SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

APB GOVERNMENT POST GRADUATE COLLEGE, AGASTYAMUNI

A.P.B. GOVT. POST GRADUATE COLLEGE, AGASTYAMUNI

246421

www.gpgcagastyamuni.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anusuya Prasad Bahuguna (APB) Government Post Graduate College Agastyamuni, Rudraprayag was established on Oct. 10, 1974. Agastyamuni is situated at a distance of 18 Km from Rudraprayag on the way to Kedarnath at an altitude of 1000 m. on the bank of the river Mandakini, the place where *Rishi Agastya* meditated for years.

The college was initially given UG affiliation in six subjects namely Hindi, English, Sanskrit, History, Economics and Political Science. Sanction of Philosophy and Geography subjects at UG (Arts) level along with Physics, Chemistry, Mathematics, Zoology and Botany at UG (Science) level and PG in Economics, Political Science and Hindi was received from the Uttar Pradesh Government in 1979. Geography, English and Mathematics at PG level were started in 2001. M.Sc. in Zoology, Botany, Chemistry and Physics, initially with a capacity of 10 seats each, and self-financed B.Ed. course, with a capacity of 100 seats, were started in 2008. Commerce, Sociology and Home Science subjects at UG level were started in 2004. This college is already included in the list of colleges under section 2(f) and 12(B) of the UGC Act. 1956. Accordingly this college was declared suitable for receiving assistance from UGC and other central source in terms of the rules framed under section 12(B) of the UGC Act.

The college was massively hit by the 2013 Kedarnath flood which damaged the (under construction) girls hostel, wiped out our botanical garden and engulfed a large part of the college land. The Kedarnath calamity affected not only the college but the whole Kedarnath valley itself. This hampered the smooth functioning of the college for a few years after the calamity.

The institution is catering to the needs of rural students who lack resources and adequate facilities, but are enthusiastic to pursue higher education. The college is running effectively for more than three decades where scanty resources and infrastructural bottlenecks are placing challenges at each and every step.

In this Institution, individual attention is being paid to each and every student, resulting in a large enrolment of new students in the last few years, which is quite encouraging.

Vision

To convert Uttarakhand into a model state that promotes a very high level of educational attainments for its population, in the field of Arts, Science and Culture. Ensure every individual's personal development to its full potential. Vanishing poverty and unemployment through appropriate training in employable skills and create an ambience and infrastructure for the growth of centres of excellence in education and research and in the application of science and technology for development. Higher education ensures opportunity for quality education as well as professional education to all the deserving students to meet the growing demands of educated and skilled personnel for the emerging knowledge economy.

Mission

To provide opportunity to the youth for higher education according to the requirements and demands after they have received secondary education. To introduce them to support culture, heritage, promote research oriented development and to start the professional and employment courses along with traditional education. To make Uttarakhand as awakened / enlightened and prosperous state by developing newly created Uttarakhand as knowledge hub. Development of arts, culture, and science will certainly be helpful in the personality, social and central development of the youth. It will make an important contribution in the positive development of the state and national information and technology will have an important role and place in it.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- College has the largest student strength (more than 2500) amongst all colleges operating in this remote hilly district.
- Girls constitute a larger base of the students' strength (more than 60% in the current session).
- The college has a dedicated and competent faculty. All permanent faculty members have Ph.D. as the highest educational qualification and a large number of teachers have publications to their credit.
- The faculty and students share a cordial and courteous relationship.
- No tuition fee for UG courses (except for the self-financed B.Ed. programme) and low fee structure for other courses.
- Benefits of government schemes to the students of deprived class (SC/ST/OBC) provided in a transparent manner.
- Admission on merit basis. A Co-educational college.
- Separate boys and girls hostels are available.
- Study centers of distance learning open Universities – IGNOU and Uttarakhand Open University (UOU)
- e-Library and Distant Classroom Education (EDUSAT) in the college.
- Career counselling cell of the college runs free coaching classes for competitive exams.
- Good infrastructure, well equipped laboratories and rich central library (for UG students only) and eco-friendly environment is the strength of the institution.
- College fulfills its social commitments via outreach activities under the steering of NSS.
- The old girl's hostel is provided to the "Youth Foundation", an NGO, where male students are admitted and training is given to them to join the Army.

Institutional Weakness

- The number of teaching posts is scanty (as compared to the student strength) and therefore the Student-Teacher ratio is much below the prescribed norms.
- College offers only traditional courses at UG and PG levels.
- Most of the students come from a rural background and have completed their school education with Hindi medium.
- Access to modern facilities for the students is limited.
- In view of the exponential increase in the number of students over the past decade the seating capacity of the lecture rooms falls short as compared to the student strength.
- No separate lecture rooms facility for PG students in some arts departments.
- Seating capacity of labs and the number of instruments available are insufficient with respect to the

student strength.
- The post of Librarian has been vacant for the last several years and the duties are disposed by persons who don't have an in-depth knowledge of handling and maintenance of Library.
- No automation of library.
- Lack of proper research environment.
- No subscription of Journals.
- No private or corporate partnerships and collaborations.
- No canteen facility in the college.
- No transportation facility for the students.
- College is situated on the banks of the river Mandakini and is vulnerable to floods (as those during the Kedarnath calamity of June 2013).

Institutional Opportunity

- Armed with a large number of young and qualified faculty members the college can substantially expand its educational and research activities by incorporating innovative changes (and/or adopting new practices) in teaching-learning-evaluation, library resources, laboratory resources and adopting/using new technologies.
- Research activities can also be strengthened if more faculty members are registered as research guides (process presently underway at the University level).
- The college can start location specific (i.e. exploiting geographical location) courses/programs viz. on hospitality management, eco-tourism, wildlife photography, disaster management, Himalayan flora/fauna etc.
- The institute can serve not only as a center of quality higher education but also aid in the development of the surrounding rural community through partnership/collaborative programs.
- Seminars, symposia and workshops of national and international importance especially on fragile ecosystems of Himalayan and mountain ecosystem can be organized which will spread awareness about these so as to maintain the integrity of the Himalaya and the ecosystem services associated with it.
- The college has sufficient land availability for construction of new buildings and other structures in the future.

Institutional Challenge

- Imparting skills such as English speaking, basic computer operations along with some soft skills.
- Enabling students (as well as staff) to keep pace with technological advancements.
- Encouraging research attitude among faculty and students.
- Competition from attractive, lucrative professional courses has reduced the demand for traditional programmes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College is situated in a remote hilly area of Uttarakhand and most of the students come from a rural background. At the beginning of the academic session, the Principal convenes meetings with staff members to

make effective implementation of the curriculum. The time table committee and the respective teachers in charge work in a coordinated manner, ensuring a balanced distribution of tutorials and lectures in the best interest of the students. All departments develop the action plans to finish the syllabus within the time available during the session. The curriculum of the college (as decided by the affiliating University) also has several courses/topics related to gender issues and thus aid in promoting gender sensitization. The institute has established a sexual harassment readressal cell, to sensitize the students and employees on gender issues. The college takes additional efforts through National Social Service (NSS) for making students sensitive towards social issues. Activities like tree plantation, poster exhibition, blood donation camps, adventure camps etc. are organized under the banner of the NSS. The institutions also has a career counseling cell that organizes frequent classes/programs throughout the session.

