the University norms. All the students are made familiar about the parameters and mode of internal assessment. After preparing the assessment report, it is displayed on the notice board/ communicated to the students in the class at the end of the semester. The internal assessment is prepared by the faculty members keeping in mind the following aspects / factors of students' performance during the entire academic session on the basis of:

(a) Class attendance

(b) Class assignments

(C) Score in the mid-term examination, etc.

In addition to the above, the behavioral aspects, independent learning and communication skill, etc. of the students are also taken into consideration while assessing them.

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

**Response:**

The college/university follows open evaluation system wherein the performance/assessment chart of a student is displayed on the notice board and the same is communicated to the parents. All grievances regarding evaluation, including the internal assessment marks awarded to the students, are redressed by the Examination Committee and the various Heads of Teaching Departments at the institutional and university levels. The grievances/doubts of the students about the evaluation process are removed by allowing them access to their evaluated answer sheets. The 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.

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

**Response:**

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 calendar incorporates a comprehensive coverage of different institutional activities including admissions, examinations, sports and cultural activities and vacation schedule. The calendar of activities is attached herewith in the pdf format.

| File Description | Document |
|---|---|
| Any additional information | [View Document](View Document) |

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

Programme Specific Outcomes for All Courses are decided by the affiliating university which designs the course structure, desirable learning outcomes thereof and assessment and evaluation methodology. The teachers are provided copies of the course design in respect of the subjects they are teaching, which is further communicated to the students by them. The course design and the specific outcomes for all courses are also available on the web site of the university. Teachers and students are provided easy access to it in

the IT lab and the ICT Recourse Centre of the college. For details visit **www.hpu.nic.in/syllabus.htm**

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

**Response:**

The college has a clearly defined approach to the learning outcome assessment to determine the value and outcome of its activities in accordance with the course design of the affiliating university. The faculty members employ different methods including formal and informal evaluation of students through classroom activities and related activities and use their judgment for improvement/development of the achievements by the students. The students are subjected to a variety of evaluation parameters including both in-house and end semester evaluation in addition to class tests, assignments, quizzes, group discussion and seminars to ensure ongoing and comprehensive evaluation of their learning abilities and its outcome. The participation and achievement of the students in co-curricular and extra-curricular activities is also given due credit under the General Interest and Hobby courses so that a broader and comprehensive approach is incorporated while assessing the learners. The results of learning outcome are further used to evaluate the effectiveness of academic programs and activities and student support services. The suggestions for improvement in the curriculum are submitted to the Himachal Pradesh University, Shimla for further necessary action, if any, in the matter.

**2.6.3 Average pass percentage of Students**

**Response:** 100

2.6.3.1 Total number of final year students  who passed the university examination

Response: 520

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

Response: 520

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:**

| File Description | Document |
| --- | --- |
| Database of all currently enrolled students | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of project and grant details | [View Document](#) |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 4

3.1.2.1 Number of teachers recognised as research guides

Response: 1

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

**3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years**

**Response:** 0

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

| File Description | Document |
|------------------|----------|
| List of research projects and funding details | [View Document](#) |

## 3.2 Innovation Ecosystem

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

**Response:**

The college does not have a research centre currently. In fact, there is no provision for setting up research centers at college level in the ordinances of the state government or the H.P. University. The faculty members are, however, encouraged in every possible way to pursue research. This is evident from the fact that several faculty members in the college are actively engaged in research. The college also endeavours to help faculty members in acquiring research grants from the UGC through its UGC Resource Center. The following facilities are provided to the faculty members in order to promote research culture among them:

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

Access to ICT, basic infrastructure like computers, internet, printing and library facilities are available. INFLIBNET resources have been made accessible to the faculty.

- **Financial Support**

For attending workshops, conferences etc., TA/DA and local conveyance allowances are paid as per the norms of the UGC/ state government, if applicable.

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of workshops/seminars during the last 5 years | [View Document](#) |

## 3.3 Research Publications and Awards

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

**Response:** No

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** No

| File Description | Document |
|---|---|
| List of Awardees and Award details | [View Document](#) |

## 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0

| 3.3.3.1 How many Ph.Ds awarded within last five years |
|---|

| File Description | Document |
|---|---|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | [View Document](#) |

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

**Response:** 0.11

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 4 | 2 | 5 | 2 | 1 |

| File Description | Document |
|---|---|
| List of research papers by title, author, department, name and year of publication | [View Document](#) |

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

**Response:** 0.09

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in

national/international conference-proceedings year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 2 | 2 | 4 |

| File Description | Document |
|------------------|----------|
| List books and chapters in edited volumes / books published | [View Document](#) |

## 3.4 Extension Activities

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

**Response:**

NSS adopts a village each session where the volunteers get an opportunity to interact with the local community and with the aid of local administration conducts rallies, *Swachhta* campaign, plantation drives, cleaning of local water sources, cleanliness drives, thus, playing a pivotal role towards the community. During the Seven-Days Special Camps, the volunteers are sensitized about the social issues and various activities are conducted in order to achieve the holistic development of the students. The volunteers visit the Police station and helps in sensitizing the general public about the traffic rules and the use of helmets while driving. The students are sensitized about general health issues and specific diseases like Thalassemia and their prevention. In this way, students are sensitized about local, regional and broader, cross-cutting issues like environmental protection, social and gender equity, personal and public health and hygiene and so on. They are enabled to respond to their community and environment in a more sensitive and holistic manner. [For details of Institution-Community Interface, please see Criterion VII, component 7.2.1.]

