

SELF STUDY REPORT (SSR)

Submitted to
National Assessment and Accreditation Council (NAAC)



GOVT. DEGREE COLLEGE CHAMBA HP-176314

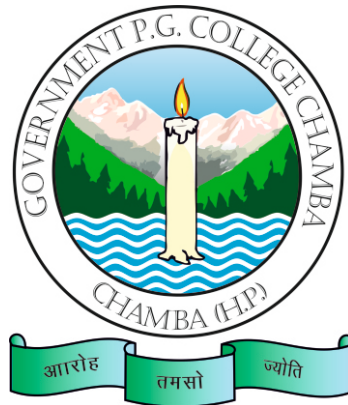


JANUARY, 2016

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Tehsil and District Chamba (H.P.)
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AERIAL VIEW OF GOVT. DEGREE COLLEGE CHAMBA



Motto

Aaroh Tamso Jyoti" which means "May We Ascend from Darkness to Light, ignorance to Knowledge.

Vision

To equip students with qualitative professional and educational skills by providing best possible infrastructure and be a centre of excellence and leader in providing the higher education by making the state of art facilities to transform the students of the far flung areas of the district into global contributors and achievers. Further to inculcate among students dignity of labour, creativity and ethical approach for broad understanding of life and to build up national character through personality development of male and female students.

Mission

Prepare students with sensitive productive human being we can comparatively contribute to society and to develop state of art by making the college as a centre of excellence by offering better education to the student of the area at undergraduate and post-graduate degree levels by bringing out their total personality, emphasizing ethical values and growing challenges of the diverse societal needs of the state. The mission of the college is to further help to student to acquire comprehensive competitive skills and talents and to develop ethical values and concern of environment.

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HP UNIVERSITY AFFILIATION



PHONES :

HIMACHAL PRADESH UNIVERSITY

SUMMER HILL, SHIMLA-171005

12 SEP 2014


File No. 1/10-1/74 HPU (Acad)
Ref. No.

Dated :

TO WHOM IT MAY CONCERN

This is to certify that Govt. Degree College Chamba, Distt. Chamba (H.P) is affiliated to H.P.University Shimla since 1971 and the following courses /subjects are being taught in the said College as per approval.

Sr. No.	Name of the Course(s) and Duration	Affiliation	Academic Session
1.	B.A. Three year	Affiliated	w.e.f. 1971-1972
2.	B.Sc. Three year	Affiliated	w.e.f. 1971-1972
3.	B. Com Three year	Affiliated	w.e.f. 1981--1982
4.	M.A. History	Affiliated	w.e.f. 2005-2006
5.	M.A. English	Affiliated	w.e.f. 2008-2009
6.	B.B.A.	Affiliated	w.e.f. 2008-2009
7.	B.C.A.	Affiliated	w.e.f. 2008-2009
8.	P.G.D.C.A.	Affiliated	w.e.f. 2010-2011


Registrar,
Himachal Pradesh University,
Summer Hill, Shimla-171005



GOVT. DEGREE COLLEGE CHAMBA

Village and Post Office Sultanpur
Tehsil and District Chamba Himachal Pradesh-176314
Web: <http://www.govtpgcollegechamba.com/> E-mail: principalgcchamba@gmail.com
Telefax : 01899-222207

No. EDN/CHM/NAAC/2015-16.....

Dated: 12.01.2016

DECLARATION BY THE HEAD OF THE INSTITUTION

1. I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.
2. This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.
3. I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Chamba

Date: 12.01.2016

Alman
Principal
Signature of the Head of the
Govt. P.G. College
Chamba Dist. Chamba
institution with seal
(Himachal Pradesh)



GOVT. DEGREE COLLEGE CHAMBA

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No. EDN/CHM/NAAC/2015-16.....

Dated: 12.01.2016

CERTIFICATE OF COMPLIANCE

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Govt. Degree College Chamba fulfils all norms

1. Stipulated by the Himachal Pradesh University, Shimla-5 and
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

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

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its university affiliation or recognition by the regulatory council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn.

The undertaking given to NAAC will be displayed on the college website.

Place: **Chamba**

Date: 12.01.2016

Alman
Principal
Signature of the Head of the
institution with seal
Govt. P.G. College
Chamba Dist. Chamba
(Himachal Pradesh)

~Preface~

There is no sin so great as ignorance. Education has been recognized a tool to enlighten the ignorant. The aim of education is to prepare man with necessary skills enabling him to lead him to a successful and contented life. With aim to provide opportunity for having the skills necessary for facing the challenges of modern world and to eke out livelihood, college is consistently strives to enhance the standards of its students and staff by delivering value added knowledge.

Chamba is remarkable among hill district for its historical background and natural features and for centuries had princely state of Raja before it came to district of Himachal Pradesh. The district derives its name from the principal town, which was in the days of the rajas, the seat of a durbar, and is, now the headquarters of the district administration. As regards the town came to be called Chamba, the popular traditions that the town was named by its founder, Raja Sahil Verman, after his daughter Champavati, because it was in compliance with a wish of his daughter that the site of the town was selected by the raja. The original name, believe to have been Champa, from Champavati, may be taken to have distorted, in time to Chamba. Historical Chamba town is situated at the bank of ancient flowing and rippling Iravati (presently Ravi) river, and is at a distance of about 28 Kms, 54 Kms, and 120 Kms, from 'Mini Switzerland' (Khajjiar) of India a world famous tourist place, Dalhousie and Pathankot town (Punjab) respectively. The legendry town Chamba has tremendous history and heritage with the glorious past surrounded by attractive and enchanting mountainous ranges and with numerous ancient temples, the town is not only rich in artistic and cultural glamour; but it is also a symbol of ancient Indian glory for many tales like the sacrifice of Queen's life for the betterment and prosperity of people of erstwhile princely state of Chamba.

Due to its farness from the materialistic tendency of modern civilization, this town is lagging in education especially in higher

education. To overcome this short coming, in the year 1958, a college was started with handful of students and lecturers in the heart of town in Akhand Chandi palace. Now, this college is well established with a principal, 41 Associate/Assistant Professor, one librarian and 20 other employees. This Post-Graduate institution has got it distinction for graduation courses in Arts, Commerce and Science subjects and Post Graduate courses in Economics, History and English and newly introduced PG courses for Political-Science and Hindi from current academic session under Himachal Pradesh University.

The college is fully financed by government of Himachal Pradesh and is recognized by UGC New Delhi under section 2(f) and 12B of UGC act 1956. Presently there is the provision of teaching 18 subject beside commerce in this study centre. IGNOU study centre of college is reaching the students which cannot take regular admission in the college. In view of global importance and harnessing new technologies needed to serve the people of the region and country, both through education and profession, this college has started professional courses BBA/BCA Classes have started in this college from the year 2008 and PGDCA in 2010.

College has made sincere effort in creating more and more facility for the capacity building of students. New multimedia language lab has been established. Library has been further strengthened with subject related books. SOUL software has been installed and with one click of mouse the book can traces and issued. More sport facility has been added. We are working day and night to channelize abundant store of student's energy in nation's service by meaningful use of sports, cultural activities, ICT lab and library etc. College has also introduced Addition Courses in Computer Application and JMC from the session 2011-12. This NAAC Accreditation process would be one step further in heading the institution towards higher reaches. The institution has excelled in the spheres of academics, culture, sports and co-curricular activities and has emerged as one of the leading institution of higher learning in Himachal Pradesh.

EXECUTIVE SUMMARY

With the motto “Aaroh Tamso Jyoti” which means “May We Ascend from Darkness to Light, Ignorance to Knowledge. It is our earnest endeavour to promote higher education and make our students confident, self-reliant and disciplined. Sincere efforts are made to bridge the gap between imagination and reality, words and deeds, promises and performance. We emphasise on the overall personality development of the students and prepare them to be mentally and physically mature enough to face the vicissitudes of life with optimism, courage and fortitude. We recognise and are proud of the fact that our College campus is located in one of the most scenic areas in the country i.e. in the heart of Chamba district. The sprawling campus is spread over an area of 7.20 acres in former Akhand Chandi Palace surrounding by main town that blesses it with an unmatched serenity. The whispering pines and the mighty trees send the signal of inspiration and add to its natural beauty which augment both academic and professional atmosphere of the institution. Our College team tirelessly working for maintaining idyllic environment as we continue to develop and cater for an increased student population and focus environmentally friendly campus that can be enjoyed by students, staff, the community and visitors alike. There is a strong community environment which is recognised for its friendly, caring, atmosphere characterised by respect for the individual.

As a safety measure recently our college has installed fire extinguishers for campus. Botany and Zoology with latest equipment of respective subjects and rare collection of old and new specimens. The college has a developed a well-equipped Information Technology laboratory with 20 latest computers and broadband internet connection of BSNL and Ethernet-HIMSWAN. Each Department of the college is connected to Broadband (BSNL) internet connectivity. Students can access internet in this laboratory during working hours i.e. 10:00 am to 5:00 pm. Besides this

separate computer laboratories of BBA, BCA and PGDCA has been established with 30 computers along with broadband facility. The college has a spacious library with a total number of 25000 books on different subjects and subscribed to regional and national newspapers with quarterly and monthly magazines and different journals. The students and teachers of this college have an access to e-resources, are able to download e-books and e-journals as the college has HIMSWAN. The college has an IGNOU study centre which is functional since the session 1991-92. The centre cater to the needs of those who have a dream for higher and professional education in desired stream but cannot make it due to financial constraints or some other reasons like jobs compulsion and for leisurely acquiring education. IGNOU centre impart education in various streams of arts, science, commerce and IT including professional courses through correspondence with great flexibility.

In order to achieve excellence and high impact locally and globally, this college has a career guidance and counselling cell that inform the students about the various vistas open to them in the competitive world. The college has the latest photo copier, fax, scanner and printer for the benefit of the students. The college has two units for 200 students under national service scheme (NSS) which inculcates social and moral values including leadership, sense of responsibility and dignity of labour among the volunteers. The college has one active NCC units of 47 cadets for boys and girls with the 2HP (I) Coy NCC Dalhousie Cantt. and NCC group Headquarters at Shimla, which inculcates social and moral values including leadership, and paves the way for army aspirant cadets of the college. In order to spread AIDS awareness among youth and society, the college is running Red Ribbon Club. The college has also a unit of Rover and Ranger which is doing a commendable job in generating a sense of service above self. The college also provides opportunities to excel in games and sports. Parent-teacher association is an integral part of this institution which acts like a web between college administration and local people for the overall

development of the institution. The college has a democratically elected College Students Central Association (CSCA) and Parent Teacher Association (PTA) and the college administration is committed to brush up the personality of the youth under the patronage of the state government and synergetic efforts of PTA, CSCA and local people at large. Efforts are on to make Alumni of old students association, thereby contributing its bits for the community and college. The college has hygienic canteen facility with a seating capacity of around 80 persons at a time. In an effort to improve the pronunciation of students Institution has established Language Lab with a seating capacity of around 50 students. Beside this smart classes rooms has been established in the Department of Zoology, Botany, History, Sociology, Geography, and Physics for effective teaching. Internal quality assurance cell (IQAC) has been established in the college for the promotion of the quality of education and infrastructure as per requirement of UGC and NAAC. The college has been continuously pacing ahead under the patronage of the Government of Himachal Pradesh with creative team of 41 faculty members with total student strength of 2337 in humanities, commerce and science. The college possesses adequate infrastructure in terms of classrooms, laboratories, library and three boy's hostels. Thus, Govt. Degree College, Chamba is playing pioneer role in providing qualitative education to the people of the region. The performance appraisal of the institution is summarized below:

1. Curricular Aspects

Though the curriculum is designed by the university, the goals and objectives of the college are transmitted to the students with the efforts of the faculty by teaching beyond classroom and curriculum. Being an affiliated College of the Himachal Pradesh University, the institution provides a wide range of courses/programmes in Arts, Commerce, Science and Computer Science and Applications at Graduation levels. The college offers UG programmes in 18 major subjects in Arts, Science and Commerce with Choice Based and Credit System (CBCS) implemented under RUSA

curriculum from the ensuing session, and BCA and BBA were introduced due to high demand from local community in self-finance mode from the session 2011-12.

The college has a limited role in designing the curriculum as it is decided by the H.P. University; 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 college provides diverse and flexible programmes of study that enable the students to follow a self-selected pathway to learning. They can select any course they wish to pursue, and can opt for major or minor courses in B.A, B.Sc. and B.Com, subject to the eligibility criteria set by the H.P. University.

The college strives to offer the highest quality education and services through continual self-assessment, evaluation by students and seeking feedback from stakeholders. This mechanism helps in identifying the new courses/ programmes subjects that can be introduced in the ensuing academic sessions. The frequency of curriculum update or syllabi revision depends on the university. The mentoring programme for all students helps them to face the academic and personal challenges continuously. By providing worthwhile feedback to students on their learning skills based on variety of assessment strategies, optimizes their potential to progress. Family members are encouraged to have direct involvement in education through PTA meetings.

2. Teaching, Learning and Evaluation

Govt. Degree College Chamba maintains a learner-centric environment conducive for quality education and student empowerment. Wide publicity to the admission process is carried out by means of print and media i.e. prospectus and college website. The admission process is systematically administered and is transparent. Admission committees consisting of members from different faculties admits students on the basis of merit in respective major subjects. Students are provided counselling at the time of admission and are helped to choose the courses/programmes

pragmatically by looking at their strengths. H.P. Govt. /HPU/Govt. of India reservation policy is strictly followed and selected needy students from weaker sections of society are given freeships/fee concessions.

The institution identifies slow and advanced learners through class tests, assignments, project work, etc. Accordingly effective strategies are adopted for supporting both kinds of students with attainment targets. The college has consistently performed creditably well as far as results of various classes are concerned. The college pass percentage in the last session 2013-2014 was B.A- 70.30%, B.Com- 76.92% and B.Sc. – 87.67% respectively.

The college has planned and organized teaching, learning and evaluation schedules by strictly following the academic calendar of the H.P. University. Semester/Term wise teaching schedules and plans are prepared well in advance, regular meetings convened by the Principal and the IQAC to draw an annual blue print of the events and activities. IQAC plays a vital role in quality enhancement and sustenance of the teaching-learning process by giving timely directions and encouragements and providing facilities for undertaking various functions. A variety of teaching methods are used for delivering instructional content effectively.

The college has highly qualified and competent faculty members, most of them are Ph.D. / M.Phil. degree holders. They are recruited as per the H.P. University/ D.H.E rules which are based on UGC norms through state Public Service Commission. The teachers are encouraged to attend refresher and orientation courses in their subjects, which leads to their knowledge up gradation and skill enrichment. The feedback mechanism (students alumni, parents) help faculty members to enhance their professional competency. Continuous and comprehensive evaluation of student's takes places through class tests, assignments, question answer sessions, revision tests, and house examinations and annual/ end semester examinations. Internal assessment for all graduate courses is in accordance with the H. P. University rules.

At the beginning of the session, all students are informed about the evaluation procedures. The students' grievances related to house examinations are redressed promptly and expeditiously by the concerned teachers. The College has a practice of assessment of teachers by the students. Regular meetings convened by the Principal and the IQAC to draw an annual blue print of the events and activities. IQAC plays a vital role in quality enhancement and sustenance of the teaching-learning process by giving timely directions and encouragements and providing facilities for undertaking various functions.

3. Research, Consultancy and Extension

Promotion and development of research activities are led by UGC affair committee along with the principal and heads of different departments. It acts as the link between the faculty research interests and the funding agencies. Faculty is also engaged in supervising the research projects of students from other universities. Number of the faculty from different departments submitted the minor project to the UGC. Study leave is allowed for carrying out research work for Ph.D. / higher study. Faculty participation in orientation/refresher courses, involvement in and organization of workshops and seminars of Regional/ National/ International level, and special guidance on ICT teaching technology and language skills have resulted in sufficient exposure to recent advances and changes of the curriculum innovative initiatives. 30% of the faculty are Ph.D. holders and during the previous five years there have been 02 UGC funded minor projects, various research publications in International/ National/ Regional journals and seminar proceedings, and 08 book publications including seminar proceedings and number of participations in workshops/ conferences and seminars of Regional/ National/ international level. The active participation of faculty in workshops and seminars, the research projects undertaken have resulted in a phenomenal increase in teaching/learning process.

The various extension activities provide the students with a rare consciousness that motivates them to reach out to their fellow beings particularly the needy and the marginalized. Programmes of societal importance are carried out by the active units of NCC, NSS and Rover-Ranger units of the college. The teacher in-charge of NSS and other societies and career counselling and placement cell, plan and host activities for the whole year. Various resource persons from national and international institutes are visited college to enrich our students. The students are encouraged to participate in these activities and those who excel in them are awarded prizes at the college annual prize distribution function.

4. Infrastructure and Learning Resources

Govt. Degree College Chamba is spread in 7.94 acres (old & new) of land, an area which has become the epicentre of education in this part of the area. The college is located in heritage building we are restricted in planning still campus houses buildings which include administrative block, arts block and science block comprising of well lighted and ventilated classrooms, fully equipped and updated laboratories for Physics, Chemistry, Botany, Zoology, Geography and Computer labs are equipped with latest computers and Ethernet-HIMSWAN and broadband connectivity/facility. It also houses the library, Durbar Hall, ICT room, gymnasium, staff-room, canteen and sports room. A botanical garden is also maintained in the institution. Adequately furnished office with full-fledged computing facilities are available for special units like IQAC, UGC affair, career guidance, counselling and placement cell, IGNOU, NSS, NCC Unit, Rover and Ranger Unit and Red Ribbon Club.

To keep it healthy and eco-friendly, burning of dry leaves and polythene bags are prohibited on the campus. In coordination with other academic support units on campus, the library provides services that support the college's diverse curriculum in Science, Arts, Commerce and Computer Applications. The impressive collection of books, journals and

other library material provides resources to explore all areas of human knowledge within the framework of learning. Internet facility is available for all library users. Best library reader award is given to best reader on annual function of college to inculcate reading habits.

Individualized instruction and collaborative learning, is being used by a couple of departments. ICT rich environment is being further developed to encourage students to become more focused in their learning. Fifteen fire extinguishers are fixed at all the strategic points on the College campus. Our infrastructure is also made use of by several outside agencies for conducting examinations and hosting various programmes.

5. Student Support and Progression

The diverse programmes in academics and co-academics as well as sports and cultural activities are well synchronized and reinforced with an effective support system to produce enlightened and self-reliant individuals as visualized in the vision and mission of the college. The college has the requisite provisions which facilitate progression of students from one level of education to the next higher level. The student central association representing the voice of student community acts as a link between the Principal and students. The CSCA gives leadership to student involvement in the campus. IQAC, anti-ragging committee, discipline committee, cleanliness committee, reception and hospitality committee have student representatives. The college publish annual college magazine "Iravati" every year regularly. There are staff and students editors appointed. For the purpose, these editors encourage and guide the students to inculcate writing habits for development of their personality.

The college promotes inclusive practices for social justice and better stakeholder relationships. The SC/ST/OBC and economically needy students (IRDP/BPL) are provided equal opportunities by award of scholarships and stipends. The college atmosphere is enriched with curricular and co-curricular activities. Events at the departmental/faculty level are designed 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 and foster holistic development. The faculty members encourage students to participate in state, national and international curricular and co-curricular programmes through NSS/Sports/Rover and Ranger activities. Different committee for youth festival and for other cultural and sports activities screens the fresher in the beginning of the academic year for the individual student artists/sports person and helps to tap and channelize the potential of the students. The individual talent is tapped, nurtured and channelized through subject societies and clubs which keep the campus alive and vibrant with numerous activities.

6. Governance, Leadership and Management

The college has a decentralised, visionary and transformative leadership, notified in prospectus through more than 60 different committees, which is steering the college to its smooth functioning throughout the year. With the firm belief that education is the path way to the empowerment, the enlightened college administration provides clear vision and mission of the institution. Regular meetings of the college advisory committee, IQAC and heads of departments offer a platform to present and discuss the perspective plans of the college and help in effective implementation of institutional policies. The Principal works closely with administrative team comprising coordinator/conveners of different committees and programmes to offer effective leadership by setting values and participative decision-making process in coordinating the academic and administrative planning and implementation. Dissemination of information for smooth and effective functioning is facilitated through the existing mechanism through committees.

Mechanisms for regular performance appraisal of staff have been evolved to ensure academic excellence. Finance and Accounts Department, working under the supervision of the superintendent, administrative

control of the principal, implements all tasks related to finance and accounting. The departmental allotment of money is decided by the Principal in consultation with the Advisory Committee, heads of the departments and Bursar. The college has an established mechanism for mobilizing resources and ensuring transparency in the financial management of the institution. Services of Chartered Accountant has been rendered to monitor efficient and effective use of finances. In addition regular audit of accounts has been done on regular basis.

Internal Quality Assurance Cell (IQAC) has been functioning as a quality sustenance measure since 2011. Regular meetings of IQAC and heads of departments help in effective planning and implementation of institutional policies. Annual review and progress assessment is done by IQAC and submitted through Annual Quality Assurance Report (AQAR). Feedbacks are collected from all stakeholders and analysed for the review of implemented quality policy. The preparation of Annual Quality Assurance Report presents us an opportunity to evaluate and improve our functioning every year.

The fresh appointees are encouraged for attending Orientation Programmes and senior faculty for attending the Refresher Courses. In the last two years 70% of the faculty attended teacher training programme or the OP/RC. Professional competence of the staff is updated regularly. Mechanism for regular performance appraisal of staff have been evolved to ensure academic excellence

7. Innovations and Best Practices

The college has adopted a number of innovative practices. In addition to the five regular working hours, a sixth hour has been introduced into the college time table to promote soft skill development in students for support and progression through add-on courses. Our institution strives to provide a learner centric environment conducive for quality education. Interdisciplinary studies, which are considered a major trend in teaching and research, are given due importance and encouragement.

The college is highly conscious of its responsibility to the student community, the society, the nation and the environment. The slogan, “Green Campus, Clean Campus”, conduct of Green Audit of its campus, Environment Day, restricting use of plastics etc., instil in all a love of nature and a desire to conserve energy and water. Two best practices of college are the functioning of the Book Bank and, Skill Development & add-on Courses. The college has already created a Book Bank to provide books for the under privileged students which include students belonging to different categories such as those of the Scheduled Castes, Scheduled Tribes and Other Backward Classes. It also includes students belonging to BPL families. The main objective of the Book Bank is to reduce the economic burden of the students and to ensure that their education is not impeded due to financial handicap. A majority of the population in the Chamba district belongs to BPL families who cannot afford good education. Especially in the case of girls, these families are reluctant to invest in their education. Therefore, the college has taken up the initiative by providing books through the Book Bank.