Teaching-learning and Evaluation

Teaching should be student centric. In order to make it student centric we provide a democratic environment to the students. The students make use of the library resources and computer labs also, where they interact with each other to enhance their learning. Teaching-learning itself is an innovative and creative process. Our institute has adapted various innovative practices in teaching-learning. We have ICT enabled classes in some departments where we use power point presentations to aid the regular blackboard teaching. The examination committee of the college takes necessary initiatives such as determining the examination schedule and arrangements for invigilators for conducting the internal examination of all UG and PG classes. Internal as well as external marks are uploaded online on the website of the University. Teachers try hard to be fair and just while evaluating the examination copies of the students. Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are prepared by the department in-charges in consultation with the respective department teachers.

Research, Innovations and Extension

The college is pursuing to create a healthy environment for research and extension activities. The college has established a Research Advisory Committee during the academic session 2017-18, which monitors and addresses the issues of research. Research proposals made by the faculty members are scrutinized by the Committee prior to their final submission. Students are regularly informed about the seminars/conferences/workshops being held by different colleges, universities, and other institutions. The Principal of the college is a Fellow of international/national societies, whose guidance in research activities in the college has been significant. The departments of Zoology and Botany have applied for grants in R&D infrastructure from DST-FIST. Special leave is granted to teachers for attending seminars/conferences/symposia and for paper presentation therein. Departments are equipped with computers and internet facility. The institution has recently subscribed to the INFLIBNET facility and the available resources will be utilized by the departments for research purpose. The Institution has no provision for direct funding for research but college provides basic facility such as library, laboratory etc. to the faculty members which helps them to carry out their research work smoothly.

There are three units of NSS and in each academic session a seven days (day-night) joint camp is organized for boys and girls. During the camp, awareness is spread about health and hygiene, AIDS, first-aid, women empowerment, disaster management, adult education, education of children specially girls child (*Beti Bachao Beti Padhao*), environment protection and on other social aspects, amongst the local community. Besides the seven day camp, five one day camps are also organized annually for awareness campaign on the aforesaid

activities by the NSS volunteers. The institution also has one unit each of Rovers and Rangers. The Rovers and Rangers participate in disaster management programme, cultural activities (drama, play, dance) etc. The NSS and Rovers/Rangers also participate in plantation programs, different awareness campaigns, disaster management trainings, blood donation campaigns, *Swachh Bharat Abhiyan*, adult education program etc.

Infrastructure and Learning Resources

APB Government Post Graduate College, Agastyamuni is one of the finest colleges of the state that has been imparting value education to the people of this remote and disaster prone district since decades. The college itself has evolved both qualitatively as well as quantitatively in almost all the spheres. The college campus spreads across 5.88 acres of land. The main campus is primarily divided into three blocks; Arts & Administrative Block, Science Block and P.G. Block. The class rooms are well furnished with proper light and ventilation. Department-wise demand of the books is made by the departmental in-charges which are then processed through the administrative office. All the entries regarding receipt and allocation of books are made manually. The "lists of books" are stored in the form of hard copies. The college has an e-Library equipped with a State Wide Area Network (SWAN).

Every year new books are added to the library according to syllabus as prescribed by the affiliating University.

The institution is trying to setup Wi-Fi facility in the whole campus. In addition to this the college has internet connectivity through the State Wide Area Network (SWAN). The institution also has an educational satellite facility (EDUSAT) where the students have direct access to online learning.

The college has an e-library equipped with a total of 21 computers with internet connectivity. All the departments of the science faculty and some of the arts and commerce departments also have computers. The college has made adequate arrangements for the maintenance and upkeep of the college infrastructure. A thorough monitoring of purchase related to equipments on regular basis is done by a committee of experienced teachers under the supervision of the Principal. There is a periodic manitenance plan for each activity such as painting, white washing and laboratory furnishing. Lab equipments are maintained by the lab technicians on a periodic basis. Adequate house keeping staff for general cleaning, dustbins are available in abundance to maintain the sanitation within the premises of the college.

Student Support and Progression

There is an active participation of students in the various college activities such as sports events, NSS, cultural programs, student body elections etc. Students also participate in the sanitation/cleanliness programme of the college campus every saturday. Students also participate in other programmes of mass awareness and social responsibilities such as *Namami Gange*, Blood donation camp, disaster management training programme etc.

In 2017-18 the combined effort of the student leaders and administration of the college played a vital role in the approval of Sanskrit subject at the PG level (i.e. M.A Sanskrit). During the session 2013-14 a water purifying unit was installed in the college campus by L&T for which the then members of the student union took initiative. The college alumni association was constituted in the year 2018-19., for which a meeting was held in the month of July 2018 in the presence of the Principal and it was decided to contact the former students of the college for forming the alumni association. Later in October 2018, in the first meeting of the alumni association Mr. Raghubir Lal, DIG CISF unit DMRC Delhi was unanimously elected as the president of the alumni

association. Besides the president, the alumni association has one secretary (from the teaching faculty) and five other members.

Governance, Leadership and Management

The vision and mission of the college is to convert Uttarakhand into a model state as a hub of education to inculcate the employability and skill among students. The college maintains a complete transparency in the governance activity and for the smooth functioning of the college a no. of committees are formed. Presently a total of 50 different types of committee's are working in the college. In the session 2017-18 a dress code was implemented in the college for the students. The benefits of this decision include that it has created an atmosphere free of any discrimination among students. The institute has a perspective plan for academic as well as non-academic development. The IQAC prepares achievable plans for the college. College infrastructure is improved timely and new construction is carried out where and when need arises. The college was massively affected by the June 2013 Kedarnath flood and the girls hostel which was under construction was heavily destroyed. A new girls hostel was built by the Ramakrishana Mission of Belur Math, Kolkata There is an intake capacity of 81 girl students in the Girls Hostel. A new boys hostel in the college campus was constructed by World Bank. A total of 60 boys can stay in the hostel. Faculty members maintain a high sense of dedication towards their duties and responsibilities for the departments and the college. All rules and regulations prescribed in services rules of state government are being implemented on all academic and administrative staff for recruitment and promotional policies.

College maintains teacher welfare fund and the employee welfare fund. There is a provision of submitting confidential report (CR) form and self-appraisal form filled by the employee and it is assessed by the Head of the institution and is sent to the Directorate of Higher Education of Uttarakhand. Being a government institution, audit is done by the state audit board and Accountant General of Uttarakhand. The internal audit is done by the college committee constituted for this. Proper procedure for purchasing is adopted with the help of the purchase committee of the college.