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

**Response:** 1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Number of awards for extension activities in last 5 years | View Document |

**3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years**

**Response:** 38

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 10 | 7 | 9 | 7 | 5 |

| File Description | Document |
|---|---|
| Number of extension and outreach programs conducted with industry,community etc for the last five years | View Document |

**3.4.4 Average percentage of students participating in extension activities with Government Organisations,  Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response:** 36.81

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 506 | 886 | 598 | 450 | 614 |

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

## 3.5 Collaboration

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Number of Collaborative activities for research, faculty etc. | [View Document](#) |

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

**Response:** 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

In order to cater to the growing strength of the students and to strengthen academic excellence, the college makes efforts for the optimal use of the existing infrastructure. The existing infrastructural facilities for teaching-learning have been augmented with Information and Communication Technology (ICT) facilities for enhancing learning outcome and contribute to skill formation. The infrastructure of the institution is being maintained and constantly improved with regards to this aspect. The existing infrastructural facilities in the college include:

**Details of facilities/ infrastructure/ ICT Resources**

Multipurpose/Examination Hall with capacity of 300 students

- Court area for playing Badminton/Volleyball
- Wi-Fi internet facility
- ICT Lab with projector for all the students of the college with 27 Windows and 20 Linux computers
- Language-cum-Career Lab having 21 systems for developing communication and interpersonal skills of students
- Physics, Chemistry, Botany, Zoology, Geography and Music labs with latest equipment
- Staff cabins with ICT facility
- Computerized Administrative Office
- General library with 10 computers (dedicated e-corner) having internet connectivity and INFLIBNET facility to access e-journals and e-books
- Airy and spacious classrooms (16)
- Smart classrooms (06) and seminar/conference hall
- Separate ICT Centre for conducting examination work and teaching preparation for the staff with 5 desktop computers, LaserJet printer, broadband connection and paper printing and reprographic facilities
- Gym and other fitness equipment
- Common Room for Girls with proper seating facility

The college has spacious, well ventilated class rooms with boards and adequate seating facility for students. 09 LCD Projectors and 04 podiums/digital lecterns are available for use during classroom instruction. There are 9 well equipped laboratories -- two labs each for Physics, Chemistry, Music and one Lab each for Botany, Zoology, and Geography for practical instructions. Two exclusive Computer labs one working on WINDOWS and other based on LINUX to promote FOSS with LCD projectors and printer have also been instituted. These labs have all necessary software like word, tally, scilab, etc.

The entire campus is Wi-Fi enabled. A Public Address System has also been installed for the ease of communicating important information to the students. There is a common staff room for the faculty in

addition to separate faculty rooms along with a UGC Resource Centre/IQAC cell. The institute has computers with the latest configuration and UPS power back up. Some of the teaching departments have been provided with computers, LCD projectors, printers, scanners and internet connectivity. The institution has a well-furnished and semi-automated library with about 10,300 books. The library is computerized with an e-corner for browsing online resources, and with reprographic facility. All the staff and students have access to INFLIBNET.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |

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

**Response:**

The college has adequate facilities for sports and games, including indoor and outdoor facilities. It shares a big playground with the adjoining Government Senior Secondary School, which is a property of the State Education Department. A stage area for cultural activities is under development in one of the college courtyards. The sports facilities/equipment available with the college are: Gym (12 stations) with health and fitness equipment, Playground for outdoor sports (common with GSSS Karsog), facilities for basketball, volleyball, badminton, table tennis, boxing, kabbadi (on mats), weightlifting, kho-kho with all the required equipment.

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

**Response:** 50

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

| File Description | Document |
| --- | --- |
| Number of classrooms and seminar halls with ICT enabled facilities | [View Document](#) |

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

**Response:** 30.46

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 56.28 | 41.31 | 5.76 | 3.83 | 1.88 |

| File Description | Document |
|------------------|----------|
| Details of budget allocation, excluding salary during the last five years | [View Document](#) |

## 4.2 Library as a Learning Resource

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

**Response:**

Soul Software for management of Library resources has been procured and installed. However, the automation process of the library is pending as the post of Librarian is lying vacant for the past four years. The Library is being looked after by a Junior Lecturer Assistant, who is not technically qualified to accomplish this job. The college being a Government institution, the college administration is not authorized to appoint any staff including librarian at its own level. The State Govt. has not filled up any post of Librarian in recent past across the state. The automization/digitization is a priority for the college administration in the near future

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

**Response:**

The college library does not have any collection of rare books, manuscripts, special reports or any other knowledge knowledge enrichment resources of its own. The reason for the lack of these resources is that ours is a general education college which does not offer any research courses/programmes. However, the e-corner of the library can be used by interested faculty members and others for online access of rare manuscripts, books and other such resources. The access to INFLIBNET resources is also a major resource for overcoming this drawback.

**4.2.3 Does the institution have the following:**

1. e-journals
2. e-ShodhSindhu

  3. **Shodhganga Membership**
  4. **e-books**
  5. **Databases**

A. **Any 4 of the above**

B. **Any 3 of the above**

C. **Any 2 of the above**

D. **Any 1 of the above**

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc. | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 0.88

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 0.57 | 3.38 | 0.19 | 0 | 0.26 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of books and journals during the last five years | [View Document](#) |

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

**Response:** Yes

| File Description | Document |
|---|---|
| Details of remote access to e-resources of the library | [View Document](#) |

**4.2.6 Percentage per day usage of library by teachers and students**

**Response:** 6.1

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

Response: 119

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Details of library usage by teachers and students | View Document |

## 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities including Wi-Fi**

**Response:**

The college constantly updates its IT facilities including Wi-Fi facility. An amount of Rs.49,31,400 has been spent under this head during the last five years. The IT equipment procured include desktop computers, digital lecterns, projection systems, Language-cum-Career Lab, various software for these. The IT lab of the college is equipped with 47 computers (46 computers and 01 server) which run on Windows and Linux OS to support the inculcation of basic IT skills as well as FOSS enabled IT courses for students. The ICT facilities are extensively used both by faculty and students. The details of IT infrastructure available with the college are atttached herewith as a pdf document.

