

SAR
(SELF APPRAISAL REPORT)

Submitted to

Directorate of Higher Education

Himachal Pradesh - Shimla-171001

by



GOVERNMENT DEGREE COLLEGE CHAMBA

DISTT. CHAMBA (H.P.)

Introduction

Chamba is geographically surrounded by Jammu and Kashmir to the northwest, the Ladakh region to the northeast and east, and Himachal Pradesh's Lahaul and Bara-Bhagal areas. To the southeast and south, it borders Kangra district in Himachal Pradesh and Gurdaspur district in Punjab. Around 500 AD, a hero named Maru, believed to have originated from Kalpagram, and established Brahampura (Bharmour) in the Budhal River valley, approximately 75 kilometres east of present-day Chamba. His descendants ruled from this capital for over 300 years until Sahil Verma relocated to a central plateau in the Ravi Valley, naming the new town after his daughter Champa. This town's layout aligns with ancient texts, and the Chamba rulers maintained an uninterrupted lineage.

Located about 28 km from Khajjiar, 54 km from Dalhousie, and 120 km from Pathankot, Chamba's nearest airport is Kangra, 116 km away. The Government Degree College Chamba, established on May 15, 1958, in the historic Akhand Chandi Palace, has made significant educational strides, serving over 4,000 students across various undergraduate and postgraduate programs. The college is fully government-funded and affiliated with Himachal Pradesh University, recognized by the UGC. It promotes vocational education through courses like B.Voc. in Retail Management and Hospitality & Tourism. The college also features two campuses, modern facilities, a robust library, and active career guidance and NSS units, contributing to both academic and community development.

In the field of education, the mile stone was achieved when the college was established by the Government of Himachal Pradesh on 15th May, 1958 as a co-educational institution in the historical Akhand Chandi Palace of Chamba (hereinafter first campus). The college is perched near the foot of gentle sloping valley overlooking Chowgan a big rectangular ground and the hub of various activities. It holds a majestic picturesque view in the densely populated Chamba town. The Govt. Degree College Chamba was accredited with Grade "B+" by NAAC in September, 2016. The college has been continuously paving ahead under the patronage of the Government of Himachal Pradesh with creative team of 67 faculty members and 4052 students enrolled in undergraduate and post-graduation programs in the session 2020-21. The college is fully financed by the Government of Himachal Pradesh and is recognized by University Grants Commission (hereinafter UGC), New Delhi under section 2(f) and 12B of UGC act 1956.

The college has two (2) ST hostels for boys and one SC hostel for boys at Mohalla Jansali, near government ITI Chamba and situated at distance of 500 meters from the first campus. The first ST hostel has well-furnished 08 rooms with capacity of 24 residents, one common room, one

mess, washrooms and hostel-warden accommodation. The second ST hostel was established in the year July 2009 having well-furnished 22 rooms with capacity of 60 residents, one guest room, one common room, one office, one mess, washrooms and hostel-warden accommodation whereas the second ST hostel is having capacity of 83 residents.

The Parent-Teacher Association (PTA), Govt. College Chamba Alumni Association (GCCAA) and College Students Central Association (CSCA) are integral part of this institution which acts like a bridge between college administration, students and society for the overall development of the institution. The Internal Quality Assurance Cell (IQAC) of the college is making sincere efforts to enhance the quality of education and infrastructure as per the guidelines of UGC and NAAC.

Vision

“To transform society through knowledge, capabilities, ethics, truth, inclusiveness, creativity and excellence by providing quality higher education”

Mission

“To prepare students as sensitive, objective, value-oriented and productive human being who can lead a better and capable life and contribute to the society”

Motto:

"Aaroh Tamso Jyoti"- May we rise from darkness to light, i.e. from ignorance to knowledge
Strength,

Weakness, Opportunity and Challenges (SWOC)

Institutional Strength

- The college has 4052 students in the year 2020-21 with 51.21 percent girls.
- 60% of faculties are having Ph.D. Degrees and recruited through HPPSC.
- CBCS in all the UG programs since 2014 as per the guidelines of HPU Shimla and Government of Himachal Pradesh.
- The college has more than 14 MoUs with international and national academic institutions.
- Online feedback mechanism to gauge the perception of the students and stakeholders.
- Coaching for competitive exams, remedial classes and tutorial hours are arranged for slow and advanced learners.