Institutional Values and Best Practices

The majority of students in the college are girls and the college is sensitive towards their security and other issues. The college has installed 15 CCTV cameras around the campus. Apart from this the girls hostel has 06 CCTV cameras installed. This helps in ensuring the safety and security of the girl students.

The college is also conscious about its role towards environmental issues. The Solid Waste generated in the college is managed and disposed off properly- separately for inorganic and organic solid waste. The college has tied up with the local Nagar Panchayat for the disposal of the inorganic solid waste. As far as the organic waste is concerned, it is used in the compost pit on the campus. The college has recently acquired some facilities for rain water harvesting. Use of polythene bags, disposable plastic cups and plates is prohibited in the college.

The college regularly plants trees in and around the campus to maintain/improve its green cover. In recent years the college has added a large number of potted plants (including some medicinal and ornamental plants) via the support of students and the college eco-club.

LED bulbs and Fluorescent tubes are used for illumination in the campus due to their better energy efficiency. Solar-photovoltaic cell panels have been installed on the roof of the new boys hostel.

The institute organizes national festivals/days and also tries to make the students aware about national identities/symbols/heroes, fundamental duties and our constitutional obligations. Various activities are organized around the year to promote/inculcate human values in the students.

Over the past few years the college has tried to implement a few new practices to improve certain aspects of its workings. These include – Remote Admission Camps in the calamity affected regions, implementation of dress code for students, and joint counseling at the P.G.(science) level.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	APB GOVERNMENT POST GRADUATE COLLEGE, AGASTYAMUNI
Address	A.P.B. Govt. Post Graduate College, Agastyamuni
City	Agastyamuni
State	Uttarakhand
Pin	246421
Website	www.gpgcagastyamuni.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Govind Singh Rajwar	01364-286229	8755745966	00000-00000 0	naacagm@gmail.com
IQAC / CIQA coordinator	Hariom Sharan Bahuguna	-	9456557157	-	sharan.om@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	10-10-1974

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Uttarakhand	Sri Dev Suman Uttarakhand Vishwavidyalay	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	23-05-1991	View Document
12B of UGC	23-05-1991	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	16-06-2015	48	The validity certificate issued by NCTE for BEd course has no validity period mentioned

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	A.P.B. Govt. Post Graduate College, Agastyamuni	Rural	5.553	22210

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Hindi	36	INTERMEDIATE	Hindi	240	239
UG	BA,English	36	INTERMEDIATE	English	168	158
UG	BA,Sanskrit	36	INTERMEDIATE	Hindi,Sanskrit	168	129
UG	BA,Economics	36	INTERMEDIATE	English,Hindi	168	166
UG	BA,Political Science	36	INTERMEDIATE	English + Hindi	240	240
UG	BA,Geography	36	INTERMEDIATE	English + Hindi	240	208
UG	BA,History	36	INTERMEDIATE	English + Hindi	168	166
UG	BA,Sociology	36	INTERMEDIATE	English + Hindi	120	119
UG	BA,Philosophy	36	INTERMEDIATE	English + Hindi	60	48
UG	BA,Home Science	36	INTERMEDIATE	English + Hindi	60	51
UG	BCom,Commerce	36	INTERMEDIATE	English + Hindi	84	72
UG	BSc,Chemistry	36	INTERMEDIATE	English + Hindi	360	314

UG	BSc,Zoology	36	INTERMEDIATE	English + Hindi	240	235
UG	BSc,Botany	36	INTERMEDIATE	English + Hindi	240	235
UG	BSc,Physics	36	INTERMEDIATE	English + Hindi	120	79
UG	BSc,Mathematics	36	INTERMEDIATE	English + Hindi	120	79
UG	BEd,Bed Self Financed	24	GRADUATION	English + Hindi	50	42
PG	MA,Hindi	24	GRADUATION	Hindi	60	46
PG	MA,English	24	GRADUATION	English	30	24
PG	MA,Sanskrit	24	GRADUATION	Hindi,Sanskrit	30	10
PG	MA,Economics	24	GRADUATION	English + Hindi	30	10
PG	MA,Political Science	24	GRADUATION	English + Hindi	30	28
PG	MA,Geography	24	GRADUATION	English + Hindi	30	22
PG	MSc,Chemistry	24	GRADUATION	English	15	15
PG	MSc,Zoology	24	GRADUATION	English	15	15
PG	MSc,Botany	24	GRADUATION	English	15	15
PG	MSc,Physics	24	GRADUATION	English	15	9
PG	MSc,Mathematics	24	GRADUATION	English	20	11

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				41
Recruited	0	0	0	0	0	0	0	0	21	17	0	38
Yet to Recruit				0				0				3
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				8
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit				0				0				2

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				34
Recruited	0	0	27	27
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	0	0	6	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	0	2	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	14	8	0	23
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	9	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	2	0	10

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	851	0	0	0	851
	Female	1404	0	0	0	1404
	Others	0	0	0	0	0
PG	Male	60	0	0	0	60
	Female	264	0	0	0	264
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	310	326	347	288
	Female	372	344	307	241
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	3	2	4
	Others	0	0	0	0
OBC	Male	32	20	18	14
	Female	49	39	34	28
	Others	0	0	0	0
General	Male	589	576	561	905
	Female	1219	1217	1235	1446
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2574	2525	2504	2926

3. Extended Profile

3.1 Program

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

Response: 28

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2574	2525	2504	2926	3631

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
404	404	396	465	672

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
672	654	780	980	847

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
41	38	40	37	32

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
42	42	40	40	40

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 34

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

2017-18	2016-17	2015-16	2014-15	2013-14
11.02	20.71	9.43	5.8	5.41

Number of computers

Response: 25

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

At the beginning of the academic session, the Principal convenes meetings with staff members to make effective implementation of the curriculum. The procedure for preparation of class schedules of the institution comprises the involvement of all the faculty members from all departments. The heads of the departments review the workload and communicate it to the time table committee, which commences its task, well in advance, before the onset of the academic session. The chief slots for BA program, Interdisciplinary Courses, Concurrent Discipline Courses, Generic Elective Papers and Ability Enhancement Courses are allocated, which are further entrusted to the respective teachers in charge for arranging and confirming the rest of the classes. The time table committee and the respective teachers in charge work in a coordinated manner, ensuring a balanced distribution of tutorials and lectures in the best interest of the students. The class schedule approved by the Principal and the room wise tables are displayed on the college notice board and on the notice boards at the entrance of the classrooms, ensuring the smooth functioning of the classes.

The educators and mentors strive diligently to make the curriculum instrumental in order to develop the potential of the students and overall personality development with a view to enable them explore and locate various opportunities beyond curriculum based education. The college is situated in a remote hilly area of Uttarakhand. Therefore most of the students come from a rural background. However, the college is responsible for working out details for successfully implementing the prescribed curriculum. All departments develop the action plans to finish the syllabus within the time available during the session.