| File Description | Document |
|---|---|
| Any additional information | View Document |

**4.3.2 Student - Computer ratio**

**Response:** 17.99

| File Description | Document |
|---|---|
| Student - Computer ratio | View Document |

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**
**<5 MBPS**

**5-20 MBPS**

**20-35 MBPS**

**35-50 MBPS**

**Response:** 5-20 MBPS

| File Description | Document |
|---|---|
| Details of available bandwidth of internet connection in the Institution | [View Document](#) |

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

**Response:** No

| File Description | Document |
|---|---|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 48.3

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 102.59 | 55.55 | 13.28 | 3.87 | 2.35 |

| File Description | Document |
|---|---|
| Details about assigned budget and expenditure on physical facilities and academic facilities | [View Document](#) |

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

**Response:**

The college conducts an Annual Stock Taking Exercise in which the available equipment/facilities in

different laboratories and books in the library are physically checked and verified. Various committees of faculty members along with ministerial and support staff conduct this work. Damaged articles and books are identified and recommended for writing off. New equipment and books are procured on the demand of the concerned teacher in charge after due recommendation by the Purchase Committee of the college. All formalities pertaining to purchase and disposal of old equipment and books as laid down in the Store and Purchase rules of the State Govt. are rigorously followed in this regard.

Perspective plan for future growth and development of the college is discussed and approved at the meeting of the Staff Council and different developmental tasks are then assigned to concerned committees like Building Committee, Campus Development Committee, Library Committee, etc. The technical and fabrication support is sought from the State Public Works Dept. and the State Electricity Board wherever required. Funds and Grants for developmental activities are sought from the State Government and the UGC.

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 16.72

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 505 | 314 | 225 | 200 | 190 |

| File Description | Document |
|------------------|----------|
| Upload self attested letter with the list of students sanctioned scholarships | [View Document](#) |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | [View Document](#) |

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | [View Document](#) |

**5.1.3 Number of capability enhancement and development schemes –**

      1.**For competitive examinations**

      2.**Career counselling**

      3.**Soft skill development**

      4.**Remedial coaching**

      5.**Language lab**

      6.**Bridge courses**

      7.**Yoga and meditation**

      8.**Personal Counselling**

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** D. Any 4 of the above

| File Description | Document |
| --- | --- |
| Details of capability enhancement and development schemes | [View Document] |

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

**Response:** 26.92

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 575 | 484 | 503 | 366 | 340 |

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

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of the students benifitted by VET | View Document |

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

**Response:** Yes

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

## 5.2 Student Progression

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

**Response:** 26.65

5.2.2.1 Number of outgoing students progressing to higher education

Response: 145

| File Description | Document |
|---|---|
| Details of student progression to higher education | |

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)**

**Response:** 15

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 4 | 0 | 1 | 0 | 0 |

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 8 | 1 | 4 | 1 | 1 |

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Upload supporting data for the same | [View Document](#) |
| Number of students qualifying in state/ national/ international level examinations during the last five years | [View Document](#) |

## 5.3 Student Participation and Activities

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

**Response:** 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 01      | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | View Document |
| e-copies of award letters and certificates | View Document |

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

**Response:**

Yes, the college has a 'College Central Students' Association (CSCA)' to address the problems of students comprising of President, Vice President, General Secretary and Joint Secretary chosen on the basis of merit in the previous year examinations. Other members are also nominated on the basis of their best performance in academics, sports, NCC, NSS, Rovers and Rangers, Subject Societies, etc. The CSCA is guided by a CSCA Advisory Committee notified by the Principal of the college.

**Major Activities by the CSCA:**

The CSCA plays significant role in pursuing developmental activities of the college. The association acts as a link between the students and the administration of the college. They appraise the administration about different problems faced by the students in the college. The CSCA council organizes different cultural and literary functions throughout the year in consultation with the teachers. It also contributes meaningfully to the different civic activities like tree plantation, blood donation, campus beautification drive, AIDS and environment awareness drives organized by other student bodies of the college. The amalgamated fund of the college is utilized to fund all such activities of which the CSCA is an integral part.

The IQAC and the Advisory Committee of the College Central Students' Association (CSCA) have students as representatives. Student representative are also appointed to various committees formed for organizing sports, cultural and other academic programmes.

## 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 8.6

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 7 | 6 | 10 |

| File Description | Document |
|------------------|----------|
| Number of sports and cultural activities / competitions organised per year | View Document |

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

An Alumni/Old Students' Association was formed in the college in the session 2009-10 with the intention of engaging the alumni in the developmental activities of the institution. A preliminary meeting of the association was also organized. However, the idea of including the old students in the college affairs could not gain momentum and the association has remained largely defunct. The college is making efforts to revive the Alumni Association and to enrol a greater number of former students in it in the larger interest of the institution and its students.

**5.4.2 Alumni contribution during the last five years**
**<1 Lakh**

**1 Lakh - 3 Lakhs**

**3 Lakhs - 4 Lakhs**

**4 Lakhs - 5 Lakhs**

**Response:** <1 Lakh

| File Description | Document |
|------------------|----------|
| Alumni association audited statements | View Document |

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

**Response:** 1

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1 |

| File Description | Document |
|------------------|----------|
| Number of Alumni Association / Chapters meetings conducted during the last five years. | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

The vision of the college is to achieve excellence and attain noble character through education. The mission statements of the institution are:

- *To contribute richly to the development of the quality of the life of rural youths.*
- *To foster value based qualities like discipline, character-building, tolerance, humility and commitment.*
- *To encourage curiosity, innovative approach and scientific temperament.*
- *To incorporate high-tech techniques to enhance the skills of the students.*
- *To stimulate academic activity with integrated personality development.*

The college administration is committed to ensure the effective and efficient management of the institution as far as the teaching-learning process is concerned. The participation in extra co-curricular activities is encouraged and the official work is done on time. Our endeavour is always to impart the best education to the students.