- Term-end examinations, mid-term house exams, departmental seminars, assignments and appropriate weightage of attendance are integral part of the continuous and comprehensive evaluation system.
- Online admission through official website of the college either on the basis of merit or entrance test following the roster. College has appropriate infrastructural facilities in its two campuses and hostel campus as described above.
- Most of the departments have well established laboratories. There are two libraries, one each in each campus. District library is also housed in the campus.
- Physical education and Music are integral part of the college curriculum.
- College provides scholarships to students through various government-aided schemes as well as through resources generated at college level with the help of student-aid cell.
- IQAC is working collectively to quality enhancement and sustenance initiatives interwoven in curricular, co-curricular and extra-curricular activities is an integral part of the college administration.
- The College campus is located in the lap of nature which provides pollution free, eco-friendly and clean environment.
- Each department has its own student- teacher societies to foster the relationship between students and teachers for enhancing teaching learning environment.
- Value based, add-on and skill-oriented education is the prime aim of the degree programme emphasized through conducting department-wise add-on courses.
- NSS Camp, NCC Camps, Rovers and Rangers, blood donation camp, rallies, philanthropic activities and outreach programmes are being organised by the college on regular basis.
- Committed PTA and registered alumni association for the development of the college and welfare of the students

Institutional Weakness

- **Mid-session Transfer:** - Being a government institution, sometimes faculty is transferred during academic session that hampers the process of teaching and learning.
- **Socially and Economically Deprived Students:** - Poor economic background of the students and the remoteness of their residence acts as one of the major constraints on their accessibility to various fields of higher education.
- **Lack of Adequate Infrastructure:** - Infrastructure is not adequate for newly started courses as well as for some already running courses; like students are being accommodated in the class room (s) beyond the capacity.

- **Traditional Courses:** - The College is trying to start some new vocational, digital skill-oriented courses, market-oriented courses but could not start it because of government policy which does not allow to run these programmes on its own.

Institutional Opportunity

- Students and teachers learned to use new modes of engagement by training in several online platforms, like; Olympus Great Learning Platform, Zoom, Google Meet, and Google Classroom.
- Teaching learning process has been enhanced and supplemented by quality e-resources. MoU with various national and international academic institutions has provided opportunity to the teachers and students to upgrade their skills and learn mutually.
- Enthusiastic teachers with research aptitude promoting research culture among students and an inquiry based causative learning approach is being adopted by the students as well. Introduction of Add-on programmes, like; IT skill enhancement, Research Skill in Social Sciences, Statistical Analysis through Spreadsheet, Communication Skills, Soft Skills, E-commerce, Fashion Retailing and Merchandising (FRM), Employability Skills (EMS) in retail management and Introduction to Tour Guide and Travel Agency, F&B Service Skill in hospitality and tourism are enhancing the employability skills of the students. Self-financing stream to be further strengthened by introducing technology and contemporary programmes. Research centres for all PG departments will provide more output in new research areas.
- To develop the college into a centre of excellence in education, research, training and innovation to such an extent that it may get recognition at national and international level.
- College got opportunity to offer bachelor program in vocational (B. Voc.) in Hospitality and Tourism and Retail Management as a separate undergraduate stream and Education as subject in humanities.
- College seeks to strengthen community outreach activities in collaboration with the government and non- government organizations (NGOs).
- Utilization of UGC Swayam Portal and HRD institutions for learning of advance skills. Opportunity of using ICT in teaching learning process.

Institutional Challenge

- Poor educational background of the students hailing from rural areas prove to be a major hurdle in realizing the real potential of the students in academics and related activities.
- The college is facing challenge in running two systems simultaneously i.e., Semester and Annual System under CBCS.
- The college requires adequate budgetary support from the state government for up gradation of infrastructure and implementations of various projects for the welfare of the students and for academic reforms.
- Augmenting Faculty Exchange Programmes (FEP) in collaboration with other institute/ universities at national and international levels.
- Less publications in International/National journals and books by faculty members.
- Less collaborative research projects by the research institutes of national and international repute.
- Organization of international and national conferences/seminars/symposiums/ workshops/faculty development programs by each department.
- Less P.G., skill based, add-on courses in the college.
- Less adoption of technological and pedagogical innovations to impart better education to the students coming from the rural background.
- Limited industrial exposure to college students due to industrial backwardness.
- Limited awareness among the potential entrants and parents about wide opportunities of academic programmes and courses available in the college.
- To expand on-campus residential accommodation to accommodate all hostel applicants, faculty and staff of the college, as of now, there is no provision of such accommodation.
- To provide more placement opportunities and tracking of the outgoing students, though in vocation, the college is doing very well in some courses of B. Voc., BBA, BCA, and PGDCA.
- It is difficult to provide research facilities to the students and teachers without the approval of university through the syllabus.