Secondly, bearing in mind the changing scenario of the world that demands individuals to be competent in every respect, the college has initiated various Skill Development Courses or add-on Courses to help the students prepare for the competitive world. The main objective of this scheme is to introduce career and market-oriented, skill enhancing add-on Courses that have utility for job, self-employment and empowerment of the students. These courses are designed to reduce the economic burden of the students by making them capable of overcoming their financial handicap. Therefore, the college has taken up different measures to make our generation self-reliant and competent to modern world.

SWOC Analysis of the Institution

Strengths:

- The selection of the faculty is done by Himachal Pradesh State Public Service Commission.

- Teachers deputed for orientation and refresher courses, seminars, workshops and conferences to get updated on the changing trends in education and related areas.
- Staff/ student feedback considered for quality improvement.
- Remedial classes and tutorial hours for slow and advanced learners.
- Timely internal student evaluations.
- Focus on learning- centered education, participatory and interactive learning through assignments, seminars, projects etc.
- Transparent admission process.
- Well-disciplined campus conducive to learning.
- Committed and research minded faculty.
- Library with good collection of standard books and journals including research journals
- Financial support through various scholarships.
- Promoting programmes to cater human values, social sensitiveness, self-reliance, National integration etc. Driven by a vision and a mission for realization of objectives socially uplifting,
- Elaborate feedback mechanism to gauge stakeholder perceptions of all segments
- A committed IQAC, bound to quality enhancement and sustenance initiatives Interwoven curricular, co-curricular and extra-curricular activities.
- Pollution-free and eco-friendly green and clean campus
- Healthy teacher-student relationship
- Innovative and creative environmentally conscious best practices such as keep campus green, eco-friendly practices, green campaigns and environmental studies.
- Value based and skill oriented education is prime aim of the degree programme emphasized through well-defined syllabi, recommended

reference books, regular classes and assessments with prizes as motivation.

- IQAC plays indispensable role in enhancement and sustenance of the quality education.
- The examination process is conducted strictly and totally insulated with secrecy of all confidential matters.
- The college is catering to the needs of students from rural areas and economically weaker sections of the society.
- NSS Camp, NCC Camps, blood donation camp, rallies (Aids awareness, Anti dowry, anti-tobacco, National Integrations), philanthropic activities and outreach programmes to empower the marginalized and downtrodden.

Weaknesses:

- 40 % of the teaching faculty are fresher's with less than four years' experience.
- In spite of good academic records, poor knowledge base and weak language skills pose a great challenge since it takes away the precious time meant to transact the present curriculum.
- Being a govt. institution, sometimes faculty/staff is transferred in between the academic session hampering the process of learning/teaching.
- Weak English language proficiency of the administrative staff.
- Poor economic background of the students and of the locality (semi-urban) a constraint on the level of accessibility to various fields of higher education's 40% to 45% students belong to economically weaker section of the society.

Opportunities:

- Enthusiastic young teachers with research aptitude promote research culture among students and an enquiry based learning approach.

- Introduction of Add on programmes like IT skill enhancement, Journalism and mass communication, e-commerce etc. can definitely enhance the employability.
- Self-financing stream to be further strengthened to introduce technology and contemporary programmes
- Research centres for all PG departments to provide more output in the higher research areas

Constraints/Challenges:

- Poor education backgrounds of the parents prevent even the high achievers from moving out for higher levels of learning or employment.
- The Alumni input and support in terms of finance, academics and personal presence is limited limiting motivation to the students.
- Students are mostly first generation learners getting little motivation from the parents or the society.
- Extracurricular talents and ventures are not being nurtured in the current system due to time constraints.
- Course feedback is not being given its due importance as a corrective resource by the students, feedbacks mostly lack a clear analytical transparent approach

Looking Ahead: Future Plans

- Augmenting Faculty Exchange Programmes in collaboration with other institute/ universities
- Publishing International/National journals and books by all research departments
- More collaborative research to be taken up with research institutes of international and national repute.
- Organization of National and International conference in Recent Trends.
- All the departments of college to introduce P.G Courses.

PROFILE OF THE AFFILIATED/ CONSTITUENT COLLEGE

1. Name and Address of the College:

Name :	Govt. Degree College Chamba	
Address :	Mohalla and PO Sultanpur Teh. & Distt. Chamba	
City :	Pin : 176314	State : Himachal Pradesh
Website :	www.govtpgcollegechamba.com	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Smt. Suman Bedi	O: 01899-222207 R:	94181-66719	01899-222207	Sumanbedi60@hotmail.com
Vice Principal	Dr. Vidya Sagar Sharma	O:01899-222207 R:	94180-42733	01899-222207	vsagar_sharma@yahoo.com
Steering Committee Co-ordinator	Dr. Manesh Verma	O: 01899-222207 R: 01899-225327	94180-19809	01899-222207	maneshverma@yahoo.co.in

3. Status of the of Institution :

Affiliated College	<input checked="" type="checkbox"/>
Constituent College	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

4. Type of Institution:

a. By Gender

i. For Men	<input type="checkbox"/>
ii. For Women	<input type="checkbox"/>
iii. Co-education	<input checked="" type="checkbox"/>

b. By shift

i. Regular	<input checked="" type="checkbox"/>
ii. Day	<input type="checkbox"/>
iii. Evening	<input type="checkbox"/>

5. Is it a recognized minority institution?

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

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

NA

6. Source of funding:

Government	<input checked="" type="checkbox"/>
Grant-in-aid	<input type="checkbox"/>
Self-financing Any other	<input type="checkbox"/>

7.

a. Date of establishment of the college: 15/05/1958.

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

Himachal Pradesh University

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	01/01/1958	NA
ii. 12 (B)	01/01/1958	NA

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

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

Under Section/clause	Recognition/Approval details Institution/Department/ Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	-NA-	-NA-	-NA-	-NA-
ii.	-NA-	-NA-	-NA-	-NA-
iii.	-NA-	-NA-	-NA-	-NA-
iv.	-NA-	-NA-	-NA-	-NA-

(Enclose the recognition/approval letter)

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

Yes

No

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

Yes No

9. Is the college recognized

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

Yes No

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

b. For its performance by any other governmental agency?

Yes No

If yes, Name of the agency**-NA-** and

Date of recognition:**-NA-**

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

Location *	Semi-Urban
Campus area in sq. mts.	7.94 Acre
Built up area in sq. mts.	32132.04

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

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

➤ **Auditorium/seminar complex with infrastructural facilities:**

Multipurpose hall

➤ **Sports facilities:**

❖ **Playground:** (Badminton Court, Volleyball Court, T.T. Hall, Weight Lifting room).

❖ **Swimming pool** -NIL-

❖ **Gymnasium** -YES-

❖ **Hostel** -YES-

☞	Boys hostel	
	i. Number of hostels	03
	ii. Number of inmates	50
	iii. Facilities (<i>Mess, Solar Geyser, Common Room</i>)	
☞	Girls hostel	
	i. Number of hostels	-NIL-
	ii. Number of inmates	-NIL-
	iii. Facilities (mention available facilities)	-NIL-
☞	Working women's hostel	
	i. Number of inmates	-NIL-
	ii. Facilities (mention available facilities)	-NIL-
☞	Residential facilities for teaching and non-teaching staff	
	(give numbers available – cadre wise)	-NIL-
☞	Cafeteria	-YES-
☞	Health centre	-NIL-
☞	First aid, Inpatient, Outpatient, Emergency care facility, Ambulance..... Health centre staff –	
	Qualified doctor	Full time <input type="checkbox"/> Part-time <input type="checkbox"/>
	Qualified Nurse	Full time <input type="checkbox"/> Part-time <input type="checkbox"/>
☞	Facilities like banking, post office, book shops	-NIL-
☞	Transport facilities to cater to the needs of students and staff	-NIL-
☞	Animal house	-NIL-
☞	Biological waste disposal	-NIL-
☞	Generator or other facility for management/regulation of electricity and voltage	-NIL-
☞	Solid waste management facility	-NIL-
☞	Waste water management	-NIL-
☞	Water harvesting	-NIL-

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

Sl. No.	Programme Level	Name of the Programme/ Course	Durati on	Entry Qualif icatio n	Medium of instructio n	Sanction ed/appr oved Student strength	No. of students admitted
1.	Under-Graduate	B.A., B.Sc., B.Com.	3 Years	10+2	Hindi/ English	--	1989
2.	Post-Graduate	M.A. Eng., Eco., Hist., Pol Sci, Hind.	2 Years	Gradu ation	Hindi/ English	--	140
3.	Integrated Programmes PG	--	--	--	--	--	--
4.	Ph.D.	--	--	--	--	--	--
5.	M.Phil.	--	--	--	--	--	--
6.	Ph.D.	--	--	--	--	--	--
7.	Certificate courses	--	--	--	--	--	--
8.	UG Diploma	--	--	--	--	--	--
9.	PG Diploma	PGDCA	1 Year	10+2	English	--	37
10.	Any Other (specify and provide details)	BBA	3 Year	10+2	English	--	92
		BCA	3 Year	10+2	English	--	79

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many? BBA, BCA, PGDCA

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	02 (M.A.)
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for

all the programmes like English, regional languages etc.)

Faculty	Departments (e.g. Physics, Botany, History etc.)	UG	PG	Research
Science	Botany, Chemistry, Geology, Mathematics, Physics, Zoology.	-Yes-	--	--
Arts	History, Sociology, Public Administration, Geography, Economics, Music, Political-Science, English,	-Yes-	-Yes-*	--
Commerce	Commerce	-Yes-	--	--
Any Other (Specify)	BBA, BCA	-Yes-	--	--
	PGDCA	--	-Yes-	--

* PG in M.A. Eng., Economics, History, Hindi and Political Science.

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

A. Annual system BCA, PGDCA

B. Semester system M.A. Eng., Eco., Hist., Hind., Pol Sci., B.A., B.Sc., B.Con

C. Trimester system -NIL-

17. Number of Programmes with

a. Choice Based Credit System

3. B.A., B.Sc., B.Com.

b. Inter/Multidisciplinary Approach

c. Any other (specify and provide details)

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

Yes No

If yes,

a. Year of Introduction of the programme(s).....
(dd/mm/yyyy) and number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.:-NA-

Date:-NA-

Validity:.....-NA-

c. Is the institution opting for assessment and accreditation of Teacher Education? Programme separately? Yes No

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

Yes No

If yes,

a. Year of Introduction of the programme(s) **June, 2008** and number of batches that completed the programme 5

b. NCTE recognition details (if applicable)

Notification No.:-NA-

Date:-NA-

Validity:.....-NA-

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately? Yes No

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

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government Recruited	--	--	06	02	17	10	09	06	05	02
Yet to recruit	--	--	--	--	08	--	03	--	03	--
PTA(GIA) / Local PTA	--	--	--	--	02	04	--	--	--	--
BBA/BCA/PGDCA	--	--	--	--	05	04	01	02	--	--
Yet to recruit	--	--	--	--	--	--	--	--	--	--

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	--	03	01	03	01	08
M.Phil.	--	--	03	01	03	02	09
PG	--	--	--	--	--	02	02
Temporary teachers (contract)							
Ph.D.	--	--	--	--	02	01	03
M.Phil.	--	--	--	--	04	01	05
PG	--	--	--	--	04	04	08
Part-time teachers (PTA)							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	--	--	01	01	02
PG	--	--	--	--	01	03	04

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

NIL

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

Categories	Year 1		Year 2		Year 3		Year 4	
	2012-13		2013-14		2014-15		2015-16*	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	158	164	181	182	216	188	235	189
ST	165	188	194	211	253	251	293	286
OBC	19	29	20	34	23	27	20	39
General	632	676	543	663	619	760	862	782
Others	--	--	--	--				
G Total	974	1057	938	1090	1111	1226	1410	1296

*strength before 30th Sept 2015

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

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	2197	140	--	--	2337
Students from other states of India	--	--	--	--	--
NRI students	--	--	--	--	--
Foreign students	--	--	--	--	--
Total	2197	140	--	--	2337

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

UG PG

26. Unit Cost of Education

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

(a) Including the salary component

(b) Excluding the salary component

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

Yes No

If yes,

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

Yes No

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

c) Number of programmes offered

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

Yes No

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

29. Is the college applying for

Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

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

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

Cycle 1: (dd/mm/yyyy) Accreditation

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

Accreditation Outcome/Result..... Cycle 3:

(dd/mm/yyyy) Accreditation Outcome/Result.....

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

31. Number of working days during the last academic year.

230

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

120

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC Session 2013-13

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i).....(dd/mm/yyyy) AQAR (ii).....(dd/mm/yyyy)

AQAR (iii)(dd/mm/yyyy) AQAR (iv)(dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information) -NIL-

Criteria-wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

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

The government of Himachal Pradesh strongly felt need to review the vision document and mission of the higher education with special context to the state by considering the specific strategy, mechanism to access to the quality education at all levels to fulfil the objectives and mandates of the government with the implementations of the RUSA. In this context, a series of consultations, meetings and discussions with the state government, Himachal Pradesh University authorities, Director of the Higher education and faculty of colleges for its formulation has been carried out from time to time. The plan for the new strategy for restructuring the programmes and courses of the University curriculum on offer apart from ideas on launching the new courses has also been discussed with the authorities at the various levels. Accordingly the vision ideas of the Chamba college have been made with the consultation / discussion with the faculty members which has been well received by the Principle of the college. The faculty members committed to strengthen the college by achieving its objectives to make the college as a model hub of the education centre in the state. The vision, mission and objectives of the college can be spelt out as under:

Vision: To equip students with quantitative professional and educational skills by providing best possible infrastructure and be a centre of excellence and leader in providing the higher education by making the state of art facilities to transform the students of the far flung areas of the district into global contributors and achievers. Further to inculcate among students dignity of labour, creativity and ethical approach for broad understanding of life and to build up national character through personality development of male and female students.

Mission: Prepare students with sensitive productive human being we can comparatively contribute to society and to develop state of art by making the college as a centre of Excellence by offering better education to the student of the area at undergraduate and post-graduate degree levels by bringing out their total personality, emphasizing ethical values and growing challenges of the diverse societal needs of the state. The mission of the college is to further help to student to acquire comprehensive competitive skills and talents and to develop ethical values and concern of environment.

Objectives: College try to develop personality of students through various co-curricular activity and enable them to cater local, national and international demands. College is consistently strives to enhance the standards of its students and staff by delivering value added knowledge. The college effectively carries out the core values of imparting knowledge through its vision, mission and goal. The college has set for itself to achieve the academic, employment and Professional/skill Objective. The College is disseminating its vision and mission through above stated objectives for the betterment of the college students enrolled for their future career. The vision and mission statements of the college are displayed in the college website, college calendar, and also in the entrance/ notice board area of the college. In addition, all the departments have been displayed the vision and mission statements in the college buildings from where they are running their departments. The sections of the various quality objectives are headed by senior faculty members of the college, who are ably assisted by faculty members from all departments of the college. The objective leaders/ faculty in-charge along with their team members interact with the relevant stakeholders periodically and disseminate information to the staff through the department representatives in that sections. The students are also informed periodically about these objectives by incharge concern every month and also during the class committee meeting held from time to time. The parents are also informed at the very beginning to their wards entry into the college and also repeatedly reminded the same by the faculty during the Parent Teacher meet that is held every interval.

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

The college has developed its extensive teaching plan for effective implementation of the curriculum through the following measures:

There are free access to ICT lab to all the enrolled students of the college, lab remain opened from 10:00am to 5:00pm, and the lab is equipped with all required facilities along with broadband connection. The college, for the effective implementation of the curriculum encourages the faculty members to prepare the teaching plan, usage of various teaching aids and methods etc. Prior to the commencement of classes, individual lesson plans are prepared for each subject that is offered during the semester. Lecture notes are also prepared in advance and faculty contribute by rendering advice to the faculty about the notes, problems etc. As far as laboratory classes are concerned, in addition to the lesson plan, lab manuals are prepared for each subject and distributed to the students by the concern faculty. A model exam is conducted for the students in their practical classes'.

In addition to the above, it is the duty of the principle of the college to exercise general control of the college, its property and connected wings (like hostels, stores, farms, canteen, NSS, NCC units etc.) in his charge, to maintain discipline among staff and students, to organize, guide, stimulate and supervise the instructions, to prescribe approved text books, to take a regular part in the teaching work especially in classes and subjects in which her personal guidance is desirable as prescribed from time to time to arrange games, physical education and other co-curricular activities of the student and also to see that all registers are regularly and accurately maintained, to keep precise accounts of all the money entrusted to the college and they are properly dispose-off in accordance with the rules laid down in that regards, and generally to promote the physical, intellectual and moral welfare of the student and staff of the college.

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

Since the college is affiliated to Himachal Pradesh University and at the university level, faculty development and training programs are conducted in various subjects in academic staff college to enable the teachers to efficiently translate the curriculum. The college is in turn supposed its faculty member to attend these training programs conducted by HP University Shimla. Faculty members are also sponsored to attend seminar, workshop, guest lectures and is special training in teaching methodology in the university, and other institutes recognized by the state government. These training programs ultimately enhance the teaching methodology adopted by the faculty members and result in effective translation of the curriculum. Besides, strategic planning is adapted to improve the quality of the teaching-learning process. The major emphasis on developing methods which will enhance self-learning among the students and provide them with the new learning experiences.

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

For the better development of collegiate education the affiliating university to co-ordinate for the development of colleges and to facilitate the implementation of its schemes geared towards improvement of standards of higher education. In the case of the Himachal Pradesh University under which this college is affiliated the College Development Council was set up with the help of the UGC. It acts as a facilitator and catalyst for the flow of its assistance in favour of eligible colleges through its active liaison with the UGC which enables them to take maximum advantage of its different schemes in the state.

Govt. Degree Chamba College in the state for better performance, urge for excellence and up gradation of academic inputs and this institution takes care of all the necessary requirements of the government and the university.

Besides issues of relevance of education, increasing selectivity, and urge to cater to demographic changes, its support mechanism and interventionist inputs, Himachal University play an important role in comprehensively addressing these issues of the colleges. While disseminating information on various UGC schemes it ensures better linkages and liaison through more interactive communication, understanding and co-operation among the university constituents, the state government, the colleges and the UGC. Therefore the college has taken certain initiatives for the effective curriculum delivery, such as provision of teaching plan, procurements of the various teaching aids and arranging internal tests, house tests and seminars etc.

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

Specifying the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University i.e. HPU or other statutory agency of the Government. The institution encourages the conduct of and participation in UGC sponsored ASC colleges to enable faculty to correlate the various aspects of the curriculum and present the same in a concise manner to the students.

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

Many faculty members of the college have occupied exalted positions as members of the different bodies, syllabus committee and curriculum development etc. In addition to the class committee meetings held periodically enables the students to express their difficulties, their expectations etc., which is dully attended by the faculty. The contributions of the Chamba college and staff members has contributed the much better efforts for the development of the curriculum as prescribed by the Himachal Pradesh University out of which

few contributions are spelt out as under:

- Making the best of the multi-institutional educational complex by recourse pooling and optimal utilization strategies by the faculty and management of the college.
- Qualified and committed faculty with good rapport with the students and general public.
- The college is consistently good record of success and ranks in the university examinations.
- Special thrust on value education through monitoring system all the sessions
- Excellent and well maintained physical infrastructural facilities in the state of art building and a conducive academic ambience, with good hostel accommodation for the students by giving better environment for the education the this far flung district of the state.
- Ensuring holistic development of student personality through a mechanism of comprehensive recording/monitoring of student profiles every year.
- Compassion for the poor and underprivileged class particularly tribal disadvantaged groups.
- Government College, Chamba has earned its reputation over the period as one of the best centres of Higher education. The college community can be legitimately proud of their accomplishments.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed. -No-

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

The college conducts house tests, model tests to gauge the understanding of the students related to the curriculum. Students who require

assistance are identified and taken care of separately. Further, student feedback is obtained orally during the class committee meetings held periodically. The Heads of the departments periodically review the progress in the syllabus completion and also the performance of the students. Therefore, with the help of internal test, house examinations, seminars and University exams, the college is able to analyse that the stated objectives of the curriculum are achieved in the course of implementation.

1.2 Academic Flexibility

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

The Institute is having UG and PG courses in Economics, English, Hindi Political Science and history. In addition to these self-financed course like BBA, BCA, PGDCA are also running in this institution. The college has a well-equipped language lab, where the student practiced to improve their communication skills. IT lab of the college enable the students to make maximum use of ICT workshops on spoken english organized in the colleges from time to improve the students communication and employability skills of different nature. International and regional conferences and seminars organizing the college in order to enable the student to compete in the present world.

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

-No-

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

Range of Core / Elective options offered by the University and those opted

by the college.

- **Choice Based Credit System and range of subject options Courses offered in modular form**
- **Credit transfer and accumulation facility.**
- **Lateral and vertical mobility within and across programmes and courses.**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

The college provides academic flexibility to the students in terms of undertaking various activities keeping in view of the topographical situation of the district. Accordingly within the existing framework of the government of the Himachal Pradesh and HP University, the college doesn't have statutory authority with reference to academic flexibility. However core courses and elective papers provide certain amount of flexibility in the choice of their subjects as approved by the Himachal Pradesh University is as under:

Core Options:

The students must compulsorily register for all the core subjects prescribed.

Elective Options

The students of UG and PG courses may choose up to a maximum of Thirteen (13) electives depending on curriculum.

Enrichment courses

Every department of the college is developing various knowledge based skill that enable the students to develop their personality.

Compulsory Papers: B.A., B.Sc., B.Com. 1st Semester, 2nd Semester, English, Hindi, Sanskrit, Social Science.

Skill Based Paper: Functional English, Functional Hindi etc.

Major courses: In 4th, 5th and 6th semester in addition to six papers of 1st to 3rd semester student can opt minimum of more eight paper and maximum of fourteen paper in their respective discipline.

Minor courses: Students can opt for minimum of 10 papers and maximum of 13 papers from 1st to 5th semester in the field of their choice,

General interest and hobby papers: students can opt for minimum of one paper and maximum of three paper in their choice from 1st to 3rd semester.

By opting minimum courses student can get 120 credits for passing simple degree in their respective discipline. If the student get 135 or more credits they can get a degree with emphasis. If they go for 150 or more credits, they can get a double major degree in the area of their choice. In BBA, BCA, PGDCA and all PG courses are fixed and hence there is no scope of any choice.

University of a wide range of core/elective (courses) options, but due to lack of proper infrastructure the colleges has limited the change of the core/elective options. Student must compulsorily have to register for the core/elective courses running in the institute. Each faculty like arts, commerce and science are offering wide range of elective/core options, according to the infrastructure.

I. Choice-Based Credit System and range of subject option:

CBCS has started under are RUSA in 2013-14 there has seen a significant increase in the range of course options under CBCS. It offers three courses under CBCS is along with compulsory language, compulsory skill-based and general interest and hobby courses. Academic flexibility and choice is guaranteed to all the student under CBC S.

II. Courses offered in the modular form:

-Nil-

III. Credit transfers and accumulation facility:

There is no such provision in the Institute.