Various committees are constituted with senior members as the conveners. The reforms are being introduced after taking feedback from the staff members. To ensure the accountability of the staff, the Principal evaluates their performance through ACRs. The Head conducts meetings from time-to-time with the staff members and the non-teaching staff, thus, strengthening the very edifice of the institution. There is a review meeting held after every activity of the institution and it is thoroughly analyzed and the feedback is taken from the staff and the reforms are done for the further programmes.

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

The Principal leads the Staff Council at the college level, which assists the Head in deciding various matters related to the institution.  The institution's vision is to achieve excellence and attain noble character through education. The college administration is committed to ensure the effective and efficient management of the institution as far as the teaching-learning process is concerned. The classes are taken regularly as per the Time-Table and the steps are taken to adhere to the college calendar.

A fair representation to all the faculties like humanities, sciences, social sciences, commerce is ensured while constituting committees for various activities regarding the functioning of the college. Due importance is given to the suggestions given by the OSA members regarding decision-making in the existing rules and regulations for the welfare of the college. Proposed work load in various departments is discussed with the head of departments so that additional faculty members can be arranged through PTA. Students who are weak in studies are identified by the teachers through class-room interaction, class tests and mid-term examinations and then the required counseling and reinforcement is given to such students in

consultation with all the faculty members of the concerned department. Counseling is also given to the students at the time of admission to choose subjects as most of the students in this college come from rural background.

**6.1.2 The institution practices decentralization and participative management**

**Response:**

The two most important administrative and academic processes undertaken by an educational institution are admissions and examinations. These are duly managed by the college in a decentralized and participative mode. Faculty members and the ministerial staff are actively engaged at different stages to improve the functionality as well as the efficacy of these processes. The admissions to different subjects/courses of study both at the undergraduate as well as the postgraduate levels are made purely on merit basis. Various admission committees are formulated at the beginning of each academic session to manage and regulate admissions to different classes. These are duly notified in the college prospectus and on the institutional web site for the convenience of the applicants.

The applicants deposit their application forms with the convener/members of the admission committees within a stipulated time period laid down by the affiliating university/State higher education Dept. These application forms are duly scrutinized by the committees to verify that the applicants fulfill the basic eligibility criteria for admission to the college. Merit Lists for different subjects/courses of study are prepared accordingly. Due weightage is given to applicants from different sections of society as per the admission reservation roster of the State Govt./H.P. University. These merit lists are also displayed on the notice board/web site to ensure transparency in the admission process. The committees verify the original documents of the applicants and recommend their admissions. The application is further scrutinized by a committee of senior faculty members before approval by the Principal. The applicants are then issued Admission token Numbers to facilitate the smooth deposit of their fee and funds. The admission clerk then maintains the record of students in dedicated software.

The process of internal examination/mid-term tests is also conducted in a decentralized manner. The dates for these tests are decided at the meeting of the staff council. The question papers for the same are submitted by the concerned teachers within a stipulated time period. The Examination committee then ensures timely printing of the question papers and other examination material. Teachers are put on invigilation duty during the actual conduct of these examination and the ministerial staff are also assigned miscellaneous duties. The evaluated answer scripts are duly shown to the students and their doubts, if any, with regards to evaluation are promptly addressed. The faculty and the staff also help the students in filling up their examination forms for the End-semester Exams conducted by the university. These exams are also conducted at the institutional level. The faculty and other staff are assigned various duties as per the university norms for the management and conduct of these exams. The same decentralized and participative mode of governance is also adopted with regards to other affairs of the college.

## 6.2 Strategy Development and Deployment

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

**Response:**

The Perspective/Strategic Plan of the college includes various components like modernization and strengthening of classrooms and laboratories (including setting up of language Lab and the procurement of latest laboratory equipment), upgrading of the Library and learning resources, introduction of PG/Skill Enhancement Courses, procurement of furniture, promotion of co-curricular and extracurricular activities, modernization of the college office and so on.

**Example of Activity Successfully Completed**

A strategic activity for the introduction of state-of-the art teaching-learning environment in the college under its perspective Plan successfully implemented by the college is the up gradation and strengthening of the ICT facility. The college has upgraded its IT Lab comprising forty desktop computers operating on Windows and Linux for aiding Computer literacy among its students and running Skill enhancement courses in IT augmented by IIT Bombay under the FOSS/Spoken Tutorial initiative of the Ministry of MHRD, Govt. of India. The IT Lab is Wi-Fi enabled and fitted with LCD Projector. Free and easy access has been provided to the IT Lab to all students. There is also a separate ICT Resource center for the faculty. Faculty cabins are also equipped with desktops anf Wi-Fi facility to allow teachers access to online educational resources and facilitate them in their day-to-day work. Smart classrooms with digital lecterns, LCD projectors and audio-video facilities have also been developed to promote ICT in teaching-learning.

A language-cum-Career Lab with twenty desktops and a Teacher Console has also been instituted in the college to hone the linguistic and writing skills of the students. Tally software has also been installed in the IT lab for practical training of Commerce students. A dedicated e-corner with ten computers and Wi-Fi connectivity has been created in the college library to provide access to online instructional material to the faculty and students. This facility is strengthened with the membership of the INFLIBNET and national Digital Library. The Administrative wing of the college has also been fully computerized.

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

**Response:**

The organizational structure of the college facilities its smooth functioning. The Directorate of Higher Education is the policy making body/ controlling authority. 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 teem constitute the major inputs for the perspective planning. is carefully analyzed by the Principal and the IQAC for possible inclusion in the perspective plan of the institution (as per the norms/directions of the Department of Higher Education, H.P. with regards to administrative and developmental activities and the H.P. University in academic matters). 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.