All faculty members are advised by the Principal to impart the curriculum through innovative teaching methods such as lectures, debates, power point presentations, speech competitions, assignments, group discussions, seminars etc.

In the middle of the academic session the meeting of examination committee is held to draft out the schedule of Sessional/Internal/Practical exams.

Whenever the syllabus is not completed is any particular subject extra classes are conducted to complete the syllabus.

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

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

Response: 0

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

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

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

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

Response: 0

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

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

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 0

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

File Description	Document
Details of the new courses introduced	[View Document](#)

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

has been implemented

Response: 0

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

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

The curriculum of the college (as decided by the affiliating Universities – SDSUV or HNBGU) also has several courses/topics related to gender issues and thus aid in promoting gender sensitization. At the graduate level – Courses on *Women Empowerment* and *Human Rights, Gender & Environment* (as Generic papers), women issues (such as feminism, gender, surrogacy and laws) in the Philosophy syllabus, women issue centric play "*Silence, The Court is in Session*" by Vijay Tendulkar in the English syllabus and gender sensitization issues (including women's rights and laws pertaining to them) in the Sociology syllabus are a few examples. Apart from these the subject Home Science (available only at the UG level in our college) is accessible only to the girl students and imparts various skills (e.g. cooking, stitching, *Mehndi* & *rangoli* making, housekeeping etc.) as part of its syllabus. Women issues also find place in the curriculum of the various subjects at the post-graduate level e.g. a complete paper on "*Women empowerment*" (though optional but is taught regularly) in M.A. Political Science, Feminism (Literature and Gender) in M.A.

English, Gender Economics in M.A. Economics, *StreeVimarsh* (Feminism) in M.A. Hindi etc. We are proud to state that in our college the incidents of sexual harassment of women students are nil due to the discipline in the campus. Our institution reflects environmental considerations. This issue has always been given thrust and we have been able to develop a green and serene campus. Environmental education is an important part of the syllabus prescribed by the University at the degree level. There is compulsory special paper of two credits at the undergraduate level under Ability Enhancement Compulsory Course (AECC) in the first and second semester curriculums of B.A., B.Sc. and B.Com.

The college has developed its own source of compost for plants cultivated in the campus, which is prepared using biomass and cow-dung in pits.

The women cell of our college takes care of the rights of females, both students and staff, and interacts with women students at regular intervals to identify any sort of existing issues. Audio–visual aids are also used to enhance the teaching learning quality. The institute has established a sexual harassment readressal cell, to sensitize the students and employees on gender issues. This committee resolves the issues concerning gender discrimination. The principal assigns duties equally to male and female staff members. The college takes additional efforts through National Social Service (NSS) for making students sensitive towards social issues. Activities like tree plantation, poster exhibition, blood donation camps, adventure camps etc. are organized under the banner of the NSS. Every department takes initiative to inculcate human values and professional ethics into students by organizing various programmes like soft skill development programs and workshops.

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

Response: 0

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

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Any additional information	<u>View Document</u>

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: C. Feedback collected and analysed

File Description	Document
Any additional information	<u>View Document</u>

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 88.84

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

2017-18	2016-17	2015-16	2014-15	2013-14
955	933	916	1123	1742

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

2017-18	2016-17	2015-16	2014-15	2013-14
1090	1090	1070	1256	1815

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

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 77.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
347	366	366	227	464

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

2.2 Catering to Student Diversity

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

Response:

First of all, during the initial phase of the academic session, we try to assess the learning level of the students so that the teachers can plan and organize special programmes for different type of learners. Before commencement of the curriculum we discuss the course and its objectives with the students. We go through several processes to assess the learning level and classify the students. We conduct classroom tests, interview with the students and observe the student's activities so that we can judge them by their fundamental behavior. After a thorough diagnosis we try to provide remedial teaching and solutions to the students as per their needs. We always respect the principle of individual differences. According to that we respect the student's individuality. The institute also tries to provide extra classes to the students. Students from SC/ST and other marginalized groups are getting benefitted with this. The institution also organizes coaching classes for students from ST/SC and other backward sections. Such classes are open for any student from general categories, wishing to improve his academic performance, as well. The institutions also has a career counseling cell that organizes frequent classes throughout the session.

2.2.2 Student - Full time teacher ratio

Response: 67.74

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.19

2.2.3.1 Number of differently abled students on rolls

Response: 5

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

2.3 Teaching- Learning Process

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

Response:

Teaching should be student centric. In order to make it student centric we provide a democratic environment to the students. They are encouraged to share their suggestions and requirements with us freely. In accordance to that we facilitate an interactive learning environment. We conduct practical sessions regularly in various disciplines. Students participate in discourse during the class. They raise their problems with the teachers. We take our students to the community for real life experiences and with such experiences they correlate their class room learning with life. The students make use of the library resources and computer labs also, where they interact with each other to enhance their learning. It is also worth mentioning that library/e-library details are also included in the B.Ed. programme viz. micro-teaching, simulated teaching and practice teaching process to enhance the training skills of trainees.

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

Response: 92.11

2.3.2.1 Number of teachers using ICT

Response: 35

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)

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

Response: 151.41

2.3.3.1 Number of mentors

Response: 17

2.3.4 Innovation and creativity in teaching-learning

Response:

Teaching-learning itself is an innovative and creative process. Our institute has adapted various innovative practices in teaching-learning. We have ICT enabled classes in some departments where we use power point presentations to aid the regular blackboard teaching. Students are also encouraged to complete and submit their assignments and projects with the help of ICT. We organize various quizes and competitions amongst students on various themes in which the studentsparticipate actively. We are trying to shift from the traditional paradigm to a constructivist paradigm. Accordingly we help our student to construct their own understanding of the subject. We provide them information about online modes of learning and encourage them to enroll in the online courses. We employ ICT based teaching practices to make a two way interactive environment with major emphasis on interaction. We take students to the nearby villages to integrate their learning with real life experiences, during NSS camps and field visits.

2.4 Teacher Profile and Quality

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

Response: 76.71

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 33.88

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	21	7	8	8

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.74

2.4.3.1 Total experience of full-time teachers

Response: 332

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

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

Response: 0

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

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

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

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

Response: 5.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	1	2	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

Internal evaluation is made through various modes such as assignments, power point presentations,

practical examination, quizes, internal assessment, group discussion and classrooms tests. In conducting the internal examination for all UG and PG classes the examination committee of the college takes necessary initiatives such as determining the examination schedule and arrangements for invigilators. It is also well considered that a proper gap be maintained between the two internal assessments so as the syllabus can be completed meanwhile. All members of the faculty are instructed in advance that the question papers for internal examination should be arranged in the same pattern as is recommended by the (respective) University so as to prepare the students for the main examinations. The students overall performance in academic as well as in co-curricular activities are monitored closely by their respective teachers and while making the summative evaluation, different factors such as students participation in co-curricular activities and other college events, punctuality and regularity etc. are also taken into account to ensure and maintain the decorum of examination rules laid by the University and college. In case of students who could not attend any of the sessional tests due to medical reason or under extraordinary circumstances, a separate test is conducted before the End of Semester Examinations by the concerned faculty member. Internal as well as external marks are uploaded online on the website of University and one hard copy (forwarded by the college Principal) is sent to the Examination Controller of the University and another hard copy is preserved by the Principal of the college so that any disparity or mismatch (arising at any later stage) can be cleared.