Lateral and vertical mobility within and across programs and courses:

The Institute doesn't offer lateral entry in any of the courses but the institute witnessed the vertical mobilisation of the student in the progressions from one course to another.

Enrichment courses:

Every department of the college is having skill-based and general hobby and interest courses that enable the student to develop their personality and employability skills.

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

The colleges offering such self-finance courses as BBA, BCA and PGDCA for the better avenue to the students for their skill development and employability. Self-financing courses are one which doesn't receive any financial aid from the government of HP and UGC. Such colleges manage their finances through course fee paid by the students who enrolled for the course. For admission in self-finance courses (subsidized/non-subsidized seats, the institute the admission procedure set up by HP University. Admission to BBA, BCA and PGDCA is on entrance test conducted by the colleges. The final selection to the seat is based on merit, subject to minimum eligibility condition laid up the HP University. There is no entrance test for Non-subsidized seats. Eligibility condition is 10+2 examination or exam equivalent thereto of a board/university established by law of India with 50% marks for general category and 45% for SC/ST seats. In a regular courses the admission is on roll on basis and the institution follow the norms set up by the state government and HP University.

As regards curriculum from self-finance courses, the institution follow the curriculum designed by the HP University. The curriculum is designed in such a way as to impart the student globally competitive and quality education to enhance their technical and professional skills. Fee structures for self-finance courses differ from regular courses. There is different fee structure for Subsidized/Non-subsidized seats. It is 12,500/- for subsidized and Rs. 20,500/- for non-subsidized seats and their fee is higher than regular courses. Teacher appointed for self-finance courses are highly qualified and are recruited by the college authority, and they get salary on period basis.

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

The college has NCC and an NSS units. The institution organized different activities for NSS volunteers as per the guidelines offers by the HP University. Such activities inculcated the habit of community service and teamwork among the students. Beside, NCC cadets can appear for BEE and CEE certification examination. These cadets can have the opportunity to be appointed in the state and Central government services, such as police and paramilitary forces. The college also organizes training for such professional courses as BBA, BCA and PGDCA to promote their technical skills to meet the ever-growing challenges. Students are encouraged to attend seminars, conferences and workshops to enhance their professional skills. Many programs are organized for the latest educational information to update student's intellectual and professional competency, such as ICT in teaching methods and lecturers on career counselling. The institutions organized different sports activities to impart competency among the youth and make them physically and mentally healthy.

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

-No-

1.3 Curriculum Enrichment

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

The University curriculum is being followed by the college. If there are new developments and new related material is found, every effort is made to bring these to the students. The faculty members complement the university

curriculum with materials that are in vogue to help students to be aware of the current day advances in the subjects. The college tries to integrate the goals, objectives and mission. The college conducts various programs on camps to make our students versatile, computer-literate and also conducts language lab for development of recommended skills. By the combination of goals and objectives of the college students are upgraded through co-curricular, extra-curricular activities.

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

In the college, for the betterment of the students, the faculty members try to transmit the curriculum without modifying the syllabus by preparing the students for university and various competitive examinations. The curriculum emphasis on practical experience, internship and placement wherever is needed. The revision and modification of syllabi are done at the University level. Student feedback is obtained and processed formally. Combination of learner's evaluation of programs every year, opinion of the curriculum development cell of the colleges, findings of the college committee meetings, feedback from subject expert, views of faculty members are considered while revising the curriculum as well as planning for the introduction of future programs. The existing syllabus of arts, commerce and science faculty enriches the students for better employment opportunities.

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

The college tries to integrate the cross cutting issue into the curriculum as approved by the University and state government. However the following are the efforts made by the college keeping in view of the local circumstances of the district.

- **Gender** -The College analyse the students' strength gender wise. This college also give equal opportunity and equal treatment to the students of

the college. The college organizes lectures/debates of the expertise on gender related issues in the college.

- **Climate Change** -Awareness among the students regarding the global warming, change in the cycle of seasons is brought to the notice of the students by faculty members of social science subject.
- **Human Rights** - The College organizes a program on human rights to create awareness among the students.
- **ICT** -The College is making its best use of ICT for disseminating the student support services and other related education. The faculty members are also make use of modern equipment and having good knowledge of ICT based education. The students are also encouraged to use all modern equipment to become more professionals.

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

- **Moral and ethical values**
- **Employable and life skills**
- **Better career options**
- **Community orientation**

The college arranges various programs to ensure holistic development of the students throughout the year in different spells.

- **Moral and ethical value:** During the classes the moral and ethical values are inculcated by the respective faculty. The college has NSS and NCC units through which moral values are integrated among the students. Committees like standing committee, anti-sexual harassment committee and anti-ragging committee help to promote ethical and moral values among the students.
- **Employable and life skills:** Courses like BBA, BCA and PGDCA proves helpful in anything the employability skills of the students. In the Institute, the students make maximum use of ICT and language lab to polish their

technical and professional skills. The activities organised in the NSS and NCC, inculcate among the students the habits of community service, teamwork and leadership etc. all these schemes in turn contribute toward the basic attitudes, behaviour and skills used in the day to day life.

- **Better career option:** The college has career guidance cell through which better career options are provided to the students.
- **Community Orientation:** The departments of NSS and NCC organize community – oriented camps each year. During such camps, the faculty and experts discuss/focus social problems like male – female ration, health and hygiene, drug campaign, agricultural issues, anti-dowry, women empowerment, female infanticide etc.

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

The curriculum is designed by the University. Only the suggestions of the faculty are invited by the Himachal Pradesh University and department of Higher education government of Himachal. A periodical course evaluation, feedback, taken from stakeholder, PTA, OSA etc. provide an answer to where there is deficiency in the curriculum, which the education manager tried to update and upgrade at all times.

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

The college is monitoring the quality of education being provided by the college by below mentioned ways:

- Through feedback
- Through peer review sessions

In addition to the evaluation of academic program officer of NSS and the head of the NCC unit monitor and evaluate the quality of its enrichment programmes. The college conducts seminars, group discussions, quiz competitions and paper reading sessions through literary associations.

1.4 Feedback System

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

The college follows the curriculum designed by the HP University Shimla. Many senior faculty member of the institution are the members of various syllabus committee in the institution. Academic calendar is prepared by a committee of senior faculty member and the principal. The calendar incorporates the schedule for the conduct of continuous assessment module, model examination and final semester examination, other important activities and events for the whole years.

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

The college obtains feedback from the students, alumni, parents, employers/industries and experts from academics.

- **Students:** The class committee meetings that are held periodically provide a platform for the students to discuss all academic issues. Any difficulties expressed by the students are noted and the same is duly communicated to the university either through the senior faculty who are members in the various boards of studies/syllabus committees etc. or forwarded to the university when suggestions are invited during syllabus revision.
- **Alumni:** The alumni of the college who have moved on to industry or for higher studies also give a feedback on how their years in the institution have helped them perform in their places of work/study. The alumni also give constructive suggestions on helping the students achieve greater focus and improving themselves.
- **Parents:** The parents' meet conducted by college every semester apart from other issues enables parents to give suggestions regarding the curriculum of their wards. This is duly noted by the relevant persons in the college.

- **Employers/Industries:** Representatives of various industries give extremely useful feedback regarding the employability of the students and also their expectation from the students. Hence, any additional requirements that the industries may appreciate is provided by the college.
- **Academics:** College is visited by various academician from India and abroad. Their views on the curriculum are obtained and efforts are made to incorporate the same. At present, there is no provision for collecting the feedback of stakeholders and students regarding the enrichment of the curriculum.

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

The college has introduced self-financing courses like BBA, BCA and PGDCA plus M.A. in Hindi and Political Science to promote the technical skills of the students and knowledge to meet the ever-growing challenges. Beside, well-equipped ICT lab and language lab are also established to cater the needs of the students.

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

1. Efforts to introduce PG in more subjects.
2. The college has been shifted partially to new newly constituted building. Academic calendar is prepared by a committee of 6 senior faculty members and the principal. The calendar incorporates the schedule for the conduct of continuous assessment modules, modelling examination, and final semester examinations, other important activities and events for the whole year.
3. At the beginning of the academic year slow learners are identified and are given more academic attention in the form of additional classes and consult tensions. Advanced learner are given extra reading material and they are motivate to participate in seminars, conferences and competitive examination.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

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

A) Prospectus B) Local Channel C) College website

(www.govtpgcollegechamba.com)

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

A). For UG courses under RUSA- as per B.A., B.Com. and B.Sc. it is on merit based.

B). For UG courses like BBA, BCA it is based on combination of merit and entrance.

C). For PG courses like M.A., PGDCA it is based on combination of merit and entrance.

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

Course	Minimum percentage	Max. Percentage
B.A.	35%	76%
B.Com.	45%	75%
B.Sc.	45%	78%
M.A. History	50%	65%
M.A. English	50%	67%
M.A. Economics	50%	67%

Since Chamba college is situated in district headquarter and institution is running different courses like B.A., B.Com., B.Sc. plus post-graduation in five

subjects (English, History, Hindi, Political Science and economics) and self-finance courses like, BCA, BBA and PGDCA, whereas other colleges in the district, which are affiliated to the same university are not running the same courses except UG in arts and two colleges are running UG courses sciences, so it is quite difficult to compare the things minutely and genuinely.

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

There is no mechanism in the institution to review the admission process. However there is a mechanism in the institution to maintain and review the student profiles annually. Here are some of such efforts and its contribution to the improvement of the process

1. To know about student continuity i.e. how many students discontinued their studies in the middle of the session.
2. Whole record maintenance for the purpose of student information and correspondence.
3. Through analyzing the data we can conclude in which particular subject students are poor and hence can make a remedies accordingly.

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

❖ **SC/ST**

1. During admission to the UG/PG courses as per the roster system
2. Incentives are given in form of scholarships.

❖ **OBC**

1. Incentives are given in form of scholarships.

❖ **Women**

1. Exemptions from tuition fees to UG and PG courses.

❖ **Differently abled**

1. Roster system is followed during admission to PG courses

❖ **Economically weaker sections**

1. Incentives are given in form of scholarships.
2. Books are issued to the all category of IRDP through college book bank.

❖ **Minority community**

❖ **Any other**

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement. Number of applications, students admitted and demand fresh:

There is no restriction of seats and the student who have qualified 12th examination with minimum of 35% can get admission to arts courses.

Trends and comments:

Figures of admitted student show decrease from 2012-13 to 2015-16. As number of institutes of vocational and professional training is increasing, a large number of students are getting admitted to these courses. The number of admission to B.A. classes are showing the decreasing trends.

PG Courses:

Course	year 2012-13	year 2013-14	year 2014-15	Year 2015-16	Number of applications
MA English	20	20	20	20	Average 60
MA History	20	20	20	20	Average 60
MA Economics	17	20	20	20	Average 50

According to the figure given above demand ratio for MA English, history and economics. It 1:3, 1:3 and 2:5 respectively. Hence demand is complete is easily.

Self-finance courses:

Course	year 2012-13	year 2013-14	year 2014-15	Year 2015-16	Number of seats
BCA	31	30	25	35	40
Number of applications	31	30	25	35	-
BBA	30	32	33	31	40
Number of applications	30	32	33	31	-
PGDCA	20	26	24	40	40
Number of applications	20	26	24	46	-

According to the figure given above demand ratio for BCA, BBA, and PGDCA it 4:3, 5:4 and 10:7 respectively. Hence demand is not getting fulfilled.

Comments for improvement-

Such a deficiency may attributed to:

1. High cost of course
2. Lack of awareness as most of the students are from poor background.

Improvement measures-

1. Seminar and counselling are organised by institute to spread awareness about the courses.

2.2 Catering to Student Diversity

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

There is rarest of rare case that any differently abled student get admitted to the institute. They are free to be admitted at UG level, 3% quota is reserved for them. For women no tuition fee is charged. However institute help these kind of candidate, according to the government norms and policies i.e. institute follows all the policies and norms to help the students. Scholarship is being provided for weaker section of society.

2.2.2 Does the institution assess the students needs in terms of

knowledge and skills before the commencement of the programme?

If 'yes', give details on the process.

For assessing the student's needs in term of knowledge and skills before the commencement of the programme, as such there is no system being followed in the institute presently. However in self-financing programmes of the colleges the knowledge and skills are assessed by entrance exam.

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

To increase the knowledge gap of the enrolled student, institute provide the remedial courses and different training programs, introductory courses and coaching classes for the enrichment of knowledge of the students as per the UGC guidelines and under the different programs introduced by the institution itself.

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

To sensitize its staff and student on the issue such as gender and environment

1. Environment Day is celebrated by the colleges.
2. Plantation is encouraged to NSS and NCC volunteers every years. For example, as in year 2013-14 NSS camp was held in Saho gram panchayat, and environment conscious centre was organised and under this centre 200 plants were implanted.
3. Rallies are organised through NSS and NCC volunteers for information and motivation on environment and genders to general masses.
4. Quiz competitions are organised by the institution on the issue of environment and gender.
5. On the occasion of International Women's Day on 8th March institute

organizes various debate and declamations on the burning issue of gender in equilibrium, female feticide, its consequences and ways to cope with these issues.

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

Identification:

1. Through the results of quiz competitions, debate and declamations.
2. It is through academic results.
3. Through the result of extra-curricular activities.

Response:

1. Institute provides guidance classes.
2. Through multimedia english language lab, student can develop writing and communication skills to prepare themselves fully to cope with various competitive exams.
3. Library facilities institute library has 20,086 books on different subject, along with library provide 10 newspaper dailies and 20 monthly and yearly magazines and periodicals. Advanced learner availed themselves of all these facilities.
4. Well-equipped lab has been established since 2009 with 10 broadband connections and 15 HCL computers. Advanced learners can avail themselves of all these facilities.
5. Beside IT lab, in the department of BCA, 13 computers have been installed with internet facility and in the department of BBA, four computers with internet connections. Advanced learner can avail these facility to develop their skills.
6. Students who are skilled and talented in the field of sport and culture other extracurricular activities like NCC, NSS, music, dramatics and performing arts get advanced training according to their caliber and need to excel their respective fields.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

Institute collect the data and information on the academic performance of the students who are at the risk of dropout and may discontinue the studies. Some sort of support is provided through studying student profiles maintained annually/semester. However, the rate of drop out due to lack of support is very low because various fatalities are being provided to the student like

1. The faculty members of all departments participate in academic counselling of the needy and willing students in order to minimize the dropout rate and they counsel the students time to time.
2. Scholarships are being provided by government to needy students.
3. Colleges book banks facility to IRDP students. In this book bank institute has 3826 books for the benefit of economically weaker sections.
4. Hostel facilities are available for SC and ST students.

2.3 Teaching-Learning Process

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

College is organizes the process of teaching and learning in a systematic way. Teaching process proceeds according to academic calendar of the college. All teaching and co-curricular activities included in this academic calendar. Every year the calendar must be followed. Every teacher has given their subjects and they teaches the subject with the time period mentioned in the college calendar. They prepare their lesson plan and objectivity of the syllabus. To make teaching objective all teacher tried to use

every possible teaching aids. So that objective of teaching can be achieved. Student get evaluated through class test, house examination, and other competitive activities like quiz competition, seminars, tutorials, presentations, etc.

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

IQAC which is the body comprises seniors and experienced teachers. It played a very important role to improve the teaching-learning process. IQAC organizes meetings at regular interval. All the heads of the departments discuss their problems related to teaching, and other activities. Principal of college solve the problems related to teaching, and other activities and requirements on the recommendations of IQAC cell. Therefore IQAC cell contributes a lot to improve teaching-learning process through its mature and experience members.

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

Student centric teaching-learning is the sole objective of the institution. College continuously strive to provide necessary required basic facility to students. All teacher tried to make their teaching student centric, to achieve this objective they use teaching aids, audio as well as video. Maximum use of blackboard, charts, projectors, slides, etc. to make teach more student centric every step has taken by the institution and staff. Language lab set up for the students so that English pronunciation can be improved. ICT lab also helps students to learn the skills of computers which is very important in the modern time. Students prompted by the teachers for interactive learning, collaborative learning and independent learning. Group discussions organised for students so that they can exchange their ideas and ideas develop a thought, which improve their ideology. Student present their

papers in competitions, declamation contests organised by the institution for the competitiveness of the students so that their self-confidence can be build. Participatory learning activities like presentation of seminars, collection of information from internet, declamation and debate competitions and interfaculty cultural meets are encouraged. Inter, intra college and intra departmental quiz competitions are regular feature of this institution.

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

To nurture critical thinking, creativity and the temper, students are encouraged to participate in different types of quiz competitions, debate competitions at college level, inter college level, University level and inter-University level. Special lectures are organized by the college that help in equipping students and faculty with latest information and talent developments and such interactions are mutually beneficial to the students and the faculty. Different types of competitions are organised at college, university and inter-University level for sport painting, clay modelling, model making, project related to social science and science, workshops, industrial training program, etc. active participation of students required a lot in different types of competitions. So that these competition can help them in their life as a learners and innovators.

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

Our institution provides all facilities to the faculty for effective teaching. Modern technology is being used for this purpose. In our institution, all department's gets engaged with broadband facility and

connected with each other. So that the modern tools of technology in teaching can be used. For this purpose ICT lab is established. Our departments have their smart classrooms. Teacher used projectors and slides to change the students, language lab is also established in our institution, to improve english proficiency of students. Students communication get improved by this affords. All teacher can also sit there to make its best use. The use of modern multi-media teaching aids like wall-mounted OHP and CD-ROMs and computer systems are usually employed in IT laboratory for classroom instructions. The use of modern technology make their personality more effective and high-tech.

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

To expose advanced level of knowledge and skill, students and teachers always participate in workshops, attend seminars, expert lectures and all teachers share their ideas with each other. So to make teaching more effective during general house meeting our teachers share those difficulties which they face during teaching, and their activities. All senior teachers' help to solve all problem related to teaching, and other activities. Teacher attend different seminars and workshops to learn new ideas and new techniques of learning and teaching, so that new ideas and techniques can be introduced to achieve the goal of all-round development of the students. Expert lectures and lectures of experienced and eminent personalities organised by the institution to provide the ideas of teaching and learning process. Therefore institute provide all facilities to its teacher and student to expose advanced level of knowledge and skills. So that the goal of all-round development can be achieved.

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

students?

The institution is making all out efforts to enhance and develop soft skills of the students. All the students of outgoing classes of B.A., B.Sc., B.Com. 3rd year provide counselling and guidance on the academic, personal, psycho-social support and professional level. Student get the solution of their quarries related to the further study areas, professional training programs, etc. Students benefited with the lectures of eminent expert related to different field of the job market, so that students can continue or get fitted in different jobs. Our institution try its best to provide guidance and counselling to students for their carrier plans and job orientations so that they can achieve their goals in life.

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

During the last 4 years institutions adopted so many new teaching-learning approaches and methods. Innovative teaching, learning methods and approaches introduced in learning teaching process makes teaching effective. For this purpose ICT lab get established and our department get connected with each other through broadband. Language lab helps teacher to make the teaching more effective. Smart classes are also started, teachers teach through slides and projectors. Teaching faculty are regularly motivated to use innovative methods to improve teaching and learning process. All staff members are sincerely use modern technology and tools for effective teaching and learning process.

All the UG courses in the college are taught by using the lecture method as a means to introduce the topic, theories, concept elaboration and depth of subject. The quality and quantum of the lecture method and learning strategies such as lecture, discussion, group discussion, question-

answers, case studies, illustration, and special lecture depend upon the related subject.

In this modern era of computers, all teachers must acquaint themselves with technology for well-being of student community. Language lab provides very important role in the improvement of proficiency of students as communication skills are essential in the student's life. Students learn more while they are learn from teaching aid like computers, etc. smart classrooms provide a lot of confidence to the students that how they can use modern teaching methods to prove the effective learning. So with the introduction of modern technology and methods contributed a lot in the improvement of learning through modern teaching aids. So that students can compete in job market with the requirements of modern world.

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

Library is the most important and essential part of any institutional institution. Without library any institution cannot proceed in its educational goals. The library of our college played much important role in the development of student's education objectives. The students and faculty members are informed by library committee about the arrival of the new additions in the college library. It is well equipped and connected to internet so that students can get any information from internet if they want. In college library all books listed on computer and with a click the list of books display on computer screen. Student can find any book form any almira with in few minutes. More than 80 students of all classes can sit in the one time in library for study. Our library provides calm and disciplined environment for students, so that they can study properly. Library provides so many newspapers and magazines (weekly, fortnightly, monthly) etc., which provide current knowledge to the students. Employment news provide the list of employment opportunities all over India for all students related to their interested areas of jobs. Therefore, library provides the up to date

knowledge to the student study. College library provides an annual issue of college magazine "IRAVATI" to the students.

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

No, our institutions does not have any challenges in completing the curriculum with the planned time frame and calendar. But sometime due to vacations if curriculum is not completed additional classes are taken to complete them and internal changes in timing of classes in between vacant period is done as per demand of hour.

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

The IQAC cell of college draws up annual plans and monitors their implementation for quality enhancement in the institution. The institution has the mechanism of evaluation of teachers by student's feedback through suggestion boxes installed at various places. The quality of the teaching staff in monitored through Annual Confidential Reports (ACR) and API score. College Student Central Association members, Parent Teacher Association and college staff meetings are vital part of quality enhancement. Time to time class tests as well as college-level quiz competition viz. inter department and intra-department, declamations and debate competitions are organised by the institution to evaluate the student's level of subject understanding and conceptual clarity. Therefore, each and every possible efforts are made to evaluate the quality of teaching and learning process in the institution.

2.4 Teacher Quality

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

the changing requirements of the curriculum

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	--	--	03	01	03	01	08
M.Phil.	--	--	03	01	03	02	09
PG	--	--	--	--	--	02	02
Temporary teachers (contract)							
Ph.D.	--	--	--	--	02	01	03
M.Phil.	--	--	--	--	04	01	05
PG	--	--	--	--	04	04	08
Part-time teachers (PTA)							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	--	--	01	01	02
PG	--	--	--	--	01	03	04

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

Institutions always try to cope with the growing demand for scarcity of qualified senior faculty to teach new programmes. For this purpose, senior teacher and all teachers can frequently use IT lab of the college, so that they can enhance their knowledge.

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

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	02
HRD programmes	01
Orientation programmes	03
Staff training conducted by the university	01
Staff training conducted by other institutions	10
Summer/ winter schools, workshops, etc.	03

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- Teaching learning methods/approaches
- Handling new curriculum
- Content/knowledge management
- Selection, development and use of enrichment
- Materials
- Assessment
- Cross cutting issues
- Audio Visual
- Aids/multimedia
- Teaching learning material development, selection and use

To empower and enable the use of various tools and techniques for

improving teaching-learning, handling new curriculum, to manage content and knowledge, to enhance the use of teaching aids audio-visual or multimedia. Resource persons invited for lectures, so that teachers can learn more from experienced teacher and eminent personalities. The programmes help teachers to make the teaching more student centric and up to date. So that the students can compete at national as well as international level.