A Grievance Redressal Cell has been established in the college with the Principal as Chair to address the problems of the students and staff and to promote a healthy atmosphere in the college. The overall objective of the cell is to uphold the dignity of the college by ensuring congenial atmosphere by promoting healthy student-teacher relationship and to encourage the students to express their grievances freely and frankly.

The cell finds prompt and effective solutions to problems like physical or mental harassment, complaints regarding classroom teaching, grievances relating to hostel and administration. The complaints are aggregated under different heads like problems of hostel, classrooms.

The recruitments, transfers and promotions (procedures and policies) of staff are directly controlled by the Department. of Higher Education, Govt. of Himachal Pradesh and the institution does not have any authority in this regard.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

**6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination**

**A. All 5 of the above**

**B. Any 4 of the above**

**C. Any 3 of the above**

**D. Any 2 of the above**

**Response:** B. Any 4 of the above

| File Description | Document |
| --- | --- |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | [View Document](#) |
| Screen shots of user interfaces | [View Document](#) |

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

**Response:**

The proposals and their implementation for infrastructure development of the college devised by the College Development Committee/ RUSA Governance Council (RUSA; including representatives of stake holders like students and parents) under RUSA Infrastructure Development Grants [of Rs. Two Crore, out of which Rs. 1.5 Crore has been received and utilized by the college] may be viewed as a case in point with regards to an example of activity successfully implemented based on the Minutes of the meetings of various Bodies/ Cells and Committees. A case study thereof is attached herewith as a pdf document.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The college administration is fully supportive in every way to enhance the professional development of its teaching and non-teaching staff. In the present scenario, updating of knowledge and skill is not only desirable but also imperative to face the challenges of this constantly changing world. The institution ensures the professional development of the staff by:

- Encouraging faculty members for/to participating international, national, conferences, seminar and workshops
- Encouraging the faculty to publish research papers in reputed international and national journals
- Encouraging the faculty to take up membership of various national, state and local level research and scientific bodies (some faculty members are active life members of various scientific organizations)

The administrative/non-teaching staff also needs training in advanced skills related to their work. Training in computer and software management is provided to the staff members as per requirement.

The various strategies adopted by the Institution for faculty development through training, retraining and motivating are:

(a) Facilitation of faculty participation programmes for professional development organized by the other agencies (HP Institute of Public Administration, Government College of Teacher Education, UGC Resource Centres etc.)

(b) Career advancement benefits for those with higher qualifications such as M. Phil. and Ph.D. as well as opportunities for those who wish to improve their qualifications as per the Government of Himachal Pradesh rules.

The social welfare schemes of the Himachal Government and the Affiliating University have been

implemented and include (a) Study leave is given to the employees during job (Mr. Vikram Bhardwaj, Department of History, has availed study leave for pursuing higher research in the near past), (b) There is a provision of maternity/paternity leave for the staff , (c) Duty / Academic leave is given to attend conferences/seminars/ workshops and (d) State insurance and group insurance is provided to the staff members.

Realizing that a satisfied employee is an asset for the institution and can make the college a productive place, the administration has put several incentive measures in place for the teaching as well as non-teaching staff besides the salary package. The Himachal Pradesh Civil Service Rules read in concurrence with Pay Commission Recommendations of UGC provide respectable and satisfactory salary and job inducements.

**Provident Fund/ NPS**

All the employees are covered under General provident Fund (GPF) or National Pension Scheme (NPS).

**Retirement Benefits**

All the employees are eligible to receive Gratuity, Leave Encashment and other benefits upon superannuation.

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years | [View Document](#) |

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

**Response:** 0.2

6.3.3.1 Total number of professional development / administrative training programs organized by the

Institution for teaching and non teaching staff year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | [View Document](#) |

## 6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

**Response:** 29.04

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 7 | 4 | 13 |

| File Description | Document |
|------------------|----------|
| Details of teachers attending professional development programs during the last five years | [View Document](#) |

## 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

The achievements of faculty members are monitored and evaluated through the Annual Confidential Report and Performance Appraisal System as per the guidelines of the UGC and State Government. The ACR and appraisal report of faculty is submitted to the head of the institute. Student feedback on teachers also indicates their ability and competence. The feedback form has a well-defined set of questions that help the students to evaluate the teachers on the basis of knowledge base, communication skills and interest generated by the teachers. The Principal analyses the student's reflections and shares it individually. The ACR of the teachers/staff is also communicated to the peers in the Department of Higher Education, which is reviewed for career enhancement and other purposes.

The performance appraisal report duly filled is assessed by the Principal and Directorate. The

administration plays and active role in the performance appraisal of the staff. The college administration on behalf of Directorate, Higher Education, keeps a vigil on the professional behavior and attitude of the members of the teaching as well as the non-teaching staff.

The college is a government institution. All the faculty members are appointed by Principal Secretary, Higher Education, Government of Himachal Pradesh, Shimla through the H.P.P.S.C. Salary grades and other emoluments/remunerations are granted as per UGC pay commission recommendation adopted by the state government.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

**Response:**

The internal mechanism for ensuring proper accounting for receipts and payments of the student funds is through the college bursar. The Local Audit Department of the Government of Himachal Pradesh conducts a thorough audit of the student funds at regular intervals and submits its report. The college settles the audit objections raised by the auditors of the Local Audit Department before or at the time of next audit by producing the supportive documents or by making recoveries as pointed out. The last audit of student funds was conducted in the financial year 2012-13 by the government auditors. A request has been made to the Local Audit Department to conduct the audit at the earliest for the period 2013-2017.