Class tests and weekly presentations in class are other mechanism whereby students' progress is evaluated and communicated to them. Students are given an opportunity to improve their performance in presentation and class tests.

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

Response:

The college has been trying sincerely to make the internal evaluation system as transparent as possible. Students are intimated at the beginning of the semester about the schedule of their internal exams. Teachers try hard to be fair and just while evaluating the examination copies of the students. While setting up the question papers marks of each question are written separately in front of the question so as to make it very clear. During evaluation, marks attained are mentioned for each question separately. The internal assessment papers are discussed with the students and marks are shown to them and then uploaded on the University website. In the faculty of education internal marks are displayed on the departmental notice board. Evaluation is made impartially. If the student has any complaint regarding the discrepancy in evaluation or regarding the question paper or even the schedule of the examination he/she can complain it to the examination committee/ the concerned department.

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

Response:

Students are given another chance to appear in internal examinations if they were unable to attend due to some medical or other indispensable reason. If a student has any grievance regarding the evaluation of his/her answer sheet in the internal examination, the concerned teacher re-evaluates the answer sheets and

if any discrepancy is found in the assessment the necessary changes are incorporated for the satisfaction of the students. The student is allowed to see his/her answer sheet and seek clarification about his score. If the student is not satisfied by the efforts of the faculty to resolve the grievance in such cases the student can register their complaints with the Principal of the college. For any other grievance with respect to evaluation, the students can write an application addressed to the Principal for its readressal, which is duly initiated according to the nature of the concern and further necessary steps are undertaken.

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

Response:

At the beginning of the session, the Principal convenes meetings with staff members to make effective implementation of the curriculum. The procedure of the preparation of class schedules for the institution comprises the involvement of all the faculty members from all departments.

The academic calendar of the institution is given the topmost priority. At the commencement of each academic session, special focus is paid to keep up with the academic calendar. Meetings are held by the Principal with all the Heads of the departments to keep track of the syllabus and other pertinent academic activities. The faculty members are instructed to prepare their respective time-tables and course/lecture plans accordingly. All the important functionings of the college and the organization of important events, with tentative dates, is guided by the calendar. Admissions to the respective semesters are carried out strictly in accordance with the time frame of the calendar. Merit list of the qualified candidates, their interviews and counseling are done by the admission committees diligently, keeping in view the early commencement of the classes, so as to cope up with the timely and systematic completion of the syllabus. The examination committee of the college also keeps itself abreast of the latest academic and exam related circulars of the University in order to organize the semester and internal exams in due time.

All the other important committees of the college perform their functions in accordance to the academic calendar, which provides all the relevant details and schedules of the upcoming programs in the college. The sports and cultural committee of the college also ensures the timely organization of the related events so as to keep up with the schedules notified in the calendar.

2.6 Student Performance and Learning Outcomes

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

Response:

Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are prepared by the department in-charges in consultation with the respective department teachers. The faculty members of departments set these targets after much brainstorming and they are committed to achieve the targets with even more enthusiasm. In the future, the COs, POs and PSOs will be displayed on the college website in the pages dedicated to the individual departments. A hard copy of POs, PSOs, and COs is meanwhile provided to each of the teachers in the department and the online links will be made available to the

teachers as well as the students in the future. Meanwhile, the syllabus of all courses/programs is available on the website of the affiliating University (SDSUV).

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Internal assessment and class tests are conducted by the respective subject teachers. The support needed to the student is provided to improve their caliber in the respective subject. It enhances the confidence of students and prepares them to face the final examinations without getting nervous. Sports, extra-curricular etc., are also observed keenly and learners are encouraged to add the element of their orientations and personality to the same. In order to measure attainment of POs, COs, and PSOs an Institutional committee comprising of senior faculty members has been constituted which monitors and ensures the progress of all courses being run in the college. The committee works towards improving the pass percentage, placement of students and other attainment of the targets set by departments in their respective POs, COs, and PSOs. Such efforts are expected to create a healthy academic environment in the institution and have motivated faculty members to ensure the transmission of their quality learning objects. The think tank of the college chalks out the strategies to maximize attainment of envisioned targets despite the limited resources and difficult geographical terrain of the region.

2.6.3 Average pass percentage of Students

Response: 96.16

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

Response: 676

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

Response: 703

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.24

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 31.89

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	31.89	0	0	0

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 5.26

3.1.2.1 Number of teachers recognised as research guides

Response: 2

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

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

Response: 0.28

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

Response: 1

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

Response: 18

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Funding agency website URL	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The college has created a healthy environment for research and extension activities. The college has established a Research Advisory Committee during the academic session 2017-18, which monitors and addresses the issues of research. The committee has recently been reformed (in the academic session 2018-19).

At present this committee comprises a team of 9 faculty members representing arts, science and commerce faculties, headed by the Principal,

The Committee provides a platform to share the best practices in research and works on the following action plan.

- The notification of the UGC and other funding agencies regarding the submission of Minor/Major projects and other research related matters are circulated by the Principal among the faculty members to encourage them to submit minor and major research projects. Apart from this, the circulars from various institutions regarding organization of seminars, workshops, and training programmes are promptly sent to various departments so that the students and faculty members can make their registration in time. Research proposals made by the faculty members are scrutinized by the Committee prior to their final submission.
- It maintains data regarding the research, consultancy and extension going on in the college.
- It provides information and guidelines to faculty members for various funding agencies and helps them in preparing proposals for research projects.
- Students are regularly informed about the seminars/conferences/workshops being held by different colleges, universities, and other institutions.
- The Principal of the college is a Fellow of international/national societies, whose guidance in research activity in the college has been significant.

The college has been steadily developing its infrastructure and human resources, as is elaborated below:

- In the departments of Botany, Chemistry, Zoology, Physics and Zoology, lab facilities have been improved.

- **Department of Zoology and Botany**, have applied in **R&D infrastructure from DST-FIST.**
- Special leave is granted to teachers for attending seminars/conferences/symposia and for paper presentation therein.
- Departments are equipped with computers and internet facility. They can also buy software related to their research scheme. The institution has recently subscribed to the INFLIBNET facility and the available resources will be utilized by the departments for research purpose.
- Besides this some faculty members of the college also pursues collaborative research and academic activities with various reputed University/Institutes like HNB Garhwal(Central) University, India .
- Institution has no provision for direct funding for research but college provides basic facility such as library, laboratory etc. to the faculty members which helps them to carry out their research work smoothly.
- Personal level collaboration of faculty members with the researchers and researchers' from foreign universities has also been done in the recent years (e.g. by the Zoology department).