- **Percentage of faculty invited as resource persons in Workshops/Seminars/ Conferences organized by external professional agencies**

4%

- **Percentage of faculty participated in external Workshops/Seminars/ Conferences recognized by national/international professional bodies**

10%

- **Percentage of faculty presented papers in Workshops/Seminars/Conferences conducted or recognized by professional agencies**

20%

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

At the institutional level all teachers are encouraged to read all the concern courses to recharge them. Institution bounds all teachers to participate in refresher and orientation programs. Seminars and paper presentation also encouraged by the institutions. Research grants are not provided at college and university level, but UGC provide grants to the teachers to enhance the research and academic publications. Teacher at their own personal level can also arrange research and publication grants. So all

teachers get to recharge with all these system and policies and make their teaching effective. Student get benefited with these policies indirectly because they use their innovative ideas in their teaching-learning process.

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

Our faculty members, Dr. Vidya Sagar received awards at national level “Sarswat Samman” by Madhya Pradesh Sahitya Academy. These awards encourage teacher to make their more efforts in these directions. To enhance their knowledge and to contribute more to students as well as for creating conducive environment for cultural and other activities, these awards plays a vital role. Institution always encourage such teachers by honoring them during annual prize distribution function.

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

Yes, the evaluation process of a teacher is very fair and transparent. Students must know how much they get in assessment marks. It is totally the combination of the 15% of marks (in house Examination College and 5% of attendance he/she has got throughout the year. Total marks of assessment is 20%. Now, after the introduction of our CBCS a more comprehensive evaluation is going on which is very much transparent and fair. Now 50% evaluation is at the college level which is totally fair and transparent in the UG level.

2.5 Evaluation Process and Reforms

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

processes?

- a) **For faculty member:** - It is through university guidelines.
- b) **For student:** - It is based on evaluated answers sheets of houses examination, which are thoroughly shown to and are made signed by student themselves.

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

The institution adopts all the major evaluation reforms of the University, which is made mandatory by the University to the Institution as under.

- a) We follow the system that employed faculty for proper evaluation will evaluate only 25 sheets on 1st day of evaluation.
- b) On 2nd day in employed faculty will evaluate 50 sheets only.
- c) For the rest of unchecked answer sheets employed faculty will check 50 sheets everyday thereafter.
- d) Proper evaluation is to be conducted in the college only in the prescribed time period only.
- e) As for institution, there are no reforms initiated at its own.

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

As stated in the clause 2.5.2. The major evaluation reforms are at the university level and institution follow every guidelines for the effective implementation of the evaluation reforms

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few

examples which have positively impacted the system.

I. Formulated assessment approaches-

- a) We maintain the record of mid-term marks obtained by the students.
- b) In specified courses we collect the assignments and marks the records of marks accordingly.
- c) In all specified courses under CBCS we conducted the seminars, tutorials and term end examination at college level. All the marks obtained by the students are recorded in their concerned profile.
- d) Attendance record is maintained according to the university guidelines and marks/division are given to student and report is maintained accordingly.

II. Summative assessment approaches-

1. Totaling of individual marks obtained by student in the columns given in the clause 2.5.4 a, b, c, d which is used to send for final result to the University.
2. Final assessment of students is based on the results of internal and final exams.

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

1. For ensuring rigor and transparency in the internal assessment during the last 4 years institutions make it sure that every faculty members should display the assessment of classes, he or she is teaching on the notice board after making it marked from the head of the institution.
2. Weightage is assigned for the overall development of students.
3. Weightage for behavioral aspects-none.
4. Independent learning-none.

5. Communication skills-it is only under the RUSA system that 5 marks are the criterion for choosing the communications skill of the students.

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

1. Students have to qualify all the UG courses chosen at the time of admission.
2. College ensure the attainment of these by the students through proper guidance of teacher

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

1. There is only a mechanism that is one chance for re-evaluation of answer sheets under specified time period by University only.
2. Grievance redressal cell is constituted under chairmanship of principal of the institution.
3. Grievance redressal cell is constituted at University level to address the problems of CBCS system.

2.6. Student performance and Learning Outcomes

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

Yes, the college has clearly stated the learning outcomes for achieving peace, colleges and university rains for seminar at different intervals of time.

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

During the course/programs the result of exam and the presence in the classes (through attendance register) is monitored. All the information is communicated to the students by the teaching faculty or to the notice board.

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

For this purpose all the teachers are inspired and encouraged to attend seminars and conferences at various occasions.

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

Coaching classes are being organised for students for competitive exams in time to time by the experienced teachers for enhancing social participation theoretical and practical experience are carried out.

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

During the course students problems are solved by concerned teachers by applying the method of personal discussion with the students individually by analyzing the final result at the end of each sessions.

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

Institution gather information regarding student's results and matched it with the office records.

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

There is no such system in practice, except house example, evaluations and annual evaluation system.

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

- Seminars and workshops are organized. Students are encouraged and motivated to participate.
- Evaluation of teacher is carried out from time to time to improve class room teaching.
- Remedial classes has been conducted to benefit the students.
- Staff meetings with principal are periodically organised to ensure better academic environment and healthy working conditions.
- More comprehensive internal assessment of students CBCS under RUSA system make evaluation more effective.
- Overall performance of the students is monitored through class-tests, question answer sessions and house tests etc.
- IT lab, language lab classrooms with LCD projector, multimedia and computers for on-line learning and teaching.
- Lectures from eminent persons from society and various Govt. Deptt. are organized for the students in order to acquaint them to well-being of society.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Yes, the institution works in collaboration with the UGC and a UGC resource centre is established in the college. The research work is done with the help of UGC grants provided for projects, seminars, procurement of equipment for research and general development.

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

-No-

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

- **autonomy to the principal investigator**
- **timely availability or release of resources**
- **adequate infrastructure and human resources**
- **time-off, reduced teaching load, special leave etc. to teachers**
- **support in terms of technology and information needs**
- **facilitate timely auditing and submission of utilization certificate to the funding authorities**
- **any other**

By providing leave and infrastructure facility as per their requirements.

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

Small research project undertaken by student and teacher at individual level, according to syllabus to inculcate the sense of research among students.

Student projects and seminars are strongly encouraged under the guidance of faculty members.

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

A few teachers are engaged in research project at individual level.

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

Organized international lecture for the college students entitled, “ How to Crack Cultural Exchange Programme in European Universities” by expert Dr. Toni Happenen, Post-doc fellow, Department of Geology and Geography, University of Turku, Finland, on 8th of October, 2013.

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

- Water Conservation
- Wildlife and biodiversity conservation.

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

-Not Applicable-

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

About 5%

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

The consciousness about the latest research is available at the college

level and the student level and faculties involvements in all activities to promote research culture. The findings of the research are presented at various level seminars, conferences by the faculty and students.

3.2 Resource Mobilization for Research

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

Since it is a Government college, the institution does not have its own separate budget for research.

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

Being a Government college, the institution does not provide any seed money to the faculty for research. Although the institution has provision to grant duty /study leave to faculty for participating and presenting papers at national level seminar, conferences etc. and providing TA/ DA for presenting papers at conferences/ seminars out of UGC fund. Some of our faculty member are benefitted by the same.

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

No provision is there to student research projects as the institution is bounded by financial regulation of Government.

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

The various Departments/units/staff of the institute interact in undertaking inter-disciplinary research during national and international conferences conducted by sociology and economics department and on the current relative and burning issues of climatic change. Since conservation of

the environment and awareness related to climatic change are the top priority for the present day and emphasis is given on interaction among the students (future generation) and staff for generating a common thinking.

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

- College has established an UGC resource centre funded by UGC where some instruments for research are made available to the students as well as to the faculty.
- College library served as a rich source of valuable books and journals to facilitate research work.
- The college does not provide any financial assistant or research grants. But the faculty is encouraged for their research participation by forwarding their cases for study leave to Govt. and by providing the available infrastructural facilities in each department.
- The college encourages the faculty to submit research proposals to various funding agencies by forwarding cases of individual researchers to UGC, ICSSR, CSIR and other research promoting agencies for providing financial assistance.
- Experienced and research oriented teachers in the college motivates faculty and students, to undertake projects, to organize and present papers in national and international seminars.
- The HP Govt. provides an incentive to teachers presenting papers at seminars by reimbursing the TA and DA.

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

Yes, the institution had received grant from UGC for developing research facility which is as follows:

- Internet connections are provided to all department of college.
- The science departments have sophisticated instruments such as

- Centrifugation Apparatus.
- Balance
- Double distillation apparatus.
- Purchased of new books & Journals utilizing funds from different sources UGC fund.
- Transparency projector and slide projector.

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

Nature of the Project	Duration	Title of the project	funding agency	Total grant
Minor projects	2011-12	"Eco-Psycho Perception of the People regarding the Viability of Micro Hydroelectric Power Projects- A Study of Chanju basin in Chamba district of Himachal Pradesh" submitted to UGC in 2013.	UGC	65000/-
Minor projects	2004-06	"Displacement- A Psychological Trauma: An Ecological Study of Displaced People of Chamera-I" submitted in 2010.	UGC	55000/-
Minor projects	2004-06	"Ecology of Power Project- An Environmental Study of Hydroelectric Power Projects in Ravi Basin", submitted in 2006.	UGC	45000/-
Post-Doc Fellow	2011-15	"Livelihood Security in a Changing Socio-economic Environment in Himachal Pradesh, India" working on Task-I: (Examine the Role of Changing Agricultural Production in Context of Livelihood Security), sponsored by Academy of Finland and executed by Department of	University of Turku, Finland	*17000/- (*Euro)

		Geology and Geography, University of Turku, Finland		
Minor projects	2007-09	"Ecology of Black Bear (<i>Ursus thibetanus</i>) and Brown Bear (<i>Ursus arctos</i>) "	UGC	40000/-
Minor projects	2009-10	"Status and preliminary assessment of Snow Leopard, Shia see a sign survey in the Punjab margin range, district Chamba, Himachal Pradesh (<i>Uncia uncia</i>)"	UGC	42000/-
Interdisciplinary projects	-NIL-	-NIL-	-NIL-	-NIL-
Industry sponsored	-NIL-	-NIL-	-NIL-	-NIL-
Students' research projects	-NIL-	-NIL-	-NIL-	-NIL-
Any other (specify)	-NIL-	-NIL-	-NIL-	-NIL-

3.3 Research Facilities

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

Research facilities available to the students and scholars:

- Well-equipped library
- Internet connections
- Purchase of new books & Journals utilizing funds from different sources
UGC fund Amalgamated fund.

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

Institutional strategies for upgrading and creating infrastructural facilities.

- Computer network with internet service
- Up gradation of research journals in library.

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

-Nil-

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

Other than research lab and facilities -

1. Industry and market survey in reputed industries by BBA and BCA students.
2. Field survey and study tour to study the flora and fauna by B.Sc. (Medical) students.

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

1. Library/ UGC resource centre.
2. Well-equipped library.
3. Subscription of national & international magazines from college library and District Library in the college campus.

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

-Nil-

3.4 Research Publications and Awards

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

- **Patents obtained and filed (process and product)**

- Original research contributing to product improvement
 - Research studies or surveys benefiting the community or improving the services
 - Research inputs contributing to new initiatives and social development
- NIL-

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

-NIL-

3.4.3 Give details of publications by the faculty and students:

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

1.	International Peer Reviewed Scholarly Research Journal for Interdisciplinary Studies; ISSN number e-2278- 8808, print 2319- 4766, Vol. July-August Issue; 2013, entitled, "Development and Water Resources in Indian Himalayan Region: An Invitation to Disaster- A
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	Study of Hydroelectric Power Developmental Projects in Himachal Pradesh”
2.	International Journal of Research in Sociology and Social Anthropology; ISSN number; ISSN 2321-9548; Vol. 1 (2) Sept, 2013: 15-25, “Hydroelectric Power Generation and Human Dimension: Psycho-Traumatic Analysis of Oustees and Natives and Natives of Chamera-I”
3.	“Hydroelectric Power Generation: Himachal Pradesh’s Perspective” published by Electrical India, Cherry Publication, Mumbai having it’s office in Belgium, Europe, Vol. 53 No. 8, pages 54-67, August, 2013. Earlier appeared in Research journal in form of Research paper in EXCEL International Journal of Multidisciplinary Management Studies, ISSN 2249- 8834 EIJMMS, Vol.3 (5), May (2013) and reproduced as article in this magazine.
4.	“Hydroelectric Power Projects- A threat to Existing Traditional Knowledge: A Study of Power Projects in Ravi Basin in Chamba District of Himachal Pradesh, India”; published by Asian Journal of Multidimensional Research,, Vol.2 Issue 3, March 2013, ISSN 2278-4853
5.	“Globalization Led Clean Development Mechanism Based Developmental Projects: A Threat to Natural Ecological Order”, published by Education Confab, ISSN 2320-009X, Vol.2 No. February, 2013, Page No. 65-79.
6.	“Hydroelectric Power Generation: Himachal Pradesh’s Perspective” published by EXCEL International Journal of Multidisciplinary Management Studies, ISSN 2249- 8834 EIJMMS, Vol.3 (5), May (2013);
7.	Johal, M.S., Kumar, M and Rawal, Y.K. 2011. Ultrastructure of adhesive organs of two aquatic insects inhabiting highland hillstreams. J. Env. Bio-Sci., 25 (1) : 15-19. ISSN 0976-3384.

8.	Johal, M.S., Verma, M. and Rawal, Y.K. 2011. Geomorphology and ecology of hillstreams of the River Beas in the vicinity of Upper Himalayas of Himachal Pradesh, India. Panjab University Research Journal (Science). 60: 119-152 . ISSN No. 0555-7631.
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10.	Kumar, M. 2011. Hillstreams and their importance in making reservoir a self-sustaining ecological units. Proc: Sustainable Use of water resources in Context of Climate Change-A Shared responsibility.
11.	Verma, M. 2012. A comparative study of two hill streams of upper Himalayan hillstreams based on fish catch for anthropogenic impact. Proc: Emerging Consumerism in Context of Climate Change: Issues and Challenges.
12.	Rathore B.C. and Chauhan N.P.S, (2013). Food habits of Himalayan brown bear in Kugti Wildlife Sanctuary, India. Journal of Threatened Taxa (JoTT). Under Communication. ISSN 0974-7907.
13.	Rathore B.C. (2009-10) Ecology of Himalayan brown bear (<i>Ursus aractos isabellinus</i>) Indian Wildlife Yearbook, Vol. 8-9. Page 27-30.
14.	Shiv Dayal Sharma & Dalip Thakur, "Demographic and Socio-economic profile of the tribal and non-tribals in Himachal Pradesh". Social change Journal, Delhi, March-June, 1997 Vol.27 No's 1 & 2 PP 168-177.

15.	Dalip S. Thakur and Shiv Dayal Sharma," Variations in the distribution of households income among tribal & non-tribal poor in the Himachal Pradesh".
16.	D.S. Thakur and Shiv Dayal,"Household Consumption expenditure in the high hill zone of Himachal Pradesh. A tribal and Non-tribal comparative study". Man & Development Journal, Chandigarh, June. 1998 PP. 106-114.
17.	Shiv Dayal and Dalip S. Thakur," Implementation and impact of poverty alleviation programmes in Himachal Pradesh. A tribal and Non-tribal comparative study." Manpower Journal, Delhi, Vol.XXXIV.No.4 January- March. 1999, PP.13-19.
18.	Shiv Dayal Sharma," Nature and extent of indebtedness among the tribal and non tribals in Himachal Pradesh." Man and development Journal, Chandigarh, September, 2002, PP. 145-149.
19.	Shiv Dayal," Structural changes work participate rate and literacy rate in Himachal Pradesh. " A paper presented in the seminar on population Growth and structural changes in North west region of India on 24th march,2005 sponsored by ICSSR, Chandigarh(Ministry of Human Resource Development, Govt. of India).Report,PP-87 -95 organized by Department of Economics , Govt. College, Chamba and also acted as an organizing secretary of this Seminar.
20.	Shiv Dayal, "Agricultural Diversification can play a vital role in the development of Himachal Pradesh: An empirical evidence." Panchakotes Says. A multi-disciplinary, referred, International journal, Sarbari More, Neturia, Purulia, West Bengal, Nov. 2012 vol.-3 No.-2 ISSN: 0976-4968 pp-39-49.

21.	K.L. Bansal, Chaman Singh, "Dual Stack Implementation of Mobile IPv6 Software Architecture" International Journal of Computer Application, Volume 25, No-9, ISBN: 978-93-80864-24-7, Pages 6-13, July 2011, Foundation of Computer Science, New York USA.
22.	Chaman Singh, K.L. Bansal, "NAT Traversal and Detection on Dual Stack Implementation of Mobile IPv6" International Journal of Computer Application, Volume 29, No-7, foundation of computer science, ISBN: 978-93-80864-78-6, Pages 21-28, September 2011.
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26.	Rahul Jassal, Chaman Singh" Pretext Knowledge Grids on Unstructured Data for Facilitating Online Education" IOSR Journal of Computer Engineering (IOSRJCE) ISSN: 2278-0661, ISBN: 2278-8727 Volume 5, Issue 5 (Sep-Oct. 2012), PP 22-27.

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29.	Kumari, B. 2011. Development Paradigm: A Contemporary Perspective. In: 2 nd Annual National Conference of Economic Association of Himachal Pradesh (EAHP) Government College Chamba, Himachal Pradesh On: 6-7 December 2012.
30.	Jaishree, 2011. A case study of tribal areas off Himachal Pradesh. In: International conference on environmental knowledge for disaster risk management. (NIDM), New Delhi, India. 10-11 May, 2011.

* Papers 1-6 belongs to Dr. Mohinder Salariya

3.4.4 Provide details (if any) of

- **Research awards received by the faculty**
- **Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**
- **Incentives given to faculty for receiving state, national and international recognitions for research contributions.**

-NA-

3.5 Consultancy

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

Systems and strategies for establishing institute- industry interface. BBA

& BCA students are been deputed for research consultancy work in industries/ institutes.

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

Being a government college, the publicity for consultancy services cannot be made separately however the consultancy services are provided with the direction of Directorate of Higher Education and personal initiatives of an individual.

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

The college administration wholeheartedly appreciates and encourages staff with expertise to take up consultancy services to share our knowledge & it is mostly free of cost. Our College infrastructure & manpower is utilized in IGNOU as well as for conducting state/centre entrance examination.

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

Dr. Mohinder Salariya worked in international and national Collaboration:

- International Research collaboration with Geography Division of Department of Geology and Geography, University of Turku, Finland.
- Asia Climate Change Education Centre, JEJU South Korea (JEJU National University, South Korea).
- Conducted workshops as resource person for Japan International Cooperation Agency (JICA) and Department of Agriculture, Govt. of Himachal Pradesh in seven districts of Himachal Pradesh on the topic, "Diversified Agriculture for Enhanced Farm income of the Farmers of Himachal Pradesh" in February, 2008.

- Contributed as Resource Person in workshop organised by World Bank on RR issues in Developmental Processes and presented two presentations on the topics “Psycho-traumatic Aspects of Displacement “ and “Resettlement and Rehabilitation Policy implemented in Himachal Pradesh”, held at Palampur Himachal Pradesh on 22-23 October, 2008.
- Working as Socio-economic and environment expert with Himachal Pradesh Forest Department sponsored and JP Associates facilitated Project committed to EIA preparation in Ravi basin and also heading research team of the project from 2010-2012

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

No revenue is generated to the institution because institution is regulated by state policy. Services rendered by the members of staff are free of cost/honorary for the social cause of the masses.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

Through NSS, Ranger-Rovers, Red-Ribbon Clubs and NCC camps, Wildlife Society, Eco. Club. Students and teachers of this college actively participate in extension activities. Extension activities are widely publicized through college prospectus, notices and circulars, classrooms instructions as well as personal interactions. The admission form in the prospectus has a mandatory column for regarding opting for one of the extension activities. The lectures on extension activities are delivered by the specialized persons in their fields at the beginning of the academic session to promote/ introduce such activities and to meet out the queries if any, of the aspirants and volunteers.

The college has NSS unit, The NSS unit of the college has rendered commendable services to the community by organizing special camp in the chosen village of nearby areas. One unit each of Rovers and Rangers, Red Ribbon Club. A wide range of activities like community development, social work, health and hygiene, eye and blood donation, campus cleaning and beautification, AIDS awareness, wildlife awareness etc. are regularly conducted by the college. The college organizes lectures, competitions, etc. to promote extension activities. Faculty members volunteer to be the in charge of these activities and are actively involved in mobilizing the students for participation in these activities.

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

In order to track student's involvement in various social movements, the hours of service put in by students is recognized for their assessment, institute provided certificates & awards during annual camps and annual function.

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

The state government is solicit stakeholder of the institution. So the overall performance and quality of the institution is judged by norms laid by Govt. through Director of higher education and also Through IQAC, PTA meetings.

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

Every academic year the list of extension and outreach programmes are internally planned and executed by the co-ordinators along with Student Central Association.

- The college is organizing their outreach activities which relates the adventure community services, social and cultural and academic importance and nation building with the healthy society in contributing to the nations development also citizens responsibility.
- There are organizations for the outreach programs with the NGOs, our NSS unit conducts several campus with the sister concern in improving community needs.
- We organize wildlife and forest awareness, health awareness, tree plantation, blood donations and disaster mitigation etc. These programs help our students to enrich their body and mind, inculcate the spirit of service towards society.
- With these programmes the students gets actively involved in social responsibilities and develops the skills of event management, team spirit and charity.

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

- By motivating students to participate in NSS/NCC/Ranger & Rover Camps.
- The college undertakes widespread co-curricular enrichment activities and other forms of community developmental activities through NSS, Eco-club and NGOs.
- During admission and orientation, the representatives of these units motivates students on the benefits and scope of extension activities. The NSS and NCC units organizes community oriented activities that created general awareness on AIDS, road traffic, anti-dowry, anti-corruption, anti-tobacco, health and hygiene, environmental protection. The teaching and training provided by the college faculties have played a key role in benefiting the local communities. The activities carried out in association

with NGOs, and other organizations have helped the community.