The budget allocations for running the college are made by the Department of Higher Education. The salaries and payments are made through Government Treasury after passing of the bills by the Treasury Officer. The payments are directly credited in the accounts of the concerned person/ party. The Tuition Fees collected is deposited in the Government Accounts through challans. The whole business of Government is now online. Receipts and payments on books of accounts so prepared are audited by auditors of the Office of the Accountant General Himachal Pradesh.

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

**Response:** 0

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 0 | 0 | 0 |

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

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

**Response:**

The college does not have any Resource Mobilization Policy of its own.  Being a Government institution, Govt. College, Karsog is fully funded by the Dept. of Higher Education, Govt. of Himachal Pradesh in all respects. The college has also received developmental grants from the UGC and the Ministry of HRD, Govt. of India under RUSA Infrastructure Development Grants from time to time.Additional resources for engaging teachers on need basis and for carrying out minor development activities are also generated through the Parent-Teacher Association.

## 6.5 Internal Quality Assurance System

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

**Response:**

IQAC has been actively functioning in the college since 2010 with the thrust on academic and administrative excellence. After creating an academic environment for promotion of quality and accountability, the IQAC has been evolving novel avenues to take the college nearer to its goals and objectives, focusing on the core values identified by NAAC. The institution has directed its activities in such a way as to contribute to national development, foster global competencies and inculcates a strong value system. The academic quality of the institution is maintained by incorporating state-of-the-art innovations and new knowledge in the teaching-learning process. The administrative quality is maintained through effective planning and implementation of the various activities by the functionary committees. The academic quality of the institution is evaluated on the basis of the curricular aspects, especially the performance of the students in the examination. The curriculum is reviewed and redesigned by the H.P. University at the behest of the college(s) to include new age programs relevant to the needs of society and the overall global scenario. The administrative system also looks after the quality of education in the institution. The different academic/administrative committees set up by the institution also cater to the administrative needs to ensure the participation of the entire staff in the academic and administrative processes. The Advisory Committee, the Examination Committee, the Building Committee and others contribute towards quality assurance in the working of the institution. The participation of the students in quality assurance is ensured by including student representatives in academic and administrative bodies and in cultural and extension activities.

The main task of IQAC being quality assurance, planning and monitoring the projects undertaken, it accomplishes the same through the following:

> 1. Disseminating information on the various quality parameters of higher education to the faculty and

the students

2. Reviewing the existing programmes and providing suggestions for introducing new age programme relevant to the present educational scenario

3. Promoting research and creating an atmosphere conductive to research

4. Promoting the use of technology for enhanced teaching-learning

5. Inculcating nationalistic/patriotic sentiments

6. Imparting value based education

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

**Response:**

The institution regularly reviews its teaching-learning process by:

1. Introducing progressive academic change through particularly the Choice Based Credit System of teaching-learning-evaluation which has been an ongoing process since 2013.

2. Preparation of feasibility study report of the department before the introduction of new courses/Programme.

3. Evaluating teaching-learning methodology periodically through student feedback, keeping in mind the range and extent of courses and the felt needs of student, while maintaining parity with other institutes of higher learning in the state.

4. Providing guidelines for Formative and Summative Evaluation.

5. Integration of Extension Service with the Academic Curriculum.

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

**Response:** 3.4

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3       | 5       | 4       | 2       | 3       |

| File Description | Document |
|------------------|----------|
| Number of quality initiatives by IQAC per year for promoting quality culture | [View Document](#) |

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

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** D. Any 1 of the above

| File Description | Document |
|---|---|
| Details of Quality assurance initiatives of the institution | [View Document](#) |

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

**Response:**

Govt. College, Karsog has undertaken a host of academic and developmental activities based upon the suggestions/recommendations of the NAAC Peer Team during its previous visit to the college in 2011. The college had been advised by the NAAC Peer Team to introduce postgraduate courses in some relevant areas in addition to some skill-oriented courses and adopting innovative and new teaching methods. Postgraduate courses in English, Hindi and Political Science have subsequently been introduced by the college. Skill-oriented courses have been integrated into the course design of different courses of study being offered to the students. These include Communication and Writing Skills, Creative Writing, Gender Studies and Application of IT in different areas. FOSS enabled IT courses have also been introduced by the college. Use of ICT in teaching-learning has been duly promoted to expose our students to the state-of-the art educational technology. A synoptic listing of the Incremental quality initiatives undertaken by the institution in the past five years is attached as a pdf document under the head of additional information.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:** 2

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

| File Description | Document |
|------------------|----------|
| List of gender equity promotion programs organized by the institution | [View Document](#) |

**7.1.2**

**1.Institution shows gender sensitivity in providing facilities such as:**
   **1.Safety and Security**
   **2.Counselling**
   **3.Common Room**

**Response:**

The institution maintains the gender equity through various measures. One seat is reserved for the single girl child as far as the enrolment of the students is concerned. First–aid facility is also provided for the students. The college has a Woman Cell that counsels and sensitises the girl students from time-to-time. Various functions are organised by the Woman Cell and the girls are sensitised through Debate, Slogan Writing, Poster-Making Competition and lectures are arranged for the same. There is a facility of Common Room where the girl students can sit and relax. The gender equity is fostered and promoted through various wings NSS, NCC and Rovers and Rangers where the main emphasis is laid upon equal participation. A girl student has been appointed as 'Gender Champion' in the college at the behest of the Women's Commission to co-ordinate gender equity programmes in near future.