CRITERIA

1. Teaching Learning (Score 140)

S. No.	Activity	Distribution of Scores	Score Claimed	Annexure/ Supp. Doc./ Remarks
1.1	Mode of teaching	<p>i Lecture method only =6</p> <p>ii. Technology based teaching only =6</p> <p>(6+6=12)</p> <p>or</p> <p>Blended teaching =12</p> <p>iii. Flipped Classroom =8</p> <p>iv. As per need of different groups of students =5</p>	25	<p>All the teachers are well conversant with technology-based teaching, blended teaching (online teaching, assignment, modelling, and virtual teaching) along with tradition class room lecture method.</p> <p>gcchamba.edu.in/images/files/2.3.2%20ICT%20being%20used%20by%20the%20teachers.pdf</p>
1.2	<p>Curricular Planning and Implementation</p> <p>i Teaching schedule=10</p> <p>ii. Whether learning outcomes =5</p> <p>iii. Curriculum enrichment practices (e.g. projects, surveys, educational tours and industry visits) =16</p> <p>iv. Internal assessment mechanism iv. (quizzes, class test, presentation, 5 assignments, MTT etc) (Max. 8)</p> <p>v. Prompt communication of assessment /results to students = 6</p>	<p>i. 100% = 10 80-99% = 8 60-79% = 6 Up to 59% = 4</p> <p>ii. 100% = 5 80-99% = 8 60-79% = 6 Up to 59% = 4</p> <p>iii. 4.0x No. of enrichment practices observed = 16</p> <p>iv. Followed by all the Departments = 8 80-99% = 8 60-79% = 6 Up to 59% = 4</p> <p>v. Within 7 Days = 6 8-14 Days = 3 More than 14 Days = Nil</p>	45	<p>The college follows a rigorous curriculum planning process under the guidelines of Himachal Pradesh University. Continuous feedback from faculty and students aids in refinement. Flexibility in curriculum allows for periodic upgrades and inclusion of modern trends.</p> <p>https://gcchamba.edu.in/faculties/programme</p>

1.3	<p>Add on courses/Certificate Courses:</p> <p>i. No. of courses (to be specified separately)</p> <p>ii. % of students benefitted (% of students completed MOOCs/spoken Tutorial/NPTEL/Other courses offered by recognized organisations)</p>	<p>i. No. of courses > 5 and student benefitted > 50% = 10+10</p> <p>ii. No. of courses > 3 and student benefitted 41-50% = 7.5 + 7.5</p> <p>iii. No. of courses < 3 and student benefitted 31-40% = 5+5</p> <p>iv. No. of courses < 3 and student benefitted up to 30% = 2.5 + 2.5</p>	20	<p>Multiple courses enhancing employability, with significant student participation in MOOCs and other online courses.</p> <p>https://gcccchamba.edu.in/images/files/2.3.2%20ICT%20being%20used%20by%20the%20teachers.pdf</p> <p>https://gcccchamba.edu.in/images/files/3.2.1%20Add%20on%20Courses.pdf</p>
1.4	<p>Students Feedback (taken from students with 80% attendance)</p> <p>i. Sample size</p> <p>ii. Students satisfaction</p> <p>iii. Action on feedback</p>	<p>i. >25% = 05, 20-25% = 4, 15-19% = 3, 10-14% = 2, <10% = 1</p> <p>ii. 91-100%=10; 81-90%=8; 71- 80%=6; 61 -70%=4; less than 61%=0</p> <p>iii. Considered and action taken on doables 81-100% =10; 61-80%=8; 51-60%=6; 41-50%=4</p>	25	<p>Regular feedback collection, analysed to take actionable steps for improving the teaching-learning process.</p> <p>https://gcccchamba.edu.in/naac/ss</p>
1.5	<p>Examination results</p> <p>i. % of Students Passed</p> <p>ii. % of students with A Grade and Above</p> <p>iii. No. of students in university merit</p>	<p>i. >81% = 9, 71-80% = 8, 61-70% = 7, 51-60% = 6, 41-50% = 4, 31-40% = 3, <30% = 0</p> <p>ii. >20% = 8, 16-20% = 7, 11-15% = 6, 6-10% = 5, 1-5% = 4</p> <p>iii. HPU/SPU merit list: 1st-3rd position = 8, 4th-10th position = 6</p>	20	<p>High pass percentages, with multiple students achieving top grades and appearing in the university examinations.</p>