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

-NA-

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

Expected outcomes of the extension activities are sense of discipline, values of social justice, equality and right of speech for anti-social acts, sense of punctuality, sense of sacrifice, sense of goodwill, sense of hygiene and community harmony. Besides academic knowledge they get to learn the values of life, moral duties towards mankind and significance of various days observed worldwide

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

- For the social participation and physical development of the student along with academics there are NSS units working in the institution. The NSS unit organizes a special ten/seven day's annual camp during winter break besides 120 hours of activities during each academic session. During these activities they work together as a team and learn the leadership qualities, sharing opportunities in camps at state and national level.
- Rovers and Rangers learn the concepts of disaster management by attending the national camp at various places. Red Ribbon Club mobilizes programmers on AIDS awareness through surveys, exhibitions, Nukaad Natak,

- Blood donation camps are also organized in the college campus. Daily activities of NSS and NCC are organized after the regular hours. Whenever the students have to participate in extension activities outside there is a provision of duty leave for the purpose of attendance as well as special chance for appearing in house exams if required.
- Some of the outreach programmers undertaken by the college annually are:
 - Celebration of the world environment day.
 - Awareness programme on AIDS, in collaboration with health department of Government of Himachal Pradesh.
 - Seven days NSS camp.
 - Poster making, slogan writing, declamation competition among students.
 - Plantation of trees.
 - Anti-smoking day, drug de-addiction day, and world health day, AIDS day, population awareness day, women empowerment day etc.
 - Blood donation and blood grouping.
 - AIDS awareness programmes.
 - Environmental awareness programmes.
 - National Integration and communal harmony programmes.
 - Women empowerment lectures organized by the Deptt of Zoology.
 - The institution involves the community in its extension activities by taking assistance and winning the confidence of village Pradhans. Mahila Mandals, NGOs for community development program. The students motivate and mobilize community to come forward with funds and assistance in the time of crises.
 - Institution networking is strengthened by annual seven days camp of the NSS units of the college is usually held in villages where the students take part in community development activities like laying new roads, constructing new buildings etc.
 - Local representatives are involved during the camps for the extension activities.

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

-NA-

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

-NA-

3.7 Collaboration

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

There is no official collaboration with other research laboratories, institutes and industry specifically for research activities. However some faculty member are collaborating at individual level with institutes have extended their expertise in terms of symposium, seminar, guest lectures, trainings etc which benefited largely to our students and faculties in consolidating their research aptitude. A lecture International Lecture was organized for the college students entitled, " How to Crack Cultural Exchange Programme in European Universities" by expert Dr. Toni Happenen, Post-doc fellow, Department of Geology and Geography, University of Turku, Finland, on 8th of October, 2013. Dr. Bipan Rathore is attached with forest research institution Dehradun for research. Dr. Manesh Verma uses expertise from Panjab University Chandigarh, PU Patiala and Kurukshetra University.

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

of the institution.

Yes, Director of Higher Education Himachal Pradesh has signed MOU with different agencies and institutions on the behalf of Principal Government College Chamba are as follows:

Name of MOU	With whom	Infrastructure and academic support
Infrastructure and academic support	IGNOU Delhi	Two furnished Office for coordinator and staff, academic supports, as counselors are being provided.
Accommodation during government sponsored events.	HP public service commission, HP Staff Selection Board Election commission,	Examination centre for all types of screening tests. Counting and rehearsal centre for Parliament and State Legislature elections.
Examination centers	CBSE, Agriculture, horticulture, forest, transport and other Deptt. As and when required.	Screening tests
Durbar Hall (old college campus)	All local School	For annual function as per convenience of college.

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

The interactions with the industry with the help of career counseling and guidance cell contributed in good placements.

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

Dr. Mohinder Salariya organised events:

- Organized National Conference on “Sustainable Use of Water Resources in Context of Climate Change - A Shared Responsibility”, 11th - 13th March 2011, at Govt. Degree College, Chamba Himachal Pradesh in collaboration with Mountain Forum Himalayas, popularly known as “Chamba Water Meet-2011” contributed as organizing Secretary.
- National Seminar, “ Emerging Consumerism in Context of Climate Change: Issues and Challenges” organized from 3-5th of October, 2012 in collaboration with IIPA, New Delhi, contributed as Organizing Secretary <http://mkslariya.webs.com/seminar>.
- Organized International Conference on "Development, Biodiversity and Climate Change: Issues and Challenges" organized from 3-5th of October, 2014 in collaboration with JEJU National University; Director, Asia Climate Change Education Center contributed as organizing Secretary. <http://www.conferencechamba.com/>.
- Dr. Shiv Dayal Sharma as organizing secretary of 2nd Annual National Conference of Economic Association of Himachal Pradesh (EAHP) on “Development Paradigm: A Contemporary Perspective” Government at College Chamba, Himachal Pradesh On: 6-7 December 2012.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite Examples (if any) of the established linkages that enhanced and/or facilitated -a) Curriculum development/enrichment

b) Internship/ On-the-job training

c) Summer placement

- d) Faculty exchange and professional development**
- e) Research**
- f) Consultancy**
- g) Extension**
- h) Publication**
- i) Student Placement**
- j) Twinning programmes**
- k) Introduction of new courses**
- l) Student exchange**
- m) Any other**

-NA-

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

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

Best Practices:

- The various societies and committees/clubs organize debate, quiz, seminars and lectures regularly in the college to sensitize the students on issues like AIDS, hindi day celebrations etc.
- Use of technology and teaching aids and self-updating with latest knowledge. Course completion through advance planning and evaluation at regular intervals. Guidance to students in every sphere of life.
- Every year college publishes its magazine named “IRAVATI” which has six sections viz. english, hindi, science, sanskrit, pahari and planning forum. Iravati provides platform to explore their views.

- With a view to improve student attendance in the classes the IQAC plans to motivate the students to attend the classes regularly and to penalize the absconders. As teaching is not confined to merely academics, the IQAC proposes to increase student participation in curricular and extra- curricular activities.
- The IQAC plans to arrange historical tours and excursions for the students with a view to increase the mental horizon of the students.
- The IQAC plans to give the students more freedom in conducting quizzes, declamation contests, debates and group discussions.
- The IQAC plans to add more infrastructures for sports activities.
- To improve the quality of learning and teaching and make the courses learner centric.
- To encourage teachers to go on training programmes so that they are equipped to handle the semester system.
- To encourage staff and students to take up research projects.
- To procure more books and journals to the library and motivate students to make use of the library.
- Counselling the fresh aspirants and their parents regarding the selection of course as well as curricular Programmes.
- Organizing seminars and symposia and publishing their proceedings and outcome.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Institution creates the infrastructure as per the syllabus as and when revised. The policy regarding creation and enhancement of infrastructure in the college is to provide best facilities necessary to make teaching and learning process effective. The initiatives taken to meet the growing needs of the college in regarding expanding new age programmes and changing pedagogical skills to the present context:

- Spacious and well ventilated class rooms
- Hygienic and subsidized canteen facility.
- Durbar hall and multipurpose hall for Conference, seminar.
- Smart classrooms, sports room, Separate rooms/offices for NSS, NCC, Rover and Ranger, Sports, UGC resource centre, Career counselling and Placement Cell, Controller of House Examination, IGNOU, faculty room in science departments, staff room, gymnasium hall, IT Lab. with OHP and internet connectivity, newly constructed BCA and PGDCA Computer Lab with Broad band connectivity, well equipped laboratories for Physics (02), Chemistry (02), Botany(02), Zoology(02) and Geography(01), Geology (01), Library with reading room, Botanical garden cater to the needs of the students and teaching staff.

The Planning Process:

As the college is located in heritage building we are restricted in planning. Due to implementation of RUSA and Choice Based Credit System (CBCS) from the academic session 2013-14, need for more classrooms, laboratories for all science subjects, computer lab.

4.1.2 Detail the facilities available for

A) Curricular and co-curricular activities - classrooms, technology

enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

Facilities available in Govt. Degree College Chamba:

Spacious and airy class rooms some departments have smart class rooms with LCD projections and fitted with green board. Various practical departments viz. chemistry, sociology, geography, physics, botany and zoology are provided with modern labs fitted with the latest equipment and are well-furnished. Botanical Garden of the botany department is being developed in the campus and plantation is restricted due to heritage building. principal office, superintendent office, staff-room, multipurpose hall with a capacity of 300 seats, BBA and BCA office, NSS and Rover & Ranger room, house examination room, sports store and separate girl common rooms are available.

b) Extra-curricular activities sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

➤ **Indoor games**

1. Gymnasium hall.
2. Weightlifting hall.
3. Table Tennis.
4. Boxing.

➤ **Outdoor games**

1. Volleyball
2. Basketball
3. Cricket.

➤ NSS, Rovers and Rangers and NCC units are also active in college.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of

the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

- The planned time ensures the optimal use of existing infrastructure. The time table is spread from 10.00 am to 4.30 pm in such a way that complete infrastructure i.e. labs , lecture rooms, music room, library and play grounds remain occupied to the maximum without creating any unnecessary crowd at a particular period of time. In this direction a lot of work has been done to strengthen the infrastructure and enhance the overall competence of the institution in general and the staff and students in particular.
- In order to keep pace with the acquisition of latest scientific skills, all the laboratories have been optimally updated regularly with latest material as per the requirements of the syllabus.
- Sports articles and equipments have been purchased by institution.
- In order to equip the students with the latest IT skills, IT lab and language lab has been established in the college with the help of government of Himachal Pradesh.
- Library is enriched with books as per the requirement and on the recommendations of faculty members new books are purchased as and when required. A book bank is created for the help of poor students. The library has been computerized by installing two computer connected with internet and software for book management have been installed
- To ensure adequate and regular water supply in the college premises number of water tanks have been installed. Facility of purified and cold water is also provided by installing four water cooler with aqua guard.

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

Though there is no chronic physical disabilities yet, still ramps for physical disabilities have been installed near girl's common room. The college provides all necessary facilities to the physical disable students. The college is

open to make need based arrangement as and when required to take care of such students.

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

➤ **Hostel Facility - Accommodation available**

Sr. No.	Name of hostel	Capacity	Occupancy
1.	Old Boys Hostel	25	NIL
2.	New Boys Tribal Hostel	60	35
3.	New Boys Tribal Hostel	90	NIL

➤ **Recreational facilities, gymnasium, yoga center, etc.** Indoor sports room with table-tennis and chess, carom etc.

➤ **Computer facility including access to internet in hostel.**

An IT lab, Language lab, BBA, BCA, and PGDCA computer laboratory with an access to broadband internet connectivity.

➤ **Facilities for medical emergencies:**

No separate facility as hospital is nearby college. Services of Ambulance 108 are utilized.

➤ **Library facility in the hostels. -Nil-**

➤ **Internet and Wi-Fi facility.**

All computer lab. except Language Lab has broadband/HIMSWAN internet connectivity.

➤ **Recreational facility-common room with audio-visual equipment's - NIL--**

➤ **Available residential facility for the staff and occupancy -NIL-**

➤ **Constant supply of safe drinking water**

Facility of purified and cold water is available as four water cooler with aqua guard have been installed at different places.

- **Security.** A security personnel is employed in the college, who remain at the college gate for necessary vigilance.

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

No separate facility as hospital is nearby college. Services of Ambulance 108 are utilized.

4.1.7 Give details of the Common Facilities available on the campus—spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Details of the facilities provided for special units are tabulated as shown below:

IQAC—Utilizes office, computing facilities with printers, fax and scanners etc.

Grievance Redressal unit- Grievance redressal unit is constituted in the college which is provided with grievance/complaint boxes.

Women’s cell- The College has constituted women’s cell which is operating from Geography room and Mrs. Jyotindra Thakur is incharge, keeps all record regarding this.

Career Guidance and Placement Cell – Utilizes office, computing facilities with printers, fax and scanners etc.

Health Centre services of Ambulance 108 are utilized.

Canteen- Separate canteen premise providing hygienic and subsidized canteen facility for the requirements of the staff and the students.

Recreational Spaces for Staff and Students- The recreational facilities available in the campus are table tennis, chess and carom board.

Internet facility is also available in the college.

Safe drinking water facility- Facility of purified and cold water is available as four water cooler with aqua guard have been installed at different places.

Auditorium- Multipurpose hall with seating capacity of more than 300 people.

4.2 Library as a Learning Resource

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

Yes, the library has an advisory committee, library software has been installed in the computer. All the books are available in the library and have been entered in the computer. The Committee considers the development proposals of the library and budget allocation and policy decisions. It also provides improved facilities and innovative services.

- Ensure new arrivals at door desk.
- Monitoring the dates of subscription of various journals and magazines and ICT learning resources.
- Book exhibitions are organized to encourage reading habits among students.
- Give recommendation to extended library hours during examinations.
- Take care of reader's problems recommend best reader of the year.

4.2.2 Provide details of the following:

Total area of the library (in Sq. Mts.)	800 Sq. mts
Total seating capacity	50-60 students

Working hours (on working days, on holidays, before examination days, during examination days, during vacation).

Working hours from 10 AM to 5 PM

Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

No browsing and IT zone for accessing e-resources

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on

procuring new books, journals and e-resources during the last four years.

Library holdings	2012		2013		2014		2015	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	19024	5.5 Lakh	20022	10 Lakh	20400	12 Lakh	23000	14 Lakh
Reference Books	1000	2 Lakh	1200	3.5 Lakh	1600	6 Lakh	2000	8.5 Lakh
Journals/ Periodicals	18	7000/-	20	8500/-	22	11500/-	26	13800/-
e-resources	SOUL SOFTWARE INSTALLED IN LIBRARY							
Any other (specify) Newspapers	08	7000/-	09	8000/-	10	9500/-	13	14300/-

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

- OPAC: No
- Electronic Resource Management package for e-journals: Through Infflibnet, faculty has desired connectivity.
- Federated searching too is to search articles in multiple databases:
- Library website: college has its own website, which also host the necessary library informations.
- In-house/remote access to e-publications: No
- Library automation: No
- Total number of computers for public access : 02
- Total numbers of printers for public access: 00
- Internet band width/ speed 2 mbps 10mbps 1gb GB
- Institutional Repository No
- Content management system for e-learning No
- Participation in Resource sharing networks/consortia (like Infflibnet)
-No -

4.2.5 Provide details on the following items:

- Average number of walk-ins **-350-**
- Average number of books issued/returned -- **50-100 books per month**
- Ratio of library books to students enrolled --**20 books per student**
- Average number of books added during last three years --**3000 books**
- Average number of login to opac (OPAC) --**N.A.--**
- Average number of login to e-resources --**N.A.--**
- Average number of e-resources downloaded/printed --**N.A.--**
- Number of information literacy trainings organized --**N.A.--**
- Details of “weeding out” of books and other materials **01 instance**

4.2.6 Give details of the specialized services provided by the library

- Manuscripts
- Reference
- Reprography
- ILL (Inter Library Loan Service)
- Information deployment and notification (Information Deployment and Notification)
- Download
- Printing
- Reading list/ Bibliography compilation
- In-house/remote access to e-resources
- User Orientation and awareness
- Assistance in searching Databases
- INFLIBNET/IUC facilities

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

Reading material location instructions are given to students who compete in various competitive exams, quiz, essay writing etc. Library takes the photocopies of the advertisements given in the newspaper, internet and displays it on the notice board that helps the students. Current awareness service (CAS):- Newspapers clipping service to make them aware of what is

happening in their concerned field. New arrival at doorstep display help regular students and staff to know the books added in a particular subject in a particular year.

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

Library assistants assist the physically challenged students in reaching and procuring the books. The college has a provision to provide books for physically challenged person (unable to reach library being upstairs) through class teacher on demand who are unable to visit the library.

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

Yes, library advisory committee installed a suggestion box in the library hall. The suggestions and feedback from the students and faculty is put forward during the regular meetings of the library advisory committee. Due attention are given to these suggestions to improve the library services and facilities, keeping in view of the feedback of students and teaching staff.

4.3 IT Infrastructure

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

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

Computer-student ratio 1:20

Stand alone facility -NIL-

LAN facility-YES- All Departments

Wi-Fi facility Partial

Licensed software -YES-

Number of nodes/ computers with Internet facility All Departments

Any other

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

- Main IT Lab opened from 10 AM. To 5:00 PM. on all working days.
- All the terminals have the facility of internet.
- Seminars and presentations are organized frequently.
- All computer lab. except language lab has broadband/ HIMSWAN internet connectivity.

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

- Five smart classroom has been established to enhance the computer aided teaching-learning process.
- College is planning to purchase computers for all labs to carry out practicals.

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

Date & Session	No. of Computers	Total Expenditure
2012 to 2015	16	Rs. 1600000/-

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

- Computers are used as the medium of instructions for the students by the faculty members through the Power point presentations, lesson planning.
- College organizes special lectures/practical sessions to train the faculty and students to utilize noble systems and databases effectively.
- Scanner and printers are provided to take out the prints of learning materials.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning

spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- ICT enabled smart class of the college facilitates the teachers to carry out computer aided teaching, to encourage the students to prepare presentations on different topics related to their subject to have a better understanding of the concepts.
- Seminars are conducted where the students carry out presentations using office ppt. by preparing slides.
- Important information, subject material, application forms can be downloaded using internet.
- Students are guided for on line form filling of HPU exam software and other on line services.

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

Yes, the institution avail the connectivity directly through National Knowledge Connectivity. There are 10 connections in which the institutions is sharing 25%, while the 75% is sharing by the Govt. of Himachal Pradesh.

4.4 Maintenance of Campus Facilities

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

Sr. No.	Facilities	Budget
1.	Building	Rs. 12 crore (Approx.)
2.	Furniture	Rs. 8.87 Lakh (Approx.)
3.	Equipment	Rs. 20 Lakh spent out of A/F
4.	Computers	Rs. 12 crore (Approx.)
5.	Vehicles	Nil
6.	Any other	NA

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

- The college has technical staff for day to day maintenance of premises.
- Shortage if any done with contract/PTA basis.
- Maintenance is also done through private labors and experts.
- Sensitive equipment's maintenance is done through suppliers of equipment.

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

- Requisition is obtained from HOD's and faculty and is duly placed before the development committee and purchase committee for approval.
- The calibration of equipments is done by head of departments at the beginning of academic year.
- Frequency- as and when required.
- Stock registers maintained.
- Stock verification is done year wise.

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

- Maintenance of electricity power supply/maintenance of equipments and voltage stabilizers installed in the laboratories for voltage fluctuations are done by local experts and HP electricity deptt.
- For constant water supply, the college a numbers of water tank has been installed in college and regular supply of water is provided by the IPH department of Government of Himachal Pradesh.

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

- The infrastructure such as Durbar hall (old campus) is utilized by local community.
- Durbar hall (old campus) is utilized for starting point of Shobha yatra of international "Minjar" festival.
- Infrastructure is available for conducting exams by various agencies on the recommendation of administration.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

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

Yes, the prospectus is published before admission of every session. It contains information regarding programs and courses offered, role of admissions, fee structures, hostel facility, do's and don'ts of the conduct, important committees, functioning for the welfare of students examination structural and yearly conduct of different activities etc. The principal ensure the implementation of every activities through committees constituted for the purpose. Action taken report is submitted by these committee to principal periodically.

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

Type of Scholarship	Amount In Rupees	Number			
		2012-13	2013-14	2014-15	2015-16
IRDP	1200/- per student (boys and girls)	165	113	117	260
SC	3771/- (boys) 3171(girls)	37	47	53	55
ST	--	16	78	86	136
OBC	--	--	06	04	05
Indira Gandhi Utkrist Vidyarathi Yojana	--	--	10	10	02
Kalpana Chawla Scholarship	--	--	10	10	21

The financial aid was available and disbursed on time.

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

Session	Percentage of students who receive financial assistance	Percentage
2012-13	218/2031	11%
2013-14	264/2028	13%
2014-15	280/2337	12%
2015-16	479/2706	17%

5.1.4 What are the specific support services/facilities available for Students from SC/ST, OBC and economically weaker sections?

- Students with physical disabilities
- Overseas students
- Students to participate in various competitions/National and International
- **Medical assistance to students: health centre, health insurance etc.**

Medical assistance is provided to student as and when required in the government hospitals as there is no provision of health Centre and health insurance etc.

- **Organizing coaching classes for competitive exams.**
During 2011-12 and 2012-13 coaching classes for competitive exams such as civil services, state administrative services, bank competitions etc. were held. During the period 100 and 150 students were received such coaching facility respectively.
- **Skill development (spoken English, computer literacy, etc.,)**
- **Multimedia english language lab:** - To facilitate efficient interaction between teachers-student and to learn the language with different dialects and the accent in UG and PG classes, a language lab was established in the Govt. Degree College Chamba in the year, 2011. In this language Lab 14 computers have been installed for the students and one for the teachers that is the master computer, equipped with headphones, all computers are

connected to the master computer. Faculty member, using master computer is able to know where a student is making a mistake and can guide the student appropriately.

- Students are improving pronunciations, speaking abilities, spelling and writing skills through this technique as the software is able to find errors and correct these errors. The lab is also helping the students in improving their overall performance in university and competitive exams. This is a lab to polish english language skills. In a nutshell, the level is enhancing and improving the communication skills of the students without any extra cost.

➤ **Computer literacy:-**

1. Computer awareness given to student using 10 broadband connections provided by National Mission of Education 2009 onwards.
2. Different resources are LCD projectors, 15 computers, 2 printers, video conferencing system etc.

➤ **Support for “slow learners”**

Remedial classes for slow learners are held. Subject wise.

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

- 20 students have attended one month industrial training program at and NIIT Jammu in 2012-13.
- 23 students have attended one month industrial training program at RIPETECH technologies Mohali in 2013-14.

➤ **Publication of student magazines**

- Annual college magazine “IRAVATI” is published every year.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The college organised three-day workshop on hardware, networking and project development for developing entrepreneurial skills, among students. Seminar was organised with the collaboration of HIMCON during last 4 sessions, approximately 15 to 20 students have started their own

computer course centres, development centres, online development centres. quite a few student have started educational institutions.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co- curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- * **Additional academic support, flexibility in examinations**
- * **Special dietary requirements, sports uniform and materials**
- * **Any other**

Extra classes are taken by the teachers to over the syllabi of the students who go for the participation in the extracurricular/co-curricular activities out of stations. If they go during the period of examinations, their exams are taken afterword. They are also given relaxations in lectures conditions of 75% and refreshment @ Rs. 25/- per student per day is provided to the student during 10 days practice camp. Sport kit is given to the students at consideration of 50%. prizes in kind or in cash given to the students as incentive during annual prize distribution function

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE/ CAT / GRE / TOFEL / GMAT / Central /State services, Defence, Civil Services, etc.

Teachers guide the student for the mentioned competitions on their personal level.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.?)

The following types of counselling services are made available to the students

1. **Academic services:** - In this category student are guided in groups for the selection of major and minor courses they are told about newly and recently introduced choice based credit system, choices available for selecting the subject, etc.

2. Institutions does not have placement cells, but this institution have a structured mechanism for career guidance under which college has established a material coaching centres, which is functioning under the coordinator ship of Dr. Mohinder Slariya and is providing carrier guidance and coaching for SC and ST students, department of zoology and department of physics also conducts carrier guidance and coaching classes for B.Sc. classes.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Yes, there is a carrier guidance cells in the college, which guide the student to various carrier options available for them. This institution does not have any placement cell.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes, there is a student grievances redressal cell in the college, which redresses the grievances of the student bought before it from time to time. During the previous 4 years 3 more toilets for girl student was constructed 1 more common room for girls was established and canteen facility was provided within the complex. In addition to already existing canteen and improvements were made in the classroom and so on.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Women cell cum complaint committee to prevent sexual harassment of women is has been framed in the college, which remains active, keep on talking round and interacting with girls students to track any information on their matters. No such case has been reported or found since last 4 years.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have

been reported during the last four years and what action has been taken on these?