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

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

Response: 1

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

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

File Description	Document
List of workshops/seminars during the last 5 years	[View Document]()
Any additional information	[View Document]()

3.3 Research Publications and Awards

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

Response: No

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: No

File Description	Document
Any additional information	View Document

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

Response: 0.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 1.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	12	11	10	13

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

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

Response: 0.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	3	4	0

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

3.4 Extension Activities

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

Response:

There are three units of NSS, two of girls and one of boys, in the college. Each unit consists of 100 students. During each academic session a seven days (day-night) joint camp is organized for boys and girls. The camp is usually organized within a 10 km periphery of the college. During the camp, awareness is spread about health and hygiene, AIDS, first-aid, women empowerment, disaster management, adult education, education of children specially girls child (*Beti Bachao Beti Padhao*), environment protection and on other social aspects, amongst the local community. Besides the seven day camp, five one day camps are also organized annually for awareness campaign on the aforesaid activities by the NSS volunteers. The institution also has one unit each of Rovers (22) and Rangers (24) . The Rovers and Rangers participate in disaster management programme, cultural activities (drama, play, dance) etc. They actively participate in plantation programs, different awareness campaigns, disaster management trainings, blood donation campaigns, *Swachh Bharat Abhiyan*, adult education program etc.

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

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

Response: 2

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

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

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

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

Response: 14.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
599	688	250	200	155

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.5 Collaboration

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

Response: 0

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

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

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

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

Response: 0

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

APB Government Post Graduate College, Agastyamuni is one of the finest colleges of the state that has been imparting value education to the people of this remote and disaster prone district since decades. The college was established in the year 1974 and ever since its inception, the college has been relentlessly rendering quality education to the students with the passage of time. The college itself has evolved both qualitatively as well as quantitively in almost all the spheres. The college campus spreads across 5.88 acres of land, and is divided into two campuses - the main campus which houses the art faculty, science faculty, commerce faculty, home science faculty, administrative block along with library, hostels for girls and boys. The second campus (old) houses only B.Ed. department. In between both campus there is a play ground of area 0.642 acres play ground.

The main campus is primarily divided into three blocks; Arts & Administrative Block, Science Block and P.G.Block. In arts block there are departments of Political Science, Hindi, Sociology, English, Sanskrit, Sociology, History, Economics and Philosophy with nine class rooms. In science block there are departments of Geography, Home Science, Physics, Chemistry, Botany (UG) and Zoology (UG) with well equiped laboratories and class rooms. In P.G. Block there are departments of Mathematics as well as Zoology and Botany departments for PG Classes with well equiped laboratories to meet the subject demand. The class rooms are well furnished with proper light and ventilation. Chalk and Marker boards, Projectors are available in all class rooms/Labs for delivering interactive lectures. In adition to this the block has one EDUSAT, One E-Library and one Seminar/Auditorium Hall with a seating capacity of 250.

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

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

Response:

A large playground of 0.642 Acre dimension is located between the main campus and the B.Ed. campus. The ground is utilized round the year for sport events. The ground has a volleyball court of 18m ×19m and a kabaddi court of 9m×13m. The ground is also used for football, hockey and cricket matches. Almost all the athletic events of the college including annual sports are organized in this ground. For the table tennis matches another separate room is provided at the main campus. Other indoor games like chess, carrom etc. are also organized in the college from time to time.

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

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

Response: 35.29

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

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

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

Response: 0

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

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

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

4.2 Library as a Learning Resource

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

Response:

The Library is not connected with the ILMS system. Books are dealt with manually. There is one sanctioned post of Librarian in the institution but it has been vacant for quite some time now. One of the non-teaching staff-member has been assigned with the duty of issuing and collection of the books from the students as well as the faculty members, and keep-up of the library. Department-wise demand of the books is made by the departmental in-charges which is then processed through the administrative office. All the

entries regarding receipt and allocation of books are made manually. The "list of books" are stored in the form of hard copies. At present, we have nearly 27772 books, 2000 reference books and 23 journals. We have an e-Library equipped with a State Wide Area Network (SWAN).

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

Response:

Since the college was established in the year 1974 the library has good collection of old books some of which are now can be categorized as rare books. Several books available in the library are now out of the print such as inorganic chemistry 3rd Edition by F.A. Cotton and Wilkinsson (Wiley Publishing Co.) and inorganic chemistry by R.S. Drago. The library has old issues of journals. A total of 27772 books, 2000 reference books and 23 journals are available in the library. Every year new books are added to the library according to syllabus as prescribed by the affiliating University.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

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

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

Response: 2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	11.02	0	0	0

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

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 1.26

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

Response: 33

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution is trying to setup Wi-Fi facility in the whole campus. In addition to this the college has internet connectivity through the State Wide Area Network (SWAN). The institution also has an educational satellite facility (EDUSAT) where the students have direct access to online learning.

The college has an e-library equipped with a total of 21 computers with internet connectivity. All the departments of the science faculty and some of the arts and commerce departments also have computers.

4.3.2 Student - Computer ratio

Response: 102.96

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: <5 MBPS

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 0

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

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

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

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

Response:

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, class rooms etc. The college has made adequate arrangements for the maintenance and upkeep of the college infrastructure. The college management ensures that enogh funds are allocated for the upgradation and maintenance of laboratories, library, sports

complex, computers and class rooms, which is then utilized for the manitenance. A thorough monitoring of purchase related to equipments on regular basis is done by a committee of experienced teachers under the supervision of the Principal. There is a periodic manitenance plan for each activity such as painting, white washing and laboratory furnishing. Lab equipments are maintained by the lab technicians on a periodic basis. Adequate house keeping staff for general cleaning, dustbins are available in abundance to maintain the sanitation within tjhe premises of the college. Due to the regular organization of sports events, the ground and seminar hall are continuously maintained.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 7.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	248	245	281	288

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

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

Response: 0.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	11	11	10	11

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

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**

> 5.Language lab
> 6.Bridge courses
> 7.Yoga and meditation
> 8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 4.96

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

2017-18	2016-17	2015-16	2014-15	2013-14
121	50	100	328	105

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

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

Response: 0

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

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

File Description	Document
Details of the students benifitted by VET	[View Document]()

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	[View Document]()

5.2 Student Progression

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

Response: 0.08

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

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

File Description	Document
Details of student placement during the last five years	[View Document]()
Any additional information	[View Document]()

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

Response: 0.45

5.2.2.1 Number of outgoing students progressing to higher education

Response: 3

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

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

Response: 5.67

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

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	9	5	5	3

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 0

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

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

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

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

Response:

There is an active participation of students in the various college activities such as sports events, NSS, cultural programs, student body elections etc. Students also participate in the sanitation/cleanliness programme of the college campus every saturday. Students also participate in other programmes of mass awareness and social responsibilities such as *Namami Gange*, Blood donation camp, disaster management training programme etc.