2. Student Support, Services and Progression (Score 280)

S. No.	Activity	Distribution of Scores	Score Claimed	Annexure/ Supp. Doc./ Remarks
2.1	<p>Pre and Post Admission Counselling:</p> <p>i. Admission schedule, courses available, student intake, eligibility conditions communicated through various media</p> <p>ii. Pre admission counselling</p> <p>iii. Student oriented about: Library, Introductory session with faculty and staff, Academic calendar, requirements of credits counselling/Induction per course and CCA and other requirements post admission</p>	<p>i. Publicity through any 3 means = 5; Publicity through any 2 means = 3; Publicity through any 1 means = 2</p> <p>ii. Yes = 10 No = 0</p> <p>iii. Post admission counselling/Induction = 10</p>	25	<p>Pre admission counselling (Admission schedule, courses available, student's intake, eligibility conditions) communicated through</p> <ul style="list-style-type: none"> • Contacting the principals of nearby feeding schools • Distributing pump lets in nearby cybercafé and books store • By giving bite bon social medial • Counselling by teachers in admission committee at the time of admission <p>In post admission counselling</p> <ul style="list-style-type: none"> • A special counselling session was scheduled • A Full counselling week was observed by teachers in their classes
2.2	<p>Scholarships:</p> <p>i. Awareness about different Scholarship Schemes and 100% coverage of all eligible students</p> <p>ii. Scholarships other than Government Schemes</p>	<p>i. =5</p> <p>ii. =5</p>	10	<p>Awareness campaigns ensuring 100% coverage for eligible students, scholarships available through government sources.</p> <p>https://gcchamba.edu.in/scholarship</p>
2.3	<p>Sports and Cultural activities:</p> <p>i. Percentage of students participating in sports activities</p> <p>ii. Percentage of students participating in cultural activities</p> <p>iii. Medal/Trophy won in sports/cultural activities (a) National/inter university (b) State/Inter college</p>	<p>i. >20% = 10 16-20% = 6 11-15% = 2</p> <p>ii. >20% = 10 16-20% = 6 11-15% = 2</p> <p>iii. a. = 12 b. = 10 c. = 6</p>	32	<p>The college excels in sports like cricket, volleyball, and athletics, with students representing the college at state and national levels. Cultural programs, like annual fests and inter-college competitions, foster creativity and unity among students.)</p> <p>https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/4.1.2_1644912113_7068.pdf</p>

	(c) District level (also includes cluster level)			
2.4	Students Participating in NSS/NCC/Rangers & Rovers/Clubs:	i. NSS = 4 ii. NCC = 4 iii. Rangers & Rovers = 4 iv. Road Safety = 4 v. Red Ribbon/Eco/Youth Red Cross/any other club/society = 4	20	NSS and NCC units are active, organizing events such as blood donation drives and tree plantation programs Clubs for literature, science, and debate engage students in extracurricular activities.) https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/3.4.3_1645182564_7068.pdf
2.5	NSS/NCC/Rangers & Rovers: participating in i. National/RD Parade/camps ii. State Parade/camps ii. Awards won	i. 10 ii. 7 (either i. or ii) a) National = 8 b) State = 5 c) Cluster level = 3	18	Regular participation in social outreach, blood donation camps, and eco-friendly initiatives. https://gcehamba.edu.in/studentzone/ncc https://gcehamba.edu.in/studentzone/nss
2.6	Anti-Drug Awareness Programmes: i. No. of awareness programmes organised ii. % of students benefitted iii. Counselling of suspected addicts	i. 4 and above = 4; 3 = 3; 2 = 2; 1 = 1 ii. More than 50% = 4 iii. 2	10	Collaborations with local authorities have enabled impactful anti-drug campaigns and awareness workshops for students
2.7	Gender Equity: i. No. of health/sensitization programmes organised ii. % of students benefitted iii. Women anti sexual harassment committee constituted as per norms iv. Grievances Redressal as per timeline	i. 3 and above = 3; 2 = 2; 1 = 1 ii. More than 20% = 3; 11-20 = 2 iii. Yes = 2 iv. Yes = 2	10	A dedicated Gender Sensitization Committee conducts workshops and seminars on gender equity and safety. Women's Cell actively promotes the welfare and well-being of female students. https://gcehamba.edu.in/images/files/7.1.1%20Gender%20Equity.pdf

2.8	Mentor-Mentee Groups: Sessions conducted per group of students 4 and more sessions = 10; 3 = 8; 2 = 5; 1 = 3	4 and more sessions = 10; 3 = 8; 2 = 5; 1 = 3	10	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/2.3.3_1643966929_7068.pdf
2.9	Coaching for National level competitive examinations/ HAS:		10	https://www.facebook.com/photo/?fbid=565758437547773&set=pb.100064006210732.-2207520000
2.10	Remedial Classes/Bridge Courses: % of students benefitted	i. More than 20% = 10 ii. 16-20 = 8 iii. 11-15 = 6 iv. 6-10 = 4	10	Remedial classes for weaker students are held to ensure academic progress. Bridge courses help new students transition smoothly into college-level academics.
2.11	Capacity Building of Students: i. Life Skills (Yoga, Martial Arts, Problem solving, Critical thinking, Decision making, Effective communication skills, coping with stress and emotions etc.) ii. Language-cum-Graduate attributes Development programmes	i. = 10 ii. = 10	20	Workshops on life skills, personality development, and spoken English are conducted regularly. https://gcchamba.edu.in/images/files/5.1.3%20Capacity%20building%20Proof.pdf
2.12	Career Counselling & Placement Cell: i. No. of Career Counselling Sessions organised for each group of students ii. No. of Placement Drives iii. Self-Employment Modules organised iv. No. of students benefitted	i. More than 5 = 6; less than 5 = 4 ii. More than 2 = 4; less than 2 = 2 iii. Yes = 4; No = 0 iv. More than 50% = 6; Less than 50% = 4	20	The college has a strong Career Counselling Cell, which organizes job fairs and placement drives. Collaboration with companies ensures internship opportunities for students.) https://gcchamba.edu.in/images/files/5.1.3%20Capacity%20building%20Proof.pdf
2.13	Student Progression i. % of Students opted for Higher Education	i. >50% = 10; 30-50% = 8; 20-30% = 6; up to 20% = 4 ii. 5 x no. of students (Max 2 feed 0 points)	30	40% of students opt for higher education, with many securing admissions in prestigious universities.