Yes no such instance ever have been reported during last 4 years. Staff members/ committee taking the regular rounds in the colleges and keeps on making the student aware of anti-ragging. Information on anti-ragging and rules/regulations pertaining to ragging has been displayed on-board outside college gate.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

A book bank have been created for helping the needy students.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

The colleges does not have any registered Alumni Association. What the steps are being taken to establish one.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student Progression	% age
UG to PG	60%
PG to M.Phil.	20%
PG to Ph.D.	5%
Employed ➤ Campus selection ➤ Other than campus recruitment	-Na- 20%

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university

within the city/district.

Sr. No.	Class	2010-11		2011-12		2012-13		2013-14	
		College	Univ.	College	Univ.	College	Univ.	College	Univ.
1.	B.A. I	60.76	49.41	68.76	-NA-	71.52	-NA-	--	--
2.	B.A. II	90	77.59	85.09	-NA-	95.95	-NA-	93.18	-NA-
3.	B.A. III	98	82.13	87.96	-NA-	98.06	-NA-	95.58	-NA-
4.	B.Sc. I	30	29.81	40.44	-NA-	42.12	-NA-	--	--
5.	B.Sc. II	89	85.4	97.44	-NA-	91.66	-NA-	75.55	-NA-
6.	B.Sc. III	98	94.88	100	-NA-	100	-NA-	100	-NA-
7.	B.Com. I	93.82	51.68	64.71	-NA-	87.14	-NA-	--	--
8.	B.Com. II	100	82.77	56.86	-NA-	90.38	-NA-	83.60	--
9.	B.Com. III	100	NA	100	-NA-	100	-NA-	100	--
10.	B.B.A II	100	--	--	--	--	--	96.66	--
11.	B.B.A IV	100	--	53.33	--	78.26	--	100	--
12.	B.B.A VI	100	--	92.31	--	33.33	--	100	--
13.	B.C.A. I	76.66	--	19.35	--	42.10	--	57.69	--
14.	B.C.A. II	78.26	--	22.58	--	66.67	--	66.66	--
15.	B.C.A. II	66.66	--	18.18	--	73.68	--	34.78	--
16.	PGDCA	100	--	100	--	66.67	--	60.52	--
17.	M.A. Eco.	10/14	--	14/24	--	18/28	--	100	--
18.	M.A. Eng.	23/29	--	10/27	--	30/30	--	100	--
19.	M.A. Hist.	15/26	--	19/30	--	29/33	--	100	--

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

Career guidance cell of college provides the necessary guidance to the students taking into account their interest and capabilities.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Extra time is given to such students and remedial classes are taken.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Our college students participates from drill to all India level competition. They takes part in NCC, NSS, Rovers and Rangers, and various

games and sports like badminton, table tennis, boxing, wrestling, weight lifting chess, cricket athletics. Trial and coaching camps are conducted from time to time according to university calendar of different games.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

HP University Youth Festival Group II

2010-11: Highly commended position in light vocal music (Ghazal) and folk song solo. Commended position in group song (Indian) and instrumental music percussions (Tabla) in H.P.U. Youth festival group II held at RKMV Shimla.

2011-12: Highly commended position in light vocal music (Ghazal), Western solo song and group song (Indian) and folk song. Commended position in instrumental music percussions (Tabla) in H.P.U. Youth Festival group II group II held at G.C. Chamba.

2012-13: Highly commended position in Western solo song and commended position in instrumental matick percussions (Tabla) in H.P.U. Youth Festival group II held at G.C. Kulu.

2013-14: Highly commended positioning group song (Western) light vocal music (Ghazal) folk song and western solo song. Commended in group song (Indian) H.P.U. Youth Festival group II held at Government College Hamirpur.

Awards Received by Students

Year 2010-11: One male student participated in T-20 national cricket championship as a vice captain. One female student gold medal in national karate championship. Four female student participated in national football championship.

Year 2011-12: One male student got silver medal and one another male student got bronze medal in HPU inter College wrestling championship. One female student got gold medal in HPU Inter college weight lifting championship.

Year 2012-13: Three female students and one male student participated in all India, inter-university weight lifting championship at the Udaipur (Rajasthan). Three female student got gold medal and one another female student got silver

medal in HPU inter College weight lifting championship. One male student got silver medal and another male student got silver medal in hammer throw and high jump respectively in HPU inter college athletic meet. One male student got bronze medal in HPU inter college wrestling championship. One male student got bronze medal in HPU inter college boxing championship. Three female student got gold medal and one male student got bronze medal in HPU open state-level weight lifting championship.

Year 2013-14: Four female student got gold medal, one another female student got silver medal and one male student got bronze medal in HPU inter college weight lifting championship. Four female student participated in all India inter-university weight lifting championship at Chennai, three female student got gold medal, two female students got silver medal and one male student got silver medal in HP State open weight lifting championship 2013-14.

HP University Youth Festival Group 1st held at G.C. Nalagarh

1. Highly commended position in colleges and commended position in photography.

2012-13: H.P. University Youth Festival Group 1st held at GC Dhaliara

1. Commended position in debate Yudhveer Singh and Manisha.
2. Highly commended position in poster making.
3. Commended position in spot Painting Surinder Kumar
4. Commended position in sport photography

2011-12: H.P. University Youth Festival Group 1st held at GC in Nalagarh

1. Nil

2010-11 H.P. University Youth Festival Group 1st held at GC in Sujanpurtehra

1. Commended position in cartooning, making.
2. Commended positioning Rangoli competition.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The college collects feedback from the students of the final year. Such feedback from the students provide valuable inputs from improving the institution in terms academics, infrastructure and co-curricular activities like teaching, library ,sports and health activities.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The college publish annual college magazine "IRAVATI" every year regularly. There are staff and students editors appointed. For the purpose, these editors encourage and guide the students to inculcate writing habits for development of their personality. The write-up are given by the students are edited properly and selected ones are published in the college magazines.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The college has college student central association. Its office bearers as well as members are elected as per the guidelines of Lyngdoh committee, its constitution is as defined by HPU Shimla. They bring the various problems, needs, and other required welfare measures of the students to the college administration in a disciplined way and actively participate in each activity organised by the college.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Wild-Life Society, Prayas, Red Ribbon Club, NSS, NCC, etc. has been constituted in this college which have students' representative on them.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution. Any other relevant information regarding Student Support and Progression which the college would like to include.

They are invited in all the college function like annual prize distribution function, annual athletic meet, and other festivals/programs and are honoured. Students and faculty members interact with them go get enlighten and benefited with their experiences. The suggestion are given due importance and attention in improving the institution.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

1. To imbibe a spirit of rational thinking in the youth so as to enable them to understand the society and the world better.
2. To make the students conversant with the current trends such as information and technology revolution, so that they may not lag behind in anyway.

The mission is to build up an integrated personality, simultaneous and harmonious growth of body and mind of the students. Objective of this institution is to make its students excel not only in education, but in all other spheres of life.

To achieve the above institution ports in special emphasis on sports, I.T. education, extracurricular activities.

We counsel, the student time to time, to improve their reading habits and writing abilities.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

It is the principal and faculty of the institution who frame policy plans and ensure that these are implemented in letter and spirit to achieve the intended results.

6.1.3 What is the involvement of the leadership in ensuring?

- **The policy statements and action plans for fulfilment of the stated mission**
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**

- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

Different committees are framed for different tasks. Periodic action taken report from these committees sought up by the leadership that is the principal. For interaction with stakeholders, the principal addresses the fresher's after the new admissions. Then the interaction is continued during the routine around taken by the principles and his team. While talking to the students in groups, they are told about moral values, dos and don'ts of their conduct to make them better persons and better citizens. At the same time, they are encouraged to sit in the library in routine.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

To monitor and evaluate policies and plans of the institution and to ensure effective implementation and improvement from time to time, the faculty members are assigned different tasks to be executed in a time bound manner, and their progress is monitored and remedial steps are taken, if required.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The faculty members are encouraged to attend orientation programs, refreshes courses, seminars, conferences, workshops and in-service teacher training programs, etc. to sharpen their teaching/academic skills.

6.1.6 How does the college groom leadership at various levels?

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?

Various department are the assigned the tasks concerning their department, also committees are trained for different tasks which are headed

by the senior faculty members. The principal monitor the progress concerning the assigned task to the department as well as committees, thereby insuring the decentralization of governance system.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes, it is ensured that the management tool participation peculates to the junior most faculty members.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, it does, envisaging that the pupils excel in whatever they participate in. this is developed, driven, deployed and reviewed by motivating the faculty to insure the pursuit of excellence by the students by employing various innovative ideas and methods.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The institution intends to start post-graduation in some more subject beside the existing ones with the due permissions of higher authorities.

6.2.3 Describe the internal organizational structure and decision making processes.

Various departments are headed by the senior most faculty members of that department. These heads of departments are part of almost every decision making process along with the principal.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- **Teaching & Learning**
- **Research & Development**
- **Community engagement**
- **Human resource management**
- **Industry interaction**

For teaching and learning the teachers are sent to attend refresher

courses, seminars, conferences, workshops and another in-service teacher training programs and so on. For research and development. The teachers are encouraged to present paper on latest trends in their subject in various conferences, seminars and workshops etc. For community engagement the persons of excellence in the society are periodically invited to counsel and enrich the students and staff. Student are taught how to use their special skill to reap maximum in their life, the student are periodical taken to visit the industry for interaction.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The head of institution ensure that the adequate information regarding making the functioning of institution better collected by personal contact with the stakeholders, is routinely passed on to the top management for taking necessary action.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The head of institution gives a free hand to each head of department in regards to making suitable adjustment for improving the effectiveness and efficiency to achieve the requisite objectives. They are allowed to make their own timetable and subject combinations. They are free to offer the courses in the subject. Almost every staff member is involved in one or other institutional processes.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Following are the resolutions were adopted by PTA and College Advisory Committee

1. It was decided to appoint teachers for the subject History, Hindi, Chemistry and Commerce, security guard, Library Assistant, Sweeper and Gardner on

local PTA bases on purely temporarily basis for the present session. This resolution pass duly executed.

2. It was decided to undertake the repair of old electrical fittings which caught fire due to short-circuit out of PTA fund and it was duly done.
3. It was decided that facility of college canteen will also be provided within campus on the demand of students through CSCA. Which was done by erecting a temporarily structure.
4. It was decided that Rs. 50/- will be charged for the expenditure required to conduct mid-term exam under RUSA from the student, which was implemented.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

There is no such system presently prevailing in the state.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

Various committees/cells such as grievances and redressal cells, women cells, anti-raging committee, anti-raging squad are framed to attend to the guidance and complaints received promptly. These committee keep a regular watch on the campus/students by taking the regular rounds. Record register are maintained by these committee which are regularly checked by the head of the institution, who also ensure the satisfaction of the complaints by personally interacting with them.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

No such court case filed.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and

response of the institution to such an effort?

Yes, the suggestion/grievance/complaint made by the student are given due attention and action taken if deemed fit. For example three additional toilet for girls' students were provided. In campus canteen facility was insured as a response of the institution to such an effort.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

Teachers are sent to attend orientation program, refresher courses, teacher training programs, conferences, seminars and workshops etc. college itself-organizes conferences and seminars on different relevant topics from time to time.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Teachers are sent to attend orientation program, refresher courses, teacher training programs, conferences, seminars and workshops etc. college itself-organizes conferences and seminars on different relevant topics from time to time.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The performance of staff is evaluated by considering the following parameters of league factors

1. Workload.
2. Timespan in the institutions.
3. Teaching methods adopted whether innovative or traditional.
4. Personal library maintained comprises books on subject, make scenes, periodicals and the books.
5. Result achieved as compared to University result, as well as the previous year's results.

6. General behaviour toward student and colleges.
7. Promptness to accept responsibility.
8. Ability to accomplish the assigned tasks

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The parameters mentioned in 6.3.3 are reviewed by the head of institutions, and his appraisal report in the form of ACR is submitted to head of the department which plays a major role in granting any financial benefits/promotion to the incumbent teacher.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

For the welfare of teaching and non-teaching staff, the facility of medical reimbursement, LTC, etc. are there. At approximately 25-30% of the staff members have availed these facilities.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Teachers are appointed, retained and transferred by the State Govt. as it is a government institution, no such power is vested with this institution.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The institutions has appointed a bursar who monitor all the financial transactions from time to time. All the expenditures are made according to budgetary provisions and other available financial resources.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Internal audit is made by the bursar from time to time and external audit is made by audit department. Last audit was made in Feb-March 2013. Audit report is available on demand.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Major source of funds are fee and fine from the student. There is no question of deficit in the institutions. Surplus fund are available in all the heads of fees and fines. Funds are also made available by the Govt. and from UGC grants.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Following additional funds were secured by this institution by putting in earnest efforts to the tune of Rs. 5 lakh

1. DIF to the tune of Rs. 5, 00,000/- received from DC Chamba for purchase of books which was utilise accordingly.
2. Institutions secured Rs. 3,67,383/- from the director, higher education for equipment purchase for the Department of Physics, Chemistry, Botany and Zoology.
3. A grant to the tunes of Rs. 15,88,220 was secured for books, computer hardware, Day Care Centre, remedial coaching, etc. the funds were accordingly utilised.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

A: Yes, faculty is sent for teaching, training programs, conferences, seminars, etc. in every session for updating the knowledge of subject and improving teaching skills. Institution has established language lab, I.T. lab, smart classes rooms, etc. for effective teaching.

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

B: The management approved and implemented all the recommendations of IQAC.

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

C: Yes, the experienced and valuable suggestions of the external members are incorporated in the recommendation of IQAC.

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

D: Demands of the students and suggestions of the Alumni are given due weightage while making the recommendations IQAC.

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

E: IQAC itself has senior and experienced members from the various constituents of the institute. This cell, hold meetings with the heads of every department while making the required recommendations for the welfare of the institution.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

For quality is assurance, the IQAC holds meetings quarterly to evaluate the needs of the institution.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details

enumerating its impact.

The Institute does not provide such training. But make provisions to send its faculty member for their trainings.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Academic audit in the form of house examination, mid-term examination, seminars, tutorials, etc. are conducted by the institute to improve the institutional activities.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

IQAC keeps its recommendations and working as per guidelines of the relevant external quality assurance agencies/regulatory authorities.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Self-appraisal system is in place to review the teaching-learning process session wise. The head of institute verifies the same.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Quality assurance policies for the internal stakeholders are communicated by displaying the information on the notice board, by making announcements, by interactions too. For external stakeholders regular progress reports and other information regarding quality assurance policies are submitted in routine mandatorily

Any other relevant information regarding Governance

Leadership and Management which the college would like to include. Nil

CRITERIA VII: INNOVATIONS AND BEST PRACTICE

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Yes. This college has started the concept of green audit though, it is in its infancy stage. A gardener is appointed for the upkeep of green cover in the campus. Many initiatives have been taken in this regard to make the institute's environment eco-friendly.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

➤ **Energy conservation:**

Students are made aware of proper utilization of energy sources. All the class rooms and labs are well ventilated and illuminated by natural light to reduce the consumption of electrical energy. Use of solar light, CFL and other information regarding conservation of energy is given to students.

➤ **Use of renewable energy**

The erection of solar water heater are installed in college hostel buildings.

➤ **Water harvesting**

Provision of rain water harvesting is not in the campus.

➤ **Check dam construction -Nil-**

➤ **Efforts for carbon neutrality -Nil-**

➤ **Plantation:** yet to made.

➤ **Hazardous waste management:**

Hazardous waste from the science laboratories namely, Botany, Zoology, and Chemistry and Computer Science is destroyed as per the guidelines of the state government.

➤ **E-waste management -Nil-**

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Use of ICT in Teaching-learning: the Department of Zoology, Botany, Physics, Geography and Sociology have been equipped with LCD projectors. The

faculties can also avail the internet facility in their respective departments. The college has become a hub for the organization of Cultural, Sports and Academic activities. The activities have created an atmosphere of discipline, punctuality, competitiveness and self-learning. The students take keen interest in participation in above listed activities along with community services like NSS.

Website: To meet the requirement of the time, the institution too has launched its website www.govtpgcollegechamba.com all the relevant information of the institution is made available on it.

Computerization of Library: Library functioning has also improved after library automation and installation of SOUL software.

Public Address System: Public address system has been installed to make important and urgent announcements to the students. College also has hooter instead of bell for announcements to the students.

7.3 Best Practices

7.3.1 Title of the Practice: Language Lab

Goal

The institution aims at the holistic development of an individual. The institution strives:

1. To equip students with english language skills which make them globally competent.
2. To mould them to become socially committed and responsible citizens
3. To impart human values.
4. To instill abilities that helps the students to adapt and behave positively.

3. The Context

As the Chamba district is socially economically and educationally backward district of India. Modern world requires only those who can survive and adapt to any situation. The formal educational system does not provide much opportunities for the students to excel in all fields. In order to fill this void, and to ensure that the students are run with global pace GC Chamba establish multimedia language lab worth 8 lakh (rupee eight lakh). The students faces lots of difficulties in english pronunciations etc. which faces

challenge to our institution. In this context language lab has been established in the college with the help of govt. of Himachal Pradesh. English Language lab not only facilitates the teaching process but also brings fun and efficiency to learning.

4. The Practice

From the time of admission, faculty of Government Degree College Chamba tries to identify strengths and weakness of prospective students and takes effort to provide adequate opportunities to showcase talents and rectify shortcomings. Freshers are given an orientation programme conducted by experts which aims at confidence building, personality development and career orientation. The students, especially from rural backgrounds are encouraged to join the language lab free of cost. The teachers from english department are specially trained for practicing the students in the language lab.

5. Evidence of Success

Notable presence has been observed in the language lab.

6. Problems Encountered and Resources Required

None any serious problem had seen observed. But student are less motivated to learn especially English language.

7. Notes (Optional)

7.3.2 Title of the Practice: Book Bank

Goal

The college began the Book Bank in the academic session 2011-12. The books for the bank were donated by teachers of different departments and with limited financial resources from state government. Book bank has 3826 books. A record of these books has been properly maintained by the college authority in a register. The college authority issues the books to the students in a proper manner for one academic session.

3. The Context

As the Chamba district is socially economically and educationally backward district of India. Moreover, most of the students belongs to poor family of at adjacent areas of Chamba district. Therefore, book bank relieve

them from the financial burden.

4. The Practice

From the time of admission, faculty of government post graduate college Chamba tries to identify students from economically backward classes and distributes the books on basis of student's needs. Such initiatives, in backward areas of India, in particular, may serve to promote literacy and higher education.

5. Evidence of Success

A number of students are benefitted from the book bank of our college.

6. Problems Encountered and Resources Required

None any serious problem had seen observed. Financial constrains for book bank. Book Bank are not enough the meet the requirements of the students. There is lack of the availability of new books as per the changing syllabi, especially after the introduction of RUSA. The socio-cultural impediments do not allow the facility to reach out to the needy students as they are not motivated enough to go ahead with higher education. Lastly, infrastructural restrains also come in the way of the efficient working of the Book Bank.

8. Contact Details

1. Name of the Principal : Prof. Suman Bedi
2. Name of the Institution : Govt. Degree College Chamba
3. City : Chamba
4. Pin Code : 176314
5. Accredited Status: : NIL
6. Work Phone, Fax : 01899-222207
7. Website : www.govtpgcollegechamba.com
8. E-mail : principalgcchamba@gmail.com,
gcchamba-hp@mail.nic.in
9. Mobile : 94181-66719

Faculty: Science

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department/Faculty: **SCIENCE**
2. Year of Establishment: **01.01.1958 (Since inception)**
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**

UG: Physics /Chemistry/Maths/Botany/Zoology/Computer Science

4. **Names of Interdisciplinary courses and the departments/units involved:**
The students are offered interdisciplinary courses in B.Sc. 1st Sem. as minor, compulsory and hobby subjects from different departments.

5. **Annual/ semester/choice based credit system (programme wise):**

The faculty has offered annual programme for B.Sc. classes before 2012-13, but after the implementation of RUSA in April, 2013 the department has adopted semester/choice based credit system for B.Sc.1st and 2nd sem. only.

6. **Participation of the department in the courses offered by other departments:**

The students of science faculty have taken different subjects from other department.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc. :**

-Nil-

8. **Details of courses/programmes discontinued (if any) with reasons:**

-Nil-

9. **Number of Teaching posts**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	3	2
Asst. Professors	12	10

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./ M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Bipan Rathore*	Ph.D.	Assoc. Prof.	Wild-Life Sciences	25	Nil
Dr. Jyotindra Thakur	Ph. D.	Assoc. Prof.	Fluid dynamics	19	Nil
Sh. Rakesh Rathore	M. Phil.	Assoc. Prof.	Electronics/ Material Science	19	Nil
Dr. Manesh Verma	Ph.D.	Asstt. Prof.	Ecology, Aquatic Biology	08	Nil
Sh. Hemant Pal	Ph.D.	Asstt. Prof.	Material Science	08	Nil
Smt. Poonam	M.Sc.	Asstt. Prof.	Plant Physiology	08	Nil
Sh. Sanjeev Kumar	M.Sc.	Asstt. Prof.	Environmental geology	14	Nil
Ms. Sumit	M. Phil.	Asstt. Prof.	Microbiology	14	Nil
Dr. Chaman Singh	Ph. D.	Asstt. Prof.	Programming	5	Nil
Sh. Naresh Kumar	M. Phil.	Assoc. Prof.	--	5	Nil
Ms. Harsha	M.Sc.	Asstt. Prof.	Inorganic Chemistry	2	Nil
Ms. Richa Sharma	M.Sc.	Asstt. Prof.	Organic Chemistry	1	Nil
Ms. Sapna	M.Sc.	Asstt. Prof.	Physical Chemistry	1	Nil

*Promoted as principal in the current session.