**7.1.3 Alternate Energy initiatives such as:**

**1.Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 7.58

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

Response: 5

7.1.3.2 Total annual power requirement (in KWH)

Response: 66

| File Description | Document |
|---|---|
| Details of power requirement of the Institution met by renewable energy sources | View Document |

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 50

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

Response: 3

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 6

| File Description | Document |
|---|---|
| Details of lighting power requirements met through LED bulbs | View Document |

**7.1.5 Waste Management steps including:**
* **Solid waste management**
* **Liquid waste management**
* **E-waste management**


**Response:**

*Waste management steps including: Solid waste management, Liquid Waste Management and E-Waste Management*

Description of efforts made-

* **Hazardous waste management:** There is almost negligible hazardous material of biological and non-biological nature produced or handled by the college except in science laboratories. The concerned departments take appropriate safety measures while handling and disposing off the material with hazardous potential as per the standard procedures and guidelines.

- **E-waste management:** Same is the case with regards to e-waste as there is negligible quantity of e-waste produced by the college which is either auctioned or kept till its final disposal in stores. However, in view of increasing number of electronic equipments and computers being purchased, a committee will be formed to explore the scientific measures for the e-waste and hazardous waste management with zero compromise with the environmental issues.

## 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**

The college does not have a rain water harvesting system set-up in the campus or the hostel at present. The major reason for such a system not being in place is the availability of water resources in abundant quantity in and around the Karsog area. Karsog is nested in the hills with adequate forest cover which holds vast amount of underground water emerging in the form of streams and rivulets flowing round the year, which is tapped by the State Irrigation Dept. and properly stored and distributed. The college also has adequate storage capacity for water so that there is hardly any scarcity thereof.

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

**Response:**

*Green Practices:*

- *Student Staff using (a) Bicycles, (b) Public Transport and Pedestrian friendly roads*

Most of the students and the staff generally walk to the college as Karsog comprises a small township with walking distances. Students coming from adjoining areas use public transport for commuting.

- *Plastic free campus*

The college campus is plastic free as a part of initiative by the State Government under which Himachal Pradesh has been declared a plastic free state.

- *Paperless office*

Not at present.

- *Green landscaping with trees and plants*

The college has a clean and green campus with adequate tree plantation.

- Tree plantation drive is one of the regular activities of the college in which the students, NSS volunteers, NCC cadets, Rangers and Rovers participate with enthusiasm. Under the Campus-Community-Continuum programme, the students and staff of our college collaborate with the villagers of local Gram Panchayat, Forest department, Local NGOs not only in the tree plantation drive but also in looking after activities. Over the last five years during the special camps and *van mahotsav* the NSS volunteers of the college have planted 800 trees. About 500 sampling of the *Cedrus deodars* were planted by college students along with NSS volunteers, NCC cadets, Rangers & Rovers during the Block Level tree plantation programmes by State Forest department and the contribution of our college was also applauded by the Divisional Forest Officer. Inside the campus also, a number of green trees and ornamental plants have been planted for greenery.

Students of the college are sensitized about value of forest for soil conservation, the health of the environment and all living beings with special reference to Mountain ecology and environment through seminars, talks by eminent invited scientists, DFOs and faculty members during the celebration of important days, e.g. World Water Day, WWF – related programmes, NEAC sponsored awareness and action campaigns. During the one day and the seven day special camps of the NSS volunteers take active part in many activities and awareness program. An arrangement is made during the 7-Day Special NSS camp for an academic discussin session that includes a lecture on importance of forest and its conservation for local ecology. This message of the significance of tree plantation and forest conservation is also spread to the local villagers through rallies, nukad nataks and poster displays by our volunteers.

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

**Response:** 0.62

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1.8     | .72     | .06     | .05     | .025    |

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

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

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

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** D. At least 2 of the above

| File Description | Document |
|---|---|
| Resources available in the institution for Divyangjan | |

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

**Response:** 12

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| 6 | 1 | 1 | 0 | 4 |

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

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

**Response:** 3

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

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 1 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Details of initiatives taken to engage with local community during the last five years | [View Document](#) |

### 7.1.12
**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

| File Description | Document |
|------------------|----------|
| Any additional information | [View Document](#) |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | [View Document](#) |

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

**Response:** Yes

| File Description | Document |
|------------------|----------|
| Provide URL of website that displays core values | [View Document](#) |

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

**Response:** Yes

| File Description | Document |
|---|---|
| Details of activities organized to increase consciousness about national identities and symbols | |
| Any additional information | |

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

**Response:** No

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

**Response:** Yes

| File Description | Document |
|---|---|
| Provide URL of supporting documents to prove institution functions as per professional code | |

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

**Response:** 5

| File Description | Document |
|---|---|
| List of activities conducted for promotion of universal values | |
| Any additional information | |

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

**Response:**

The college organises the birth and death anniversaries of great Indian personalities throughout the year to inspire the students to imbibe the qualities and to acknowledge the contribution rendered by them in shaping India. Various competitions with a motive to inspire the students are organised by the institution. Rajiv Gandhi's birth anniversary on August 20 is celebrated as *Sadbhavna Diwas* by National Service Scheme (NSS). The NSS Unit of the college arranges an awareness rally fostering communal harmony. To commemorate the birth anniversary of the great Hockey wizard, Dhyan Chand, the Sports Day is celebrated in the college on August 29. Mahatma Gandhi's birth anniversary is celebrated as *Swachhta Diwas*. It is an initiative (*Swachhta Abhiyaan*) promoted by the Government of India since 2014. *Swachhta*

oath is also administered to the staff and the students of the college. *Ekta Diwas* is celebrated on October 31 to commemorate the contribution made by Sardar Vallabh Bhai Patel. An oath is taken to instil the spirit of nationality and integrity among the students. November 14 is celebrated as Children's Day. Besides, the college celebrates the birth anniversary of great writers like RK Narayan where the students are engaged in the literary activities. The Faculty of Science also organises Science Day on February 28.

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

**Response:**

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

**Financial Matters:**

The Dept. of higher Education, Govt. of Himachal Pradesh is the principal funding agency for Govt. College, Karsog in addition to the UGC and the Ministry of HRD, Govt. of India which has sanctioned a sum of Rs. Two Crore to the college under Rusa Infrastructure Development Grants.