	ii. No. of students who cleared National Level exams			https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/5.2.1_1643879178_7068.xlsx
2.14	No. of Co-curricular and Sports Activities Organized i. Inter-University Events (Zonal/National) ii. Inter-College events iii. Intra-College Events	Inter-University Events = 10 Inter-College events = 6 Intra-College Events = 3 each (Max. 9)	15	https://www.facebook.com/photo?fbid=734076505402550&set=pcb.734076685402532
2.15	Annual Prize Distribution Function Organized	Yes	10	
2.16	College Magazine Published	Yes	10	https://gcchamba.edu.in/studentzone/collegemagazine
2.17	College website updated regularly or not	Yes	10	https://gcchamba.edu.in/ co cu

3. Infrastructure & Resources (Score 160)

S. No.	Activity	Distribution of Scores	Score Claimed	Annexure/ Supp. Doc./ Remarks
3.1	Classrooms Well-maintained classrooms with modern amenities like projectors and smart screens.	Yes	10	Well-maintained classrooms with modern facilities, including projectors and smart screens.
3.2	Library Facilities i. Whether adequate print books available ii. Whether newspaper, magazines and journals available iii. Whether access to e-resources available iv. Seating Capacity in the Library v. Use of library resources	i. 500 books per hundred students = 3; Less than 500 = 1 ii. Yes = 3; No = 0 iii. Yes = 3 iv. 10% or more of student strength = 4 v. 100% = 7; 75% = 5; 50% = 3; 25% = 1 vi. Yes = 5	25	A well-stocked library with access to e-resources, periodicals and newspapers. available for student use. https://gcchamba.edu.in/images/files/4.2.2%20Subscription%20for%20the%20e-resources%20and%20books.pdf

	<p>vi. Digital Library having at least 5 computer systems with reliable internet.</p> <p>(A well-stocked library with over 40,000 books, journals.)</p>			
3.3	<p>ICT Facilities:</p> <p>i. No. of Interactive Panels/ Virtual Classrooms Multimedia Projectors/K-Yan</p> <p>ii. % of teachers using ICT facilities</p> <p>iii. No. of students benefitted from ICT facilities</p> <p>iv. Reliable Internet Connections-Leased Line/ Fibre Network/ Wi-Fi campus (Yes/No)</p> <p>v. Use of ICT facilities</p>	<p>i. 5 or more = 5; 4 = 4; 3 = 3; 2 = 2; 1 = 1</p> <p>ii. >50% = 5; <50% = 0</p> <p>iii. >50% = 5; <50% = 0</p> <p>iv. Yes = 5</p> <p>v. 100% = 5; 75% = 4</p>	25	<p>The college has state-of-the-art ICT infrastructure, with interactive panels, high-speed internet, and a fully equipped computer lab.</p>
3.4	<p>Facilities for Specially-abled Students:</p> <p>i. Ramps/ Wheel chairs/Support railing</p> <p>ii. Separate Washrooms</p>	<p>i. Yes = 2</p> <p>ii. Yes = 2</p>	4	<p>Ramps, wheelchair-accessible washrooms, and elevators ensure inclusivity.</p>
3.5	<p>Sports Facilities:</p> <p>i. No. of games / sports activity conducted</p> <p>ii. Indoor sport facilities</p> <p>iii. Adequate sport equipments</p> <p>iv. Gymnasium (Operational)</p>	<p>i. More than 5 = 8, Less than 5 = 4</p> <p>ii. Yes = 4</p> <p>iii. Yes = 4</p> <p>iv. Yes = 4</p>	20	<p>The college boasts playgrounds, indoor sports halls, and facilities for a variety of sports, Gymnasium https://gcchamba.edu.in/images/files/4.1.2.pdf</p>