11. **List of senior visiting faculty:**
-Nil-
12. **Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:**
-Nil-
13. **Student -Teacher Ratio:**
45:1
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:**
05/10
15. **Qualifications of teaching faculty with DSc/D.Litt./Ph.D./MPhil/PG.:**
Ph. D. =04, M.Phil. = 03, PG = 04
16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:**
-Nil-
17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:**
-Nil-
18. **Research Centre /facility recognized by the University:**
-Nil-
19. **Publications:**
 - a) Publication per faculty
 - Number of papers published in peer reviewed journals (national/international) by faculty and students
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - Monographs
 - Chapter in Books
 - Books Edited

- Books with ISBN/ISSN numbers with details of publishers
- Citation Index
- SNIP
- SJR
- Impact factor
- h-index

Sr. No.	Name	No. of (Research Publications)	No. of Books
1.	Dr. Bipan Rathore	2	-
2.	Dr. Jyotindra Thakur	-	-
3.	Sh. Rakesh Rathore	-	-
4.	Dr. Manesh Verma	2	-
5.	Sh. Hemant Pal	3	-
6.	Ms. Sumit	-	-
7.	Smt. Poonam	-	-
8.	Sh. Naresh Kumar	-	1
9.	Sh. Chaman Singh	6	1
10.	Sh. Sanjeev Kumar	-	-
11.	Ms. Harsha	-	-
12.	Ms. Richa Sharma	-	-
13.	Ms. Sapna	-	-

20. Areas of consultancy and income generated:

-Nil-

21. Faculty as members in

a) **National committees b) International Committees c) Editorial Boards** -Nil-

Student projects: -Nil-

b) **Percentage of students who have done in-house projects including inter departmental/programme** -Nil-

c) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies** -Nil-

22. Awards/ Recognitions received by faculty and students: -Nil-

23. List of eminent academicians and scientists/ visitors to the department: -Nil-

24. Seminars/ Conferences/Workshops organized & the source of funding: Nil

A) National

B) International -Nil-

25. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Sc. I					
Physics	80	76	48	28	--
Chemistry	80	71	56	15	--
Botany	70	63	47	16	--
Zoology	70	67	23	44	--
Computer Science	05	05	05	00	--
Mathematics	75	67	37	30	--
Geology	04	04	04	00	--

*M=Male F=Female

26. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc.	100%	0%	0%

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? : Not Available

28. Student progression;

Not Available

Student progression	Against % enrolled
UG to PG	--
PG to M.Phil.	--
PG to Ph.D.	--
Ph.D. to Post-Doctoral	--
Employed Campus selection Other than campus recruitment	--
Entrepreneurship/Self-employment	--

29. Details of Infrastructural facilities

- a) Library : 00
- b) Internet facilities for Staff & Students: **Yes**
- c) Class rooms with ICT facility: **05**
- d) Laboratories: **05**

30. Number of students receiving financial assistance from college, University, government or other agencies:

109 (consolidated in all faculties)

31. Details on student enrichment programmes (special lectures/workshops / seminar) with external experts: -NIL -

32. Teaching methods adopted to improve student learning: ICT Enabled

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Yes [NSS/NCC/ranger & Rovers, Red Ribbon Club]

34. SWOC analysis of the department and Future plans:

Strengths

- The faculty is endowed with highly qualified and dedicated staff.
- The selection of the faculty is done by State Public Service Commission.
- Good team spirit among faculty.
- Keen awareness of social responsibility among the faculty and students.
- The faculty takes care of weaker students and conduct extra classes for them.

- Scholarships are awarded to deserving students.
- Well-equipped computer labs with internet facility are part of infrastructure.
- Well-equipped science labs.
- Botanical garden and use of ICT.
- Smart classrooms.

Weakness:

- The infrastructure is not proportionate to the number of students.
- There is no collaboration with the industry.
- The faculty is not stable as job is transferrable in nature.
- Finances resources are also limited.
- Extension and consultancy services are not up to the level.
- Less extracurricular activities.

Opportunities:

- Due to advancement in information technology, now the e-resources can be provided to the students with ease.
- Students get chance to participate in Sports, Cultural and other extension activities at State level.
- The faculty gets opportunity to participate in teacher training programmes to horn their administrative and academic skills.

Challenges:

- Low calibre of students at the entry level plus large number of students in the class, therefore it is an uphill task to interact with each student and to understand their problems in the subject concerned.
- To build the infrastructure out of meagre resources.
- Financially poor students.
- Limitations of CBCS Syllabi.

FACULTY: ARTS

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

- 1. Name of the department/Faculty:** ARTS
- 2. Year of Establishment:** 01.01.1958 (Since inception)
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
UG (B.A.), PG (Economics, English, Hindi, History, Political Science)
- 4. Names of Interdisciplinary courses and the departments/units involved:** All of Above listed courses
- 5. Annual/ semester/choice based credit system (programme wise):**
Arts faculty has offered annual programme for B.A. classes before 2013 but after the implementation of RUSA in April, 2013 the department has adopted semester/choice based credit system for B.A. 1st and B.A. 2nd sem. only.
- 6. Participation of the department in the courses offered by other departments:** Partial Participation
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc. :** No
- 8. Details of courses/programmes discontinued (if any) with reasons:**
-Nil -
- 9. Number of Teaching posts**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	5	5
Asst. Professors	24	20

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./ M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smt. Manjula Sharma*	M.Phil.	Assoc. Prof.	Indian Polity	30	Nil
Dr. Vidya Sagar	Ph. D.	Assoc. Prof.	Indian Classical Vocals	23	Nil
Dr. Shiv Dayal	Ph. D.	Assoc. Prof.	Poverty, Micro Eco.	23	Nil
Sh. L. S. Pathania	M.Phil.	Asstt. Prof.	Art and Archaeology	21	Nil
Prof. Sunita Mahajan	M.Phil.	Assoc. Prof.	Athletics	21	Nil
Dr. Mohinder Slariya	Ph. D.	Assoc. Prof.	Environmental Sociology	19	Nil
Raghubir Singh	M.A.	Asstt. Prof.	Vedas, Geeta, Upnishad	11	Nil
Smt. Purnima Sharma	M.Phil.	Asstt. Prof.	Poetry	11	Nil
Dr. Jai Shree	Ph. D.	Asstt. Prof.	Indian English Fiction	6	Nil
Ms. Promila Thakur	M.A.	Asstt. Prof.	Physical Geography	6	Nil
Mr. Bhupinder Singh	M.Phil.	Asstt. Prof.	Instrumental Music	5	Nil
Smt. Beby Kumari	M.A.	Asstt. Prof.	Indian Economy	5	Nil
Sh. Sanjeev Kumar	M.Phil.	Asstt. Prof.	Advertisement	5	Nil
Sh. Ravinder Singh	M. Phil.	Asstt. Prof.	Drama	5	Nil
Smt. Suman Kumari	M.Phil.	Asstt. Prof.	Poetry	3	Nil
Sh. Anit Kumar	M.A.	Asstt. Prof.	Modern History	3	Nil
Dr. Santosh Kumar	Ph. D.	Asstt. Prof.	Modern Indian Poetry	6	Nil
Dr. Ashu Phull	Ph. D.	Asstt. Prof.	--NA--	1	Nil
Dr. Ajay Kumar	Ph. D.	Asstt. Prof.	Human Resource Mgmt.	5	Nil
Sh. Hakam	M.A.	Asstt. Prof.	--NA--	1	Nil
Sh. Ajay Singh	M.Phil.	Asstt. Prof.	--NA--	1	Nil
Sh. Kehar Singh	M. Phil.	Asstt. Prof.	--NA--	1	Nil
Smt. Shivani Abrol	M.Phil.	Asstt. Prof.	Cultural Geography	6	Nil
Mrs. Ina Puri	M.Phil.	Asstt. Prof.	Indian Polity	2	Nil
Sh. Arvind	M.Phil.	Asstt. Prof.	--NA--	3	Nil
Sh. Lekh Raj	M.A.	Asstt. Prof.	--NA--	1	Nil
Miss. Maya Devi	M.A.	Asstt. Prof.	--NA--	1	Nil

*Superannuated in current session

11. **List of senior visiting faculty:** Nil
12. **Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:** Nil
13. **Student -Teacher Ratio (programme wise):**
50:1
14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:**
05/10
15. **Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D./ MPhil/PG.:**
Ph. D. =07, M.Phil. = 12, PG = 07
16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** Nil
17. **Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:** Nil
18. **Research Centre /facility recognized by the University:** Nil
19. **Publications:**
 - a) Publication per faculty
 - Number of papers published in peer reviewed journals (national/international) by faculty and students
 - Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - Monographs
 - Chapter in Books
 - Books Edited
 - Books with ISBN/ISSN numbers with details of publishers
 - Citation Index
 - SNIP
 - SJR
 - Impact factor
 - h-index

Sr. No.	Name	No. of (Research Publications)	No. of Books
1.	Smt. Manjula Sharma*	-	-
2.	Dr. Vidya Sagar	5	-
3.	Dr. Shiv Dayal	-	-
4.	Sh. L. S. Pathania	5	-
5.	Prof. Sunita Mahajan	-	-
6.	Dr. Mohinder Slariya	25	1
7.	Raghubir Singh	-	-
8.	Smt. Purnima Sharma	-	-
9.	Dr. Jai Shree	2	1
10.	Ms. Promila Thakur	6	-
11.	Mr. Bhupinder Singh	-	-
12.	Smt. Beby Kumari	2	-
13.	Sh. Sanjeev Kumar	-	-
14.	Sh. Ravinder Singh	-	-
15.	Smt. Suman Kumari	-	-
16.	Sh. Anit Kumar	-	-
17.	Dr. Santosh Kumar	-	-
18.	Dr. Ashu Phull	-	-
19.	Dr. Ajay Kumar	12	-
20.	Sh. Hakam	-	-
21.	Sh. Ajay Singh	-	-
22.	Sh. Kehar Singh	-	-
23.	Smt. Shivani Abrol	-	-
24.	Mrs. Ina Puri	-	-
25.	Sh. Arvind	-	-
26.	Sh. Lekh Raj	-	-

20. Areas of consultancy and income generated: -Nil-
21. Faculty as members in
 a) National committees b) International Committees c) Editorial Boards.....: -Nil-
22. Student projects: -Nil-
- a) Percentage of students who have done in-house projects including inter departmental/programme -Nil-
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies -Nil-
23. Awards/ Recognitions received by faculty and students: -Nil-
24. List of eminent academicians and scientists/ visitors to the department: -Nil-
25. Seminars/ Conferences/Workshops organized & the source of funding: -Nil-
- a) National
- b) International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.A. I					
Economics	85	85	41	44	--
English	48	48	20	28	
Geography	77	75	46	29	--
Hindi	75	74	29	45	--
History	72	70	35	35	--
JMC	67	67	41	26	--

Music	6	6	1	5	--
Political science	75	73	27	46	--
Public Administration	70	65	39	26	--
Sanskrit	3	3	3	0	--
Sociology	75	72	32	40	
Physical Education	37	37	34	3	

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A.	100%	0%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc. ?: Not Available

29. Student progression: Not Available

Student progression	Against % enrolled
UG to PG	--
PG to M.Phil.	--
PG to Ph.D.	--
Ph.D. to Post-Doctoral	--
Employed Campus selection Other than campus recruitment	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities

- a) Library : 00
- b) Internet facilities for Staff & Students: Yes
- c) Class rooms with ICT facility: 02
- d) Laboratories: 01

31. Number of students receiving financial assistance from college, University, government or other agencies:

235 (consolidated in all faculties)

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: -Nil-

33. Teaching methods adopted to improve student learning: ICT Enabled

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Yes [NSS/ranger & Rovers, Red Ribbon Club]

35. SWOC analysis of the department and Future plans:

Strengths

- Conducted national and international seminars.
- Post-graduation in five discipline.
- The faculty is endowed with highly qualified and dedicated staff.
- The selection of the faculty is done by State Public Service Commission.
- The faculty takes care of weaker students and conduct extra classes for them.
- Scholarships are awarded to deserving students.
- Well-equipped computer labs with internet facility are part of infrastructure.

Weakness:

- The infrastructure is not proportionate to the number of students.
- There is no collaboration with the industry.
- The faculty is not stable as job is transferrable in nature.
- Finances resources are also limited.

Opportunities:

- Due to advancement in information technology, now the e-resources can be provided to the students with ease.
- Raising awareness among rural people to educate girls.
- Students get chance to participate in Sports, Cultural and other extension activities at State level.
- The faculty gets opportunity to participate in teacher training programmes to hone their administrative and academic skills.

Challenges:

- Lack of excellence among students due to the poor family and academic background.
- Due to large number of students in the class, it is an uphill task to interact with each student and to understand their problems in the subject concerned.
- Large strength thereby less personal attention to students.
- Heavy workload pressure due to RUSA system on teachers.
- To build the infrastructure out of meagre resources.

FACULTY: COMMERCE

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

- 1. Name of the department/Faculty:** COMMERCE
- 2. Year of Establishment:** Since 1981-1982
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
UG (B.Com.)
- 4. Names of Interdisciplinary courses and the departments/units involved:** All of Above listed courses
- 5. Annual/ semester/choice based credit system (programme wise):**
CBCS/Annual/Semester
- 6. Participation of the department in the courses offered by other departments:** Partial Participation
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc. :** No
- 8. Details of courses/programmes discontinued (if any) with reasons:**
Nil
- 9. Number of Teaching posts**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	1	1
Asst. Professors	2	2

- 10.** Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sh. Y.K. Marwaha	M.Phil.	Assoc. Prof.	Finance	15	-
Mrs. Shelly Mahajan	M.Com	Asstt. Prof.	Finance	4	
Ms. Pallavi Berry	M.Com	Asstt. Prof.	Finance	1	-

- 11.** List of senior visiting faculty: -Nil-
- 12.** Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: -Nil-
- 13.** Student -Teacher Ratio (programme wise):
46:1
- 14.** Number of academic support staff (technical) and administrative staff; sanctioned and filled: 00/00
- 15.** Qualifications of teaching faculty with DSc/ D.Litt./ Ph.D./ MPhil/PG.:
Ph. D. =00, M.Phil. = 02, PG = 00
- 16.** Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: -Nil-
- 17.** Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: -Nil-
- 18.** Research Centre /facility recognized by the University: -Nil-
- 19.** Publications:
- a) Publication per faculty
 - Number of papers published in peer reviewed journals (national/ international) by faculty and students

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
- Chapter in Books
- Books Edited
- Books with ISBN/ISSN numbers with details of publishers
- Citation Index
- SNIP
- SJR
- Impact factor
- h-index

Name	No. of Research Publications	No. of Books
Sh. Y.K. Marwaha	-	-
Mrs. Shelly Mahajan	-	-
Ms. Pallavi Berry	-	-

- 20. Areas of consultancy and income generated: -Nil -**
- 21. Faculty as members in**
- a) National committees b) International Committees c) Editorial Boards....: -Nil -
- 22. Student projects: -Nil -**
- a) Percentage of students who have done in-house projects including inter departmental/programme -Nil -
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies -Nil -
- 23. Awards/ Recognitions received by faculty and students: -Nil -**
- 24. List of eminent academicians and scientists/visitors to the department: -Nil -**

25. Seminars/ Conferences/Workshops organized & the source of funding: -Nil -

a) National

b) International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. Com	80	70	41	39	--

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A.	100%	0%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc. ?: Not Available

29. Student progression: Not Available

Student progression	Against % enrolled
UG to PG	--
PG to M.Phil.	--
PG to Ph.D.	--
Ph.D. to Post-Doctoral	--
Employed Campus selection Other than campus recruitment	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities:

- a) Library : 00
- b) Internet facilities for Staff & Students: **Yes**
- c) Class rooms with ICT facility: 00
- d) Laboratories: 00

31. Number of students receiving financial assistance from college, University, government or other agencies:

10 (consolidated in all faculties)

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NIL

33. Teaching methods adopted to improve student learning: ICT Enabled

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Yes [NSS/ranger & Rovers, Red Ribbon Club]

35. SWOC analysis of the department and Future plans:

Strengths

- The faculty is endowed with highly qualified and dedicated staff.
- The selection of the faculty is done by State Public Service Commission.
- The faculty takes care of weaker students and conduct extra classes for them.
- Scholarships are awarded to deserving students.

Weakness:

- Shortage of faculty.
- PG course is not there.

- The infrastructure is not proportionate to the number of students.
- There is no collaboration with the industry.
- The faculty is not stable as job is transferrable in nature.
- Finances resources are also limited.

Opportunities:

- Due to advancement in information technology, now the e-resources can be provided to the students with ease.
- Students get chance to participate in Sports, Cultural and other extension activities at State level.
- The faculty gets opportunity to participate in teacher training programmes to horn their administrative and academic skills.

Challenges:

- Due to large number of students in the class, it is an uphill task to interact with each student and to understand their problems in the subject concerned.
- To build the infrastructure out of meagre resources.

FACULTY: SELF FINANCING

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

- 1. Name of the department/Faculty:** SELF FINANCING
- 2. Year of Establishment:**
BBA/BCA 2008-09 PGDCA 2010-11
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
UG (B.B.A, B.C.A), PG (PGDCA)
- 4. Names of Interdisciplinary courses and the departments/units involved:**
All of above listed courses
- 5. Annual/ semester/choice based credit system (programme wise):**
CBCS/Annual/Semester
- 6. Participation of the department in the courses offered by other departments:**
Partial Participation
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc. :**
No
- 8. Details of courses/programmes discontinued (if any) with reasons:**
-Nil-
- 9. Number of Teaching posts**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	10	10

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided
Mrinal Sharma	M.Sc.	Asstt. Prof.	Information Technology	5	-
Narender Singh	MCA	Asstt. Prof.	Web Designing	5	-
Sumit Pathania	M. Tech.	Asstt. Prof.	Networking	3	-
Pankaj Mahajan	MCA	Asstt. Prof.	Database	3	-
Digvijay	MBA	Asstt. Prof.	Marketing	2	-
Kirti Jandrotia	M. Tech.	Asstt. Prof.	Image Processing	2	-
Neha Vij	M.Com	Asstt. Prof.	Finance	1	-
Reena	M.Sc.	Asstt. Prof.	--	1	-
Nidhi	M.Sc.	Asstt. Prof.	--	1	-

11. List of senior visiting faculty: -Nil-
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: -Nil-
13. Student -Teacher Ratio (programme wise):
47:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 00/00
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:
Ph.D. =00, M.Phil. = 00, PG = 09
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: -Nil-

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: -Nil-

18. Research Centre /facility recognized by the University: -Nil-

19. Publications:

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

Name	No. of Publications (Research)	No. of Books
Mrinal Sharma	-	-
Narender Singh	-	-
Sumit Pathania	-	-
Pankaj Mahajan	-	-
Digvijay	-	-
Kirti Jandrotia	-	-
Neha Vij	-	-
Reena	-	-
Nidhi	-	-

20. Areas of consultancy and income generated: -Nil-
21. Faculty as members in
 a) National committees b) International Committees c) Editorial Boards....: -Nil-
22. Student projects: -Nil-
- a) Percentage of students who have done in-house projects including inter departmental/programme -Nil-
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies
23. Awards/ Recognitions received by faculty and students: -Nil-
24. List of eminent academicians and scientists/ visitors to the department: -Nil-
25. Seminars/ Conferences/Workshops organized & the source of funding: -Nil-
- a) National
- b) International
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.C.A	95	81	48	33	--
B.B.A	120	96	55	41	--
PGDCA	51	37	16	21	--

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Self-Financing	100%	0%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc. ? : Not Available

29. Student progression: Not Available

Student progression	Against % enrolled
UG to PG	--
PG to M.Phil.	--
PG to Ph.D.	--
Ph.D. to Post-Doctoral	--
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	--
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities

- a) Library : 391
- b) Internet facilities for Staff & Students: Yes
- c) Class rooms with ICT facility: 05
- d) Laboratories: 05

31. Number of students receiving financial assistance from college, University, government or other agencies:

10 (consolidated in all faculties)

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: -NIL-

33. Teaching methods adopted to improve student learning: ICT Enabled

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Red Ribbon Club, Eco club, wildlife Society

35. SWOC analysis of the department and Future plans:

Strengths

- The faculty is endowed with highly qualified and dedicated staff.
- The faculty takes care of weaker students and conduct extra classes for them.
- Well-equipped computer labs with internet facility are part of infrastructure.
- Well-equipped self-financing labs.

Weakness:

- The infrastructure is not proportionate to the number of students.
- Extension and consultancy services are not up to the level.
- There is no collaboration with the industry.
- Less extracurricular activities.

Opportunities:

- Due to advancement in information technology, now the e-resources can be provided to the students with ease.
- Increasing interest of students in the computer and management education.

Challenges:

- Low computer calibre of students at the entry level and financially poor students.
- To build the infrastructure out of meagre resources.
- Insufficient number of regular faculty.