In 2017-18 the student union of the college approached the Hon. MLA of the region for financial support to the college, as result of which a total of three lakh rupees was donated by the Hon. MLA to the college for the purchase of computers. In 2017-18 the combined effort of the student leaders and administration of the college played a vital role in the approval of Sanskrit subject at the PG level (i.e. M.A Sanskrit). During the session 2013-14 a water purifying unit was installed in the college campus by L&T for which the then members of the student union took initiative.

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

Response: 18.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	17	18	19	19

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

5.4 Alumni Engagement

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

Response:

The college alumni association was constituted in the year 2018-19, for which a meeting was held in the month of July 2018 in the presence of the Principal and it was decided to contact the former students of the college for forming the alumni association. Later in October 2018, in the first meeting of the alumni association Mr. Raghubir Lal, DIG CISF unit DMRC Delhi was unanimously elected as the president of the alumni association. Besides the president, the alumni association has one secretary (from the teaching faculty) and five other members. Till date no financial support has been received by the college from this association.

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

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 0

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Our Vision:

To convert Uttarakhand into a model state which promotes a very high level of educational attainments for its population in the field of arts, science and culture. Insures every individual's personal development to its full potential. Vanishing poverty and unemployable skill of all who need them and create an ambience and infrastructure for the growth of centres of excellence in education and research and in the application of science and technology for development. Higher education ensures opportunity for quality education as well as professional education to all deserving students. To meet the growing demands for educated and skilled personnel for the emerging knowledge economy.

Our Mission:

To provide opportunity to the youth for higher education according to the requirements and demands after they have received secondary education. To introduce them to support culture, heritage, promote research oriented development and to start the professional and employment courses along with traditional education. To make Uttarakhand as awakened / enlightened and prosperous state by developing newly created Uttarakhand as knowledge hub. Development of arts, culture, and science will certainly be helpful in the personality, social and central development of the youth. It will make an important contribution in the positive development of the state and national information and technology will have an important role and place in it.

File Description	Document
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The college promotes participative and decentralization management which enables teaching as well as non-teaching staff, students and parents to give their opinions and suggestions for enhancing the academic environment in the college keeping in mind the overall development of the students. Academic and administrative activities are decentralized and decision is taken in the meetings of head of the departments (HODs), students, teaching and non-teaching staff members and parents with the head of the institution. The head of the departments decide time table of the department and allocate the papers as per the choice and expertise of the subject teachers. Different activities of the college such as NSS camp, annual cultural programs, annual sports program are organized by the committee members with the participation and

support of the college students. Every year departmental associations are constituted and various competitive activities of the departments such as debate, speech, essay writings, quiz, drawing etc. are performed. These competitive activities are organized separately at UG and PG levels. The students with the best performances are awarded with prizes and certificates. The student union represents the whole student body. It communicates the decision taken by the Principal to the entire student community of the college and also advises the college administration on reforms and betterment of facilities for students.

Case study

Dress code implementation

The college practices participatory governance in which everyone in the college is involved in the planning. The Parents-Teachers association, student's council and other committees of the college work together for the betterment of the college. In the session 2017-18 a dress code was implemented in the college for the students. The benefits of this decision include that it has created an atmosphere free of any discrimination among students. A dress code also conveys a sense of discipline and uniformity. This initiative of the college has been well appreciated by the PTA and other visitors of the college.

The college Participated in special drive program of the District Election Office so as to add students names (primarily fresh students) in the voter lists, for which information was displayed on the notice boards and message conveyed in nearby places to urge voters to vote in the general elections. This was done by personally contacting them and by rallies.

The college staff participated in distribution of clothes, received from Ramkrishana Mission Ashrama under their calamity relief program, to students and other disaster affected peoples.

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

6.2 Strategy Development and Deployment

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

Response:

The institute has a perspective plan for academic as well as non-academic development. The IQAC prepares achievable plans for the college such as

Purchase of text books for the library, for which each department is asked to furnish a list of text-books (in accordance with the changing syllabus).

Establishment of e-Library.

To encourage faculty members to adopt ICT facilities in their respective departments.

College infrastructure is improved timely and new construction is carried out where and when need arises (depending on the availability of funds). The major infrastructural developments of the college during last five years are –

The college was massively affected by the June 2013 Kedarnath flood and the girls hostel which was under construction was heavily destroyed. Taking cognizance of this the Ramakrishana Mission of Belur Math, Kolkata proposed a plan (initially) for the repair and renovation of the damaged girls hostel. However, later on the mission proposed, instead, to construct two new buildings namely a Girls hostel and PG Block on college grounds (away from the river). Construction of both the buildings was started in year 2015 and was completed in the year 2016. There is an intake capacity of 81 girl students in the Girls Hostel.

A new boys hostel in the college campus was constructed by the fund received from World Bank and was handed over to college in 2019. A total of 60 boys can stay in the hostel.

Dr. Pankaj Bahuguna (Assistant Professor) department of Zoology was awarded a major research project of DST as a result of which a research laboratory on "Aquatic Biodiversity and Ecology" was established.

Recently the departments of Botany and Zoology have applied for DST-FIST grants.

EDUSAT class rooms started in new PG block.

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

Response:

The internal organizational structure comprises the Principal being the head of the institution. The various committees which function in the college are - Admission, Examination, Anti Ragging, NSS, NAAC, IQAC, Anti-Drug cell, Sports, Purchase,College Campus Development, Carrier Counselling and Placement Cell, EDUSAT, NSS, Women welfare and grievance cell, Rovers and Rangers, SC/ST coaching cell, E-Library, Red cross etc. All committees participate in decision making activities and implementation of the decisions in accordance with the corresponding rules and regulations.

Faculty Members

Faculty members maintain a high sense of dedication towards their duties and responsibilities for the departments and the college. Department wise internal assessment of the students are conducted where the performance of the students is assessed. Bright students are identified and encouraged for higher studies. All rules and regulations prescribed in services rules of state government are being implemented on all academic and administrative staff for recruitment and promotional policies.

Grievance Readressal Mechanism

The institute has well defined grievance readressal mechanism to address and readress the grievances of all the members. Prompt and effective disposal of grievances of students is being done by the concerned

committee members. The committee discusses the matter with the Principal to solve the problem if any such issue arises.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

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

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

Response:

Meetings of faculty members and student representatives are called before any important event like admission, election, examination, indoor and outdoor games, college annual functions etc. and all the suggestions to improve the effectiveness and efficiency of the institution processed. In the college approx. 50 different committee**s** are functional, which play an important role in the planning and implementation of activities in different spheres of institutional functioning.

Every year a seven day NSS camp is organized in nearby areas where the NSS volunteers perform various

social activities such as sanitation, spreading social messages through performing street theatre. Blood donation campsare organized in the college campus with the help of health workers where college teachers, NSS volunteers and other students donate blood. Recently a three day camp (Feb. 18 -20, 2019) on *NamamiGange* was organized in the college in association with the Department of Irrigation, Srinagar (Garhwal).