3.6	Auditorium Hostels/Seminar Hall/Staff Quarters	Auditorium = 4 Hostels = 4 (2 points for each hostel) Staff Quarters = 4 Seminar Hall= 4	16	Two well-furnished hostels for boys, an auditorium for events, and seminar halls for academic engagements
3.7	Laboratories i. Laboratories with adequate equipment according to syllabi ii. Usage of available Lab infrastructure	i. Yes = 10 ii. 100% = 10, 75% = 6, 50% = 5, 25% = 3, <25% = 0	20	Well-equipped science laboratories for practical learning, with modern tools and equipment.
3.8	Computers i. Adequate numbers of computers ii. Usage of computer hardware	i. One system per 30 students = 5; 31-40 = 3; 41-50 = 2; More than 50 = 1 ii. 100% = 5, 75% = 4, 50% = 2, 25% = 1, <25% = 0	10	Institute has adequate no. of computers for students as well as staff members.
3.9	Other Facilities Canteen, Staff Room, Faculty Room, Space for NCC/NSS, Rangers & Rovers, Examination Room, Medical Care Facilities	2 points per facility (Max = 10)	10	The institute offers well-equipped canteen, staff and faculty rooms, NCC/NSS and Rangers spaces, examination facilities, and essential medical care, ensuring a supportive environment for both academic and co-curricular activities
3.10	Documentation of Academic, Co-curricular and Extracurricular Activities	Yes = 20 No = 0	20	The institute systematically documents academic, co-curricular, and extracurricular activities, ensuring accurate records that support evaluation, quality improvement, and future planning for holistic student development.

4. Institutional Management (Score 220)

S. No.	Activity	Distribution of Scores	Score Claimed	Annexure/ Supp. Doc./ Remarks
4.1	Institutional Vision: i. Vision Document ii. Institutional Development Plan (IDP) iii. Plan of Action for above	6 points each	18	The college operates with a clear vision, mission, and set goals, with an active role of committees to manage academic and administrative operations. https://gcchamba.edu.in/about/vision
4.2	IQAC: i. No. of meetings per year ii. No. of programmes organised (Trainings, colls, IFR, etc.)	i. 4 meetings = 6; ii. 3 meetings = 4 iii. 2 per activity (Max 6)	18	The IQAC continuously monitors and improves quality standards, with regular audits and feedback mechanisms https://gcchamba.edu.in/iqac/reports
4.3	Management of Institutional Funds: i. Funds (BF, AF, PTA etc.) used/spent for Institutional Development/student welfare ii. Periodic audit iii. Settlement of bills/advances within a specified time frame	i. Utilized >90% of funds = 10; 71-90% = 8; 51-70% = 6; 31-50% = 4; <30% = 0 ii. Yes = 2 iii. Yes = 4	16	More than 90% utilization of available funds for student welfare and institutional development.
4.4	Grievance Redressal of Students and Employees i. Redressal within week ii. Redressal within month iii. No Redressal	i. 10 ii. 4 iii. 0	10	Efficient redressal system for student and staff grievances, resolved within a week. https://gcchamba.edu.in/misc/grievances
4.5	Green and Clean Campus: i. Green initiatives of institution (at least 3) ii. Cleanliness in washroom, building/campus	i. 6 ii. Excellent = 10; Satisfactory = 6; Poor = 0	16	Initiatives such as plastic-free campus drives, energy conservation, solar panels and rainwater harvesting.

4.6	Facilities for Students: i. Common room for girls ii. Adequate toilets as per students' strength iii. Sanitary napkin vending machine/incinerator regularly put in use iv. CSCA room with proper furniture v. Student centre for co-curricular activities and its regular usage vi. Regular use of playground	3 points for each facility	18	The institute offers key student facilities, including a girls' common room, adequate toilets, sanitary napkin vending machine, CSCA room, and a student center for co-curricular activities, ensuring student comfort and support.
4.7	Regular updation of Service Books/Service Records	Yes = 3	3	The institution maintains up-to-date service books and records for all faculty and staff, ensuring accuracy and compliance with administrative requirements.
4.8	Timely Submission of ACRs	Yes = 3	3	ACRs for all faculty and staff are submitted within the designated timelines, reflecting the institution's commitment to systematic performance evaluation.
4.9	Prompt Response to Official Correspondence	Yes = 5	5	The institution prioritizes professional communication by ensuring prompt responses to all official correspondence, fostering effective stakeholder engagement.
4.10	Proper maintenance of official records (Cash books/Stock registers, Fund Registers, Leave records, Fine fund etc.)	Yes = 10	10	Comprehensive management of essential official records, including cash books, stock registers, fund registers, and leave records, is implemented to uphold transparency and accountability
4.11	Proper record of students attendance and CCA	Yes = 10	10	The institution systematically records student attendance and CCA