Appendix-I

LIST OF BOOKS AUTHORED/PUBLISHED

Sr. No.	Name of the Teacher	Subject	Details of the Books Authored/Published
1.	Dr. Shiv Dayal Sharma	Economics	<ul style="list-style-type: none"> ➤ Sharma Shiv Dayal, "Dimension and Dynamics of poverty in India" Mohit Publication New Delhi, 1997, pp 296. ➤ More than dozen of text books of schools of CBSE, HPBSE, HBSE and college classes of HPU published under Modern Publishers Jalandhar and Holly faith International Delhi.
2.	Dr. Mohinder Kumar Slariya	Sociology	<ul style="list-style-type: none"> ➤ Water and Development: A Composite View ISBN 13 9788176222693 and ISBN 10 8176222691, published by Bio-tech Books, New Delhi, India, http://www.amazon.co.uk/Water-Development-A-Composite-View/dp/8176222690 and http://www.dayabooks.com/index.php?p=sr&Field=author&String=Slariya,%20Mohinder%20Kumar. ➤ Climate Change in the Himalayas: Preserving the third pole for Cooling the Earth, published by Indus Publishing Company, New Delhi, ISBN-10: 8173872287 and ISBN -13: 9788173872280, Contributed chapter entitled, "Hydroelectric Power Developments – A Threat to the Existence of River, Life and Livelihood of Mountain Inhabitants: A Study of

			<p>Himachal Himalayas”, Page No. 142-164.</p> <p>➤ Mountain Ecosystem and Man,, Published by Soil Conservation Society India; edited by Sanjay Arora and title of the chapter is “The other side of Hydroelectric Power Development: A Study of NHPC Owned Power Projects”, Page No. 388-406</p>
3.	Dr. Chaman Singh Chauhan	IT	<p>➤ Chaman Singh, K.L. Bansal,” NAT Traversal and Detection”, A Book, ISBN: 978-3-8484-8662-5, Published in LAP LAMBERT Academic Publishing GmbH & Co. KG, Heinrich-Böcking-Str. 6-8, 66121, Saarbrücken, Germany , Copyright @ April 4-2012.</p> <p>➤ Chaman Singh, “Dual Stack Mobility”, A Book, ISBN: 978-3-659-17190-1, Published in LAP LAMBERT Academic Publishing GmbH & Co. KG, Heinrich-Böcking-Str. 6-8, 66121, Saarbrücken, Germany, July 2012, Copyright @2012.</p> <p>➤ Chaman Singh,” Fundamental of Programming in C” Sharma Publication Jalandhar. 2013, ISBN:- 978-93-82704-94-2</p> <p>➤ Chaman Singh,” introduction to windows Operating System” Sharma Publication Jalandhar. January 2014, ISBN: - 978-93-82704-78-2.</p> <p>➤ Chaman Singh,” Database Management System” Sharma Publication Jalandhar. July 2014, ISBN: - 978-93.</p>

Appendix-II

**LIST OF ORIENTATION/REFRESHER COURSE
ATTENDED/PARTICIPATED**

Sr. No.	Name of the Teacher	Subject	Details of the OP/RC/Training
1.	Dr. Bipan Rathore	Zoology	<ul style="list-style-type: none"> ➤ Attended Short Term Course on “Disaster Management” organized by Academic Staff College, Himachal Pradesh University Shimla-5. 19-21st December, 2011.
2.	Dr. Shiv Dayal Sharma	Economics	<ul style="list-style-type: none"> ➤ Attended Orientation Programme No. 58 of Academic Staff College, H.P. University from 22.02.2002 to 23.03.2002. ➤ Attended Refresher Course by Academic Staff College, Guru Nanak Dev University, Amritsar from 21.08.2002 to 19.09.2002. ➤ Attended “In-service Induction Training Programme” by GCTE Dharamshala Kangra (H.P.) from 16.09.2013 to 21.09.2013. ➤ Attended Refresher Course RC-216 by Academic Staff College, H.P. University from 11.12.2009 to 31.12.2009.
3.	Dr. Mohinder Kumar Slariya	Sociology	<ul style="list-style-type: none"> ➤ National Level Training Workshop on Climate Change Impacts on Water, Sanitation & Health organised by National Institute of Administrative Research, Lal Bahadur Shastri National Academy of Administration, Mussoorie, Sponsored by Ministry of

			<p>Drinking water and Sanitation, Govt. of India, from 26-27 June, 2013.</p> <ul style="list-style-type: none"> ➤ Two days Regional workshop on “Restructuring of Syllabi of Sociology for Undergraduate Classes”, organized by Department of Sociology, SCVB Govt. College, Palampur at CSK HP Agriculture University, Palampur from 14-15 May, 2013 and contributed as presenter of course contents in Technical Session on Core Courses. ➤ Two days “Visioning workshop” conducted by Climate Change Community of United Nations Development Programme, held at India Habitat Centre, New Delhi, from 29-30 April, 2010. ➤ Three week Refresher Course (RC) organized by UGC-Academic Staff College, HP University, Shimla; from 11.9.2008 to 01.10.2008 and passed with grade “A”. ➤ Four days Workshop on “Youth and Democracy” organized by The Educational Resource Centre Trust, New Delhi, sponsored by Friedrich Ebert Stiftung from 20-23 November, 2007. ➤ Five days Training Programme on “Research Methodology: emerging Needs in Designing and Implementing Research Proposals in Social Sciences”,
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			<p>organized by Indian Council of Social Science Research North-western Regional Centre, Chandigarh at Academic Staff College, HP University, Shimla; from 16-19th of October, 2006.</p> <ul style="list-style-type: none"> ➤ Five day Training and orientation Programme, organized by Institute of Development and Communication, Chandigarh, organized at CSK HPKV, Palampur, Himachal Pradesh from 5.6.2005 to 9.6.2005. ➤ Three week Refresher Course (RCSOCIO-134.2003) organized by UGC-Academic Staff College, HP University, Shimla from 29.3.2004 to 17.4.2004 and passed with grade "A". ➤ Four week Orientation Programme (OP-56) organized by UGC-Academic Staff College, HP University, Shimla; from 11.6.2001 to 7.7.2001
4.	Dr. Jyotindra Thakur	Mathematics	<ul style="list-style-type: none"> ➤ Attended Orientation Programme of Academic Staff College, H.P. University from 06-05-1996 to 01-06-1996. ➤ Attended Refresher Course in mathematics from 04-10-2004 to 23-10-2004, held by the Academic Staff College, Himachal Pradesh University Shimla-5. ➤ Attended Refresher Course in "Human Values and Indian Ethos" on 2nd July, 2013 held by the Academic Staff College, Himachal Pradesh University Shimla-5.

			<ul style="list-style-type: none"> ➤ Attended a Refresher Course for NSS Programme Officers from 24-10-2007 to 02-11-2007 at IDC Extension Centre, Chandigarh. ➤ Attended Orientation Programme of IGNOU for Academic Counsellors by IGNOU Regional Centre, Shimla on 19-10-2003 through teleconferencing held in IGNOU Hq. New Delhi. ➤ Attended "In-service Induction Training Programme" by GCTE Dharamshala Kangra (H.P.) from 16.09.2013 to 21.09.2013.
5.	Sh. Rakesh Rathore	Physics	<ul style="list-style-type: none"> ➤ Attended "In-service Induction Training Programme" by GCTE Dharamshala Kangra (H.P.) from 01.09.2013 to 07.09.2013. ➤ Attended Refresher Course by Academic Staff College, H.P. University from 10.03.2006-30.03.2006.
6.	Dr. Manesh Verma	Zoology	<ul style="list-style-type: none"> ➤ Attended 15 days ICAR Short Course on "Application of Molecular Tools in Coldwater Fisheries Management" organized by Directorate of Coldwater Fisheries Research, Bhimtal, Nainital. 2-11 June, 2014. ➤ Attended Refresher Course organized by UGC Academic Staff College, Panjabi University, Patiala. 04-24 December, 2012. ➤ Attended Short Term Course on "Disaster Management" organized by Academic Staff College, Himachal

			<p>Pradesh University Shimla-5. 19-21st December, 2011.</p> <ul style="list-style-type: none"> ➤ Attended Seven days “Training Orientation Course” in r/o NSS Programme Officers w.e.f. from 12-21st September, 2007 at I.D.C Extension centre B-52, Mohali, Punjab. ➤ Attended 74th Orientation Course organized by UGC Academic Staff College, Panjab University, Chandigarh. 01-28 June, 2007. ➤ Short Course on “Recent Advances in Coldwater Aquaculture” organized by Department of Fisheries COVAS held at C.S.K.H.P.K.V., Palampur from 25 September to 5 October, 2005. ➤ Training in “Electron Microscopy” organized by the Regional Sophisticated Instrumentation Centre, Panjab University from 16 May to 15 June, 2005. ➤ Summer School on Development of Sustainable Aquaculture Technology in Fresh and Saline Water” organized by Department of Zoology and Aquaculture, CCSHAU, Hisar from 14 June to 4 July, 2004.
7.	Smt. Poonam	Botany	<ul style="list-style-type: none"> ➤ Attended Orientation Programme of Academic Staff College, H.P. University from 03.04.2007 to 30.04.2007. ➤ Attended Refresher Course by Academic Staff College, H.P. University from 02.06.2008-21.06.2008.

			➤ Attended “In-service Induction Training Programme” by GCTE Dharamshala Kangra (H.P.) from 16.09.2013 to 21.09.2013.
8.	Dr. Chaman Singh Chauhan	IT	➤ Attended 2 Week induction training Programme conducted by Department of Higher Education, H.P. Government at GCTE Dharamshala, December 2013.
9.	Dr. Jai Shree		<ul style="list-style-type: none"> ➤ Attended one week training of language Lab. ➤ Attended Orientation Programme of IGNOU for Academic Counsellors by IGNOU Regional Centre, Shimla on 16-17 Feb, 2013. ➤ Attended two weeks “In-service Induction Training Programme” by GCTE Dharamshala Kangra (H.P.) from 19.08.2013 to 31.10.2013. ➤ Attended Orientation Programme of IGNOU for Academic Counsellors by IGNOU Regional Centre, Shimla on 16-17 Feb, 2013.
10.	Promila Thakur	Geography	➤ Attended “In-service Induction Training Programme” by GCTE Dharamshala Kangra (H.P.) from 25.12.2012 to 15.01.2013.
11.	Anit Kumar	History	➤ Attended “In-service Induction Training Programme” by GCTE Dharamshala Kangra (H.P.)
12.	Bhupinder Sharma	Music	➤ Attended “In-service Induction Training Programme” by SCERT Solan (H.P.) from 26.11.2012 to 08.12.2012.

13.	Ms. Sumit	Botany	➤ Attended Orientation Programme of IGNOU for Academic Counsellors by IGNOU Regional Centre, Shimla on 19-10-2003 through teleconferencing held in IGNOU Hq. New Delhi.
14.	Purnima Sharma	English	➤ Attended one week training of language Lab.

Appendix-III

LIST OF MAJOR AND MINOR PROJECTS

Name of the Teacher	Subject	Duration	Title of the project	Total grant
Dr. Mohinder Kumar Slariya	Sociology	2011-12	“Eco-Psycho Perception of the People regarding the Viability of Micro Hydroelectric Power Projects-A Study of Chanju basin in Chamba district of Himachal Pradesh” submitted to UGC in 2013.	65000/-
		2004-06	“Displacement- A Psychological Trauma: An Ecological Study of Displaced People of Chamera-I” submitted in 2010.	55000/-
		2004-06	“Ecology of Power Project- An Environmental Study of Hydroelectric Power Projects in Ravi Basin”, submitted in 2006.	45000/-
		2011-15	“Livelihood Security in a Changing Socio-economic Environment in Himachal Pradesh, India” working on Task-	*17000/- (*Euro)

			I: (Examine the Role of Changing Agricultural Production in Context of Livelihood Security), sponsored by Academy of Finland and executed by Department of Geology and Geography, University of Turku, Finland	
Dr. Bipan Rathore	Zoology	2007-09	“Ecology of Black Bear (<i>Ursus thibetanus</i>) and Brown Bear (<i>Ursus arctos</i>) ”	40000/-
		2009-10	“Status and preliminary assessment of Snow Leopard, Shia see a sign survey in the Punjab margin range, district Chamba, Himachal Pradesh (<i>Uncia uncia</i>)”	42000/-

Appendix-IV

LIST OF CONFERENCE/SEMINAR ATTENDED/PARTICIPATED

Sr. No.	Name of the Teacher	Subject	Details of the Conference/Seminar
1.	Dr. Bipan Rathore	Zoology	<ul style="list-style-type: none"> ➤ Attended Nine Annual Research Seminars held at wildlife Institute of India, Dehradun from 2000-2006, 2008, 2009 and 2010. ➤ Attended 15th International Conference on Bear Research and Management held at San-Diego, California. 8-13 Feb. 2004 (USA) and presented two research papers. ➤ Attended 6th International Conference on

			<p>Conservation Science, hosted by Department of Zoology, University of Cambridge (UK) 28th-30th March 2006 and presented a research paper.</p> <ul style="list-style-type: none"> ➤ Attended 18th International conference on Bear Management and research held at Monterrey city, Mexico November 4 - 11 - 2007 and presented one oral and one poster presentation. ➤ One research abstracts was accepted in Tenth International Conference on Conservation Science by Department of Zoology, University of Cambridge (UK) March 2009. ➤ Attended Darwin 200 and 3rd International Conference of Integrative zoology organized by International Society for Zoological Sciences and Chinese Academy of Sciences held at Beijing City, China 8-10 July 2009 and presented one paper. ➤ Attended 20th International Conference on Bear Research and Management held at Ottawa, Canada 17th July to 23rd July 2011 and presented three posters.
2.	Dr. Shiv Dayal Sharma	Economics	➤ Four Research Papers Presented in National Conferences and Seminars.
3.	Dr. Manesh	Zoology	➤ National Seminar on “Emerging Consumerism in Context of Climate Change: Issues and Challenges” organized

	Verma		<p>by the Government Post-Graduate College Chamba, Himachal Pradesh, from 3-5th October, 2012.</p> <ul style="list-style-type: none"> ➤ UGC-CAS sponsored conference on “Redefining Approaches to Address Current Issues for Sustainable Biodiversity” organized by the Department of Zoology, Panjab University, Chandigarh. 2-3rd December, 2011. ➤ UGC sponsored National conference on “Sustainable Use of water resources in Context of Climate Change-A Shared responsibility” organized by the Government Post-Graduate College Chamba, Himachal Pradesh, 11-13 March, 2011 ➤ National Conference on “Advances in Biological Sciences” organized by the Department of Zoology, Panjab University, Chandigarh. 29-30th March, 2010. ➤ National Seminar on “Environmental Audit of Hydroelectric Projects for Sustainable Development” organized by the Government Degree College Dakpathar, Vikasnagar, Dehradun, from 10-11th April 2006. ➤ UGC Working Conference on “Recent concepts in Cell and Animal Physiology” organized by Department of Zoology,
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			<p>Panjab University, Chandigarh from 10-11th March 2006.</p> <ul style="list-style-type: none"> ➤ Symposium on “Emerging Trends in Biochemistry” organized by Department of Biochemistry, Panjab University, Chandigarh on 9-10th February, 2006. ➤ UGC sponsored seminar on “Stem Cell Biology and its Application in Biomedical Science” organized by Centre with Excellence in Biomedical Sciences, Panjab University, Chandigarh on 19th August, 2005. ➤ UGC sponsored National Seminar on “New Trends in Fishery Development in India” organized by Department of Zoology, Panjab University, Chandigarh from 16 - 18 February 2005. ➤ 15th All India Congress of Zoology on “Status of cold water fisheries with reference to fragile Himalayan aquatic ecosystem” organized by P.G. Department of Zoology, University of Jammu, Jammu from 29 - 31 October 2004. ➤ Summer School on Development of Sustainable Aquaculture Technology in Fresh and Saline Water” organized by Department of Zoology and Aquaculture, CCSHAU, Hisar from 14 June to 4 July, 2004. ➤ National Workshop on “Rational Use of
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			Water Resources for Aqua Culture” organized by Department of Zoology and Aquaculture, CCSHAU, Hisar from 18 - 19 March 2004.
4.	Dr. Chaman Singh Chauhan	IT	<ul style="list-style-type: none"> ➤ Attended 2 Week induction training programme conducted by Department of Higher Education , H.P. Government at GCTE Dharamshala, December 2013 ➤ Attended 3 conferences Oct 2011-12-14.
5.	Dr. Ajay Kumar	Public administration	<ul style="list-style-type: none"> ➤ Participate and present a research paper on “E-Governance and Panchayati Raj Institutions: Efforts & Initiatives” in two days National Seminar on Emerging Trends & Challenges in Governance, organized by Dept. of Public Administration, H.P. University, Summer hill, Shimla on November, 20-21, 2009, paper published. ➤ Participate and present a research paper on “Natural Disaster and Disaster Management in Himalayan Region” in three days International conference on Himalayan Environment: Issues and Challenges, organized by Institute of Integrated Himalayan Studies (UGC Centre of Excellence) H. P. University, Summer hill, Shimla-5, on March, 22-24, 2010. ➤ Participate and present a research paper on “Social Sciences in H.P. Colleges” in Two days National Seminar on “Teaching and Research in Social Sciences in India: Emerging Crises,

			<p>Challenges and the Alternatives” organized by Dept. of Sociology, H.P. University, Summer Hill, Shimla-5 in Collaboration with Indian Institute of Advanced Study, Shimla and ICSSR, Chandigarh on dated, 18-19 April, 2011.</p> <p>➤ Participate and present a Research paper on “An Analytical Study of Natural Hazards and Disaster Management in Himachal Pradesh” in two days 12th APG National Conference on Mountain Environment and Natural Resource Management, organized by Dept. of Geography, H.P. University, Summer Hill, Shimla-5 on dated, 08-09, October, 2011.</p> <p>➤ Participate and present a research paper on “An Analytical Study of Human Behaviour and Personality in Indian Society” in National Seminar on Genetic Basis of Behaviour, organized by Dept. of Psychology, H.P. University, Summer Hill, Shimla-5 on dated, 20th October, 2011.</p> <p>➤ Participate and present a Research paper on “Economics of Livestock Rearing in Tribal Areas of Pangi and Bharmour Regions ” in two days National seminar on Economic Liberalization: Effects and Challenges, organized by ICDEOL, H.P. University, Summer Hill, Shimla-5 on dated, 11-12, November, 2011.</p> <p>➤ Participate and present a Research paper on “An Analysis of Political Reforms and Panchayati Raj Institution in India” in two days UGC</p>
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			<p>Sponsored State Seminar on Politico-Administrative Reforms in Panchayati Raj Institutions in Himachal Pradesh, organized by S. V. Govt. College Ghumarwin on dated, 29-30, December, 2011.</p> <p>➤ Participate and present a Research paper on “An analysis of Educational status in the Tribal Areas of Himachal Pradesh ” in three days National Seminar/Workshop on status of Health and education of the tribal children of Chhattisgarh, organized by TRTI Raipur on dated, 15-17, March, 2012.</p> <p>➤ Participate and present a Research paper on “Reforming Governance in India Today: Issues and Challenges” in two days UGC sponsored National Conference on Governance in Neo - Liberal Era, organized by RKMV, Department of Commerce, Shimla, on dated, 30 June & 1st July, 2012.</p> <p>➤ Participate and present a Research paper on “Impacts of Natural Disasters on Economic Development of Himachal Pradesh: An Analysis” in one days National Conference on Impacts of Disasters on Economic Development organized by Himachal Institute of Public Administration, Fairlawns, Shimla, on dated, 5 May, 2012.</p> <p>➤ Participate and present a Research paper on “Educational Status in the Tribal Areas of Himachal Pradesh: Efforts & Initiatives” in two</p>
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			<p>days Inter-National seminar on Tribal Development, organized by Pacific academy of higher education and research University, Pacific Institute of Tribal Development, Udaipur, Rajasthan on dated, 1-2 June, 2012.</p> <p>➤ Participate and present a research paper “An analysis of food security and public distribution system in India” in two days national seminar on food security in India challenges and ways ahead, organized by department of Public Administration, Govt. PG College Ghumarwin on dated, 5-6 April, 2015 paper published in a edited book.</p> <p>➤ A research paper on “Tribal situation in Himachal Pradesh: an Overview” publish in a book on interventions and Tribal Development, challenges before tribes in India in the era of globalization, by M.C. Behra, Jumyir Basar, Serial Publication, New Delhi, 2010.</p> <p>➤ A research paper published on “Empowerment of Women through Rights: Ideas and Initiatives” in an Indian Journal of Human Rights, Volume - 4, Serial Publications New Delhi, November 1-2, 2008.</p> <p>➤ A research paper Published on “Child Abuse: Violence of Human Rights” published in Indian Journal of Human Rights and Justice, Vol.-6 Number 1-2, Serial Publication, New Delhi, January-December, 2010.</p>
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			<ul style="list-style-type: none"> ➤ A research paper Published on “Child Abuse: Violence of Human Rights” published in a Book on Gender Violence, Subash Chandra Singh, Serial Publication, New Delhi, 2011. ➤ A research paper on “Violence Against Women in India-A Critical Analysis” published in Indian Journal of Human Rights and The Law, Vol.-8, Number 1-2, Serial Publication, New Delhi, January-December, 2011. ➤ A research paper Published on “Violence Against Women in India-A Critical Analysis” published in a Book on Violence Against Women in India, Y. Gurappa Naidu, Serial Publication, New Delhi, 2011. ➤ A research paper on “Policies and Programmes for Tribal Development in Himachal Pradesh” is published in the Journal of Himachal Pradesh University, Summer Hill, Shimla-5. ➤ A research paper on “Decentralization and Participatory Planning for Rural Development in India” is published in Himachal Pradesh University Journal, Vol. 1, Issue 01, 2012, Summer Hill, Shimla-5. ➤ A research paper on “Elder Abuse and Neglect in Domestic Settings: A Human Rights Perspectives ” is published in Himachal Pradesh University Journal, Vol. 2, Issue 02, 2014, Summer Hill, Shimla-5
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			<ul style="list-style-type: none"> ➤ Six Months research experience as a “Research Technical Assistant” in a UGC Major Research Project entitled “challenges among University Administration-A study of north western universities in India”. ➤ Attend a Four Days workshop on Research Methodology organized by Indian Council for Social science & Research, North Zone Chandigarh and UGC Academic Staff College, H.P. University, summer hill, Shimla on 16-19 October, 2006. ➤ Participate and present a Research paper on “Rural consumers and their empowerment through panchayati raj institutions” in two days National seminar on consumer protection and consumer welfare in India, organized by department of Public Administration, Govt. PG College Ghumarwin on dated, 2-3 November, 2015. ➤ Participate and present a research paper on “Traditional customary law of Lahaul and Spiti region of Himachal Pradesh” in two days national conference, organized by Institute of Integrated Himalayan Studies (UGC Centre of Excellence) H. P. University, Summer hill, Shimla-5, on March, 4-5 November, 2015.
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Appendix-V

LIST OF SEMINARS ORGANIZED BY COLLEGE

- ❖ □ Organized National Conference on “Sustainable Use of Water Resources in Context of Climate Change - A Shared Responsibility”, 11th - 13th March 2011, at Govt. Degree College, Chamba Himachal Pradesh in collaboration with Mountain Forum Himalayas, popularly known as “Chamba Water Meet-2011” contributed as organizing Secretary.
- ❖ □ Dr. Shiv Dayal Sharma as organizing secretary of 2nd Annual National Conference of Economic Association of Himachal Pradesh (EAHP) on “Development Paradigm: A Contemporary Perspective” Government at College Chamba, Himachal Pradesh On: 6-7 December 2012.
- ❖ □ National Seminar, “ Emerging Consumerism in Context of Climate Change: Issues and Challenges” organized from 3-5th of October, 2012 in collaboration with IIPA, New Delhi, contributed as Organizing Secretary <http://mkslariya.webs.com/seminar>.
- ❖ □ Organized International Conference on "Development, Biodiversity and Climate Change: Issues and Challenges" organized from 3-5th of October, 2014 in collaboration with JEJU National University; Director, Asia Climate Change Education Center contributed as organizing Secretary. <http://www.conferencechamba.com/>.



GOVT. DEGREE COLLEGE CHAMBA

Village and Post Office Sultanpur

Tehsil and District Chamba Himachal Pradesh-176314

Web: <http://www.govtpgcollegechamba.com/> E-mail: principalgcchamba@gmail.com

Telefax : 01899-222207

No. EDN/CHM/NAAC/2014-15.....

Dated: 12.01.2016

COMMITTEES FOR SELF STUDY REPORT (NAAC PREPARATION)

Sr. No.	Section of SSR	Member of committee
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2.	Preface Executive Summary SWOC analysis of the institution	Convener: Dr. Manesh Verma Member: Ms. Promila Thakur Member: Dr. Hemant Pal
3.	Profile of the Institution Curricular Aspects	Convener: Dr. Shiv Dayal Member: Dr. Jaishree Member: Mr. Sanjeev Kumar (JMC) Member: Dr. Chaman Singh Member: Mr. Anit Kumar
4.	Teaching- Learning and Evaluation	Convener: Dr. Vidya Sagar Member: Mrs. Beby Member: Mrs. Suman Member: Dr. Santosh
5.	Research, Consultancy and Extension	Convener: Dr. Bipan Rathore Member: Ms. Promila Thakur Member: Mr. Anit Kumar Member: Mr. Ravinder Negi
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8.	Innovations and Best Practices Evaluative Report - Department-wise	Convener: Dr. Mohinder Slariya Member: Mr. Hemant Pal Member: Ms. Sumit Member: Mr. Sanjeev Thakur

Place: Chamba

Date: 12.01.2016

Suman
Principal
Signature of the Head of the
Govt. P.G. College
Chamba Dist. Chamba
institution with seal
(Himachal Pradesh)

Chamba College through lens.....