The disbursement of salaries, pensions, medical reimbursement is directly controlled by the Government Treasury through its dedicated software. The management of fee and funds available with the college is controlled by the Principal who is also the Drawing and Disbursing Officer in this regard. The management of such funds is guided by the Financial Rules of the State government. The Purchase Committee of the college monitors and recommends all major purchases by the college. The college Bursar further ensures the propriety of all such expenditures. The local Audit Dept. of the State govt. conducts periodical audits to ensure transparency and efficacy of all financial matters. Scholarships and other benefits available for the students are directly credited into their bank accounts under the DBT scheme.

### (a) Academic Matters

Admissions to various subjects/courses of study are made purely on merit basis. Merit lists thereof are duly displayed on the college notice board and web site to maintain complete transparency in this regard. Admission Reservation Roster of H.P. University is strictly adhered to in order to provide access to higher education to students from different sections of society. The internal evaluation of students is made on a variety of parameters including assignment/seminars, classroom attendance and class/mid-term tests.

### (b) Administrative Matters:

The college administration is run on the basis of participatory and inclusive model. Different academic and administrative responsibilities are assigned to the faculty and other staff members in the beginning of each academic session to make the administration decentralized and more effective. Different stake holders like students and parents are incorporated into the decision making and developmental process of the institution through elected/nominated bodies like the College Students' Central Association and the Parent-Teachers' Association. Efforts are also made to involve the Alumni in the affairs of the college through the Alumni association.

## 7.2 Best Practices

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

**Response:**

The college has introduced a number of innovative practices based on the suggestions of the NAAC Peer Team during the first cycle of institutional accreditation. The Peer Team had emphasized the need to introduce new and innovative ideas in teaching-learning, in particular the use of ICT thereof. The college has subsequently instituted and augmented an ICT infrastructure in the college including suitable number of desktop computers, printers, digital lecterns, LCD projectors with audio-visual facilities, digital language-cum-career lab, Tally and other software, an e-corner in the library duly supported with Wi-Fi facility towards this end. The use of ICT in education comprises the first best pracrtice highlighted by the institution.

The second best practice adopted by the college is the development of an active institution-community interface. The extension and outreach activities of the college are conducted through the agency of NSS, NCC, Rovers and Rangers and the Eco Club of the college. In fact, this paves the way for a significant and productive interaction between the neighbourhood community and the institution. It provides a formative opportunity not only to sensitize and orient the students towards contemporary social and cultural issues including social and gender equity, environmental concerns, cleanliness, personal and public health along with community, thereby paving the way for their holistic growth and development, but also benefits the community as the student volunteers help to spread awareness about the various issues addresses which impact the lives of the people in general. The details of these best practices are attached herewith as a pdf document.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

## 7.3 Institutional Distinctiveness

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

**Response:**

The college is primarily dedicated to provide access to higher education to the rural youth of the area which is on a par with the state-of-the art learning environment in other parts of the state and the adjoining state. The college has promptly implemented the Choice Based Credit System adopted by H.P. University, which not only ensures in-depth and practical knowledge of the courses of study chosen by them but also promote interdisciplinary approach to education and also to make them aware of cross-cutting issues like social and gender equity, environmental concerns, personal and public health and so on. Postgraduate courses in English, Hindi and Political Science have also been introduced by the college for the benefit of

the local students, particularly the girl students. Initiatives have been taken to enhance IT and other skills of the students through FOSS/Spoken Tutorials, an initiative of the Ministry of MHRD, Govt. of India, augmented by IIT Bombay. A language-cum-Career lab has been instituted to hone the linguistic and writing skills of the students. A dedicated e-corner in the Library allows the teachers and students easy access to online educational and teaching material. The college endeavours to procure latest equipment and books in tune with the revised syllabi/courses of study. Being the only institution of higher learning in the area the college is vested with the opportunity to start new skill-based/management courses like BCA, BBA, Bio-technology, Horticulture, Travel and Hospitality management, etc. to enhance the employability of its students in the near future and are a part and parcel of the future plans of the institution. In this way, Govt. College, Karsog proposes to have a transforming impact on the lives of its students as well as the local youth academically, professionally, socially and economically.

# 5. CONCLUSION

## Additional Information :

**Future Plans:**

- Improving infrastructural facilities in the campus in order to strengthen existing and proposed academic programmes. The construction of a new academic block is in the pipeline.

- Augmenting teaching-learning process through extension lectures, seminars and workshops to expose the faculty and students to the latest trends in different areas of learning
- Promoting publication of books, articles and research papers by the faculty in International/National journals.
- To introduce post graduate and skill enhancement courses in all the teaching departments of the college.
- To introduce self-financing courses in the college in the fields of IT, Management, Agriculture, Watershed Management, etc. which may improve the quality of life of the rural youth.

## Concluding Remarks :

Govt. College, Karsog has successfully implemented many innovative and developmental initiatives over the past years. This has enhanced the physical facilities available in the college in terms of equipment, ICT resources, Library resources, furniture, etc. It has also improved the exposure of the students to new teaching-learning resources particularly in terms of new equipment and resources like language-cum-Career Lab, digital teaching-learning aids, access to online learning modules, thereby improving their comprehension and competence in the areas of study selected by them. The new curriculum design developed by HP University and adopted by the college has paved the way for inclusive and interdisciplinary learning by integrating subject specific courses with skill-based and value- based courses as outlined in Curricular Aspects. The college still needs to introduce Skill-based professional courses like BCA, BBA, Biotechnology, Retail and Hospitality Management, etc. to make its students professionally employable. These form a vital part of the future developmental plan of the college. The college also needs to strengthen its Career Counselling Cell towards this end.