4.12	Whether ranked by NIRF, Other Agencies	Yes = 10	0	
4.13	Whether accredited by NAAC	A and above (Level 4 or 5) = 20; B+ & B++ (Level 3) = 16; B (Level 2) = 12; Accredited (Level 1) = 10	16	The institution is recognized as a NAAC-accredited entity, affirming its dedication to quality education and effective institutional practices.
4.14	Whether AQAR are being submitted as per timeline annually or not	Yes = 12, No = 0	12	AQAR reports are submitted annually within the prescribed timelines, demonstrating the institution's commitment to continuous quality improvement.
4.15	Recognition for Exemplary Contributions by the Staff and Students	4 points each	8	The institution actively acknowledges and rewards exemplary contributions from both staff and students, promoting a culture of appreciation and motivation.
4.16	Involvement of Stake Holders: i. PTA ii. OSA	i. - PTA constituted as per norms = 1; - PTA supportive = 1; - Significant contribution of PTA = 10 ii. - OSA framed as per norms = 1; - Financial contribution or equivalent per 100 alumni of Rs. 25,000/- = 3; - Non-financial contribution (career counselling, placement, etc.) = 4	20	The PTA and OSA are engaged in institutional development, contributing valuable insights and support to enhance educational outcomes. https://gcchamba.edu.in/misc/ptaadd on https://gcchamba.edu.in/misc/osa
4.17	Feedback by Stakeholders other than Students and action taken thereon	Yes = 4	4	Feedback from various stakeholders, excluding students, is systematically collected and analysed, leading to actionable improvements in institutional practices. https://gcchamba.edu.in/naac/ssss

4.18	Annual review meeting on students outcomes in academics, co-curricular, extracurricular and extension activities and action taken during next academic session for achieving excellence	Yes = 25	25	The institution conducts annual review meetings to evaluate student outcomes, facilitating strategic discussions and actions aimed at continuous improvement.
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5. Best Practices, Innovation and Institution Distinctiveness (Score 80)

S. No.	Activity	Distribution of Scores	Score Claimed	Annexure/ Supp. Doc./ Remarks
5.1	Best Practices Description & Outcome of Best Practices (at least two):	10 points per best practice	20	Energy conservation, community adoption programs, and solid waste management initiatives recognized as best practices. https://gcchamba.edu.in/about/practices https://gcchamba.edu.in/images/files/7.2.1%20%20Institutional%20best%20practices%20subject%20societies.pdf
5.2	Special Initiatives Taken for: i. Energy conservation/ use of Solar energy ii. Solid Waste Segregation/Management iii. Rain water harvesting and its use for gardening and cleanliness iv. Plastic free campus v. Blood donation camps vi. Adoption of village/ educational institutions	4 points per initiative	24	The institution implements solar energy, waste management, rainwater harvesting, promotes a plastic-free campus, organizes blood donation camps, and supports nearby villages and schools for community development and sustainability.
5.3	Social Impact of Extension Activities: (On the basis of Community Feedback)	Minimum three activities = 10 2 activities = 8 1 activity = 5	10	Extensive community outreach programs with positive feedback from stakeholders on the impact of extension activities.

5.4	Special New Innovative Initiatives Or Ideas Adopted in the College. Other than at Sr. No. 5.2 above):	4 points each initiative (max = 16)	16	Introduction of vocational and digital skill programs that enhance employability and innovation in teaching.
5.5	Collaborations: i. With Peer Educational/ Research Institutions ii. Other Government Bodies/industry	5 points each (Max. 10 points) E resources	10	Strong collaborations with national and international educational and research institutions to enhance academic and research opportunities. https://gcchamba.edu.in/images/files/3.5.2.1%20Details%20of%20functional%20MoUs.pdf

6. Faculty Profile & Research Activities (Score 100)

S. No.	Activity	Distribution of Scores	Score Claimed	Annexure/ Supp. Doc./ Remarks
6.1	% of Teachers with Ph.D.	More than 70% = 5 61-70% = 4 51-60% = 3 Less than 50% = 2	2	About 30% of the faculty in the institute are Ph.D. Data available at college
6.2	Teachers as Research Guides	4 points per research guidance (max = 8)	8	One teacher Dr. Mohinder Salaria who is promoted to principal guided two students https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/3.3.1_1643017766_7068.xlsx
6.3	No. of Orientation Programmes, Refresher Programmes, Faculty Development Programmes and Workshops (one week or more) Attended by Teachers (in last three years)	30% of faculty = 10 20% of faculty = 8 10% of faculty = 6 5% of faculty = 4	10	More than 30 % of the teachers have attended orientation refreshers and faculty development programme https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/6.3.4_1644836321_7068.pdf

6.4	Projects/Patent/Fellowships/Associateships: i. Major ii. Minor iii. Patents iv. Fellowships v. Associateships	i. 10 ii. 8 iii. 10 iv. 5 v. 3 (Max. 10)	10	https://assessmentonline.naac.gov.in/storage/app/hei/SR/109305/3.1.3_1643016176_7068.pdf
6.5	No. of Paper Presented in Conferences/ Seminars/ Symposia (in last three years): i. International ii. National/Regional/State level	i. 2 points per paper presented ii. 1 point per paper presented	8	https://assessmentonline.naac.gov.in/storage/app/hei/SR/109305/3.3.2_1643273620_7068.xlsx
6.6	Seminars, Workshops, Conferences and Trainings organised by the Institution i. International level ii. National level iii. State level	i. 6 ii. 4 iii. 3	6	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/3.2.2_1643708880_7068.pdf
6.7	No. of Paper Published: i. UGC Care List Journals ii, Non-UGC Care List Journals iii. Citations	i. 5 points per paper ii. 2 points per paper iii. 1 point per 20 citations	20	
6.8	Teachers' Special Innovative Ideas (Brief description thereof)	5	5	
6.9	No. of Books Published/ Chapter in Books	5 points per book and 2 points per chapter	10	https://gcchamba.edu.in/images/files/3.3.3.1%20LIST%20OF%20BOOKS%20PROOF.pdf
6.10	Teachers Academic and Extension Activities: i. Resource person ii, Member of Board of Studies/Subject experts etc. iii. Popular articles	i. 2 points each activity ii. 4 points each activity iii. 2 points each activity (Max, 10 points from all categories)	10	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/1.1.3_1643359290_7068.pdfbest
6.11	Awards by Recognised Organisations: i. International ii. National iii. State	i. 8 ii. 6 iii. 4	0	NA

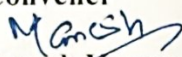
7. Miscellaneous (Score 120)

S. No.	Activity	Distribution of Scores	Score Claimed	Annexure/ Supp. Doc./ Remarks
7.1	<p>Any Other Important Information or Initiative not Covered Above (e.g., Institution Incubation Centre, R&D-cum-innovation centre, B.Voc, Self-Finance courses, Add-on courses, Internship, OJT, Green audit, Academic audit, etc.):</p>	10 Each (Max. 50)	50	<p>Institution Incubation Centre & R&D-cum-Innovation Centre: Established to foster entrepreneurship, research, and innovation among students and faculty.</p> <p>B.Voc & Self-Finance Courses: Offered to cater to diverse student interests and skill development.</p> <p>Add-on Courses: Provided to enhance employability and supplement regular academics.</p> <p>Internship & OJT: Organized to give students practical industry exposure.</p> <p>Green Audit: Conducted regularly to promote environmental sustainability.</p> <p>Academic Audit: Annual audits assess and ensure quality in teaching, learning, and research.</p> <p>https://gcchamba.edu.in/images/files/OJT%20SESSION%202020-2021.pdf</p> <p>https://gcchamba.edu.in/images/files/6.5.2%20(b)%20Academic%20Internal%20%20Audit.pdf</p> <p>https://assessmentonline.naac.gov.in/storage/app/hei/SSR/109305/7.1.6_1644825589_7068.pdf</p>
7.2	<p>Spot evaluation of institution by the Officer from the Directorate of Higher Education/representative</p>	20	20	<p>Spot evaluation of the institution is regularly conducted by officers from the Directorate of Higher Education to ensure compliance with standards and regulations.</p>

	of the Director of Higher Education			
7.3	AG Audit paras settled up to date	Yes	5	The institution has successfully settled all Accountant General (AG) audit paras to date, demonstrating efficient financial management https://gcchamba.edu.in/images/files/6.4.1%20Audit%20Report.pdf
7.4	Local Audit Paras settled upto date	Yes	5	All local audit paras have been resolved up to the present date, ensuring transparency and accountability. https://gcchamba.edu.in/images/files/6.4.1%20Audit%20Report.pdf
7.5	Timeline adhered to in filing reply of court cases / RTI Applications/ Public grievances received through Mukhyamantri Seva Sankalp 1100 and Centralised Public Grievance Redress and Monitoring System (CPGRAMS)	Yes	10	The institution adheres to the timeline for filing replies to court cases, RTI applications, and public grievances.
7.6	Invited speakers on various themes relevant to holistic development of students.	Yes	10	The institute regularly invites distinguished speakers to address themes relevant to the holistic development of students, covering areas such as personal growth, career guidance, and social responsibility
7.7	Skill Development Training (at least 20% benefited)	Yes	20	The institute ensures that its students benefit from various skill development training programs, aimed at enhancing their employability and industry readiness.

SUMMARY OF SCORES

Sr. No.	Criteria	Score
1.	Teaching Learning	135
2.	Student Support, Services and Progression	270
3.	Infrastructure & Resources	160
4.	Institutional Management	212
5.	Best Practices, Innovation and Institution Distinctiveness	80
6.	Faculty Profile & Research Activities	89
7.	Miscellaneous	120
	Total Score	1066


Convener

Dr. Manesh Verma

Member

Sachin Bhardwaj

Member

Sachin Thakur


Principal
Principal
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