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

6.3 Faculty Empowerment Strategies

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

Response:

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

The college implements all the welfare schemes initiated by the department of higher education and the state govt. for its employees. Some of these are as given below -

- Study leave for 2 to 3 years with full pay to the newly recruited faculty members.
- Duty Leave is granted to faculty members to attend Orientation/Refresher course, faculty development programmes and to conduct practical examination at other centres.
- Maternity, paternity leave, child care leave is granted to college staff.
- Earned Leave (EL) and Employee Provident Fund (EPF) is provided to the college staff.
- Group Health Insurance policy covers all (permanent) staff-members of the institution.
- Reimbursement of medical expenses.
- College staff is provided with financial assistance at the time of emergency from the teacher welfare fund and the employee welfare fund, constituted in the college.
- Staff members, appointed after 2005,are covered under NPS in which a fixed percent of their salary is automatically debited every month.

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

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

Response: 0

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

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

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document

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

Response: 1.6

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

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

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 9.49

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

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

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

There is a provision of submitting confidential report (CR) form and self-appraisal form filled by the employee and it is assessed by the Head of the institution at the end of the academic session and is sent to the Directorate of Higher Education of Uttarakhand for further evaluation. The same is forwarded to the higher authorities of the department who in turn approve or disapprove the grades (Excellent, Very Good, Good, Average and Bad) awarded by the head of the institution. The adverse remarks are communicated to the employees by the department and explanation is sought to clarify and a chance is given to improve upon. Poor performance affects the promotion and placement in higher pay grades whereas excellent grade is given due weightage in promotion.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Being a government institution, audit is done by the state audit board and Accountant General of Uttarakhand. Each and every transaction is supported by vouchers. All the collections are deposited in the bank and all expenditure, recurring and non-recurring are incurred through cheques. Only a duly authorized person can operate the bank accounts. The internal audit is done by the college committee constituted for this. Proper procedure for purchasing is adopted with the help of the purchase committee of the college. Quotations are called and prices are compared. Internal audit of the departments are carried out annually. Separate accounts are maintained for all the grants so as to use the financial resources efficiently and effectively. Audits (internal / external) are also performed by C.A. for reports/statements of funds acquired from UGC or other funding agencies.

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

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

Response: 0

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

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

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

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

Response:

The effective and efficient use of available resources of the college is ensured through a proper system adopted by the college. Proper demand in writing is made to the Principal by the concerned department/committee with details of requirements of equipments and other infrastructure with proper justification. These applications are scrutinized and directed to the departments concerned to invite quotation as per rules. A meeting of purchase committee is held on the receipt of the quotations or tenders. Purchases are finally made upon the approval of the Principal.

For financial matters, the college refers and strictly adheres to the following Govt. guidelines-

- Financial Hand book, section 2, part 2 to 4
- Financial Hand book, section 3
- Financial Hand book, section 5, Part -1
- Civil service regulations
- Budget manual
- Uttaranchal General Provident Fund Rules and Regulations -2006
- Uttaranchal Rules and Regulations 2005
- Uttarakhand Procurement Rules and Regulations 2008.

6.5 Internal Quality Assurance System

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

Response:

The institution is having its IQAC active from 26/07/2013 and the college Principal is the chairperson of the same. IQAC conducts meeting with faculty members, students, staff members etc. Minutes of the IQAC meetings are communicated to all teachers and other staff members and also displayed on the college website. The IQAC of the college has contributed towards institutionalizing quality assurance strategies and processes in the following manner.

The college has started taking feedback from the students regarding various parameters/aspects related to teaching-learning as well as facilities available in the college. Our feedback committee collects the data and prepares a report giving the necessary recommendations which are finally forwarded to the Principal for necessary action.

Best practice 1. Career Guidance and counselling in the institution

Career guidance and counselling is organized by the career counselling cell of the college where subject experts are invited to provide thorough information's regarding various job opportunities to students.

Recently free coaching class for competitive examination is being provided to the brilliant students with the direction and support of the District Magistrate of Rudraprayag.

On 09/03/2016 a one day workshop on Brain awareness was organized by department of Zoology.

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

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

Response:

The main task of IQAC is to ensure quality assurance. Planning and monitoring is accomplished through disseminating informations on various quality parameters of higher education. The college collects student's feedback on teaching learning process for all courses in every semester. Meetings of students and faculty members are conducted.

Seminars are conducted for creating a learner centric environment conducive for quality education. Under IQAC uplifting of library facilities, up-gradation of labs, gender sensitization programs and programs on women empowerment are organised. The IQAC has also external members in its committee which belongs to different fields such as education, social and industry. Their comments and suggestions are well documented and passed on to the respective bodies like the examination cell and the teaching departments. Promotion of ICT in college functioning and teaching learning process has been continuously increased.

PPT presentations in PG classes has been started by almost all teachers in all the departments. For promoting ICT some departments have been provided with computer facilities.

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

Response: 5.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	6	3	3

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)

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

Response:

NOTE: The NAAC report for the first cycle of accreditation, containing a list of recommendations for improvements, is not available with the college. It was lost, along with other documents, during the Kedarnath calamity of June 2013 when the residence of our faculty member Dr. D.S. Chauhan was completely swept off by the flooded Mandakini River.

Recommendation 1: College needs to explore the possibilities to fill up vacant permanent teaching position.

Response/ Action taken: More number of faculty has been appointed during post accreditation period (2013-2018).

Recommendation 2: Emphasis to be given to improve ICT based teaching learning process and strengthening computer centre facilities to provide practical exposure to all students.

Response/Action taken: Information and communication Technology is being applied by the faculty members in teaching mostly at P.G. classes. College has an e-Library equipped with 21 computers with internet connectivity. All science departments and some arts departments are equipped with digital projector and computer.

Recommendation 3: Need Based courses according to geographical and ecological conditions of the area such as Tourism Management, hospitality management, herbal /medicinal plant growth (indigenous to this Himalayan region), Eco-tourism, wildlife photography etc. may be introduced.

Response/Action Taken: Proposal for starting B.M.L.T. course has been sent twice to the Director of Higher Education.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	0	0	2

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

The majority of students in the college are girls (more than 60%). During (new) admissions a 30% horizontal reservation for girls is ensured at UG & PG levels. However, in staff appointments (both teaching and non-teaching) the college has no role in ensuring gender-equality, as the appointments/transfers are done at the level of the state government. There are separate units for girls in NSS and Rovers& Rangers in the college. Girl students participate actively in cultural, sports and other activities of the college. A Women Harassment Readressal Cell has been formulated in the college with female teaching staff as its members. The cell ensures that any issues related to women safety and security in the college are dealt with appropriately. In the student council, elected annually by students, a separate post of "Girls Representative" has been introduced since the session 2016-17. The elected "girls representative" serves as a bridge to communicate between the girl students and the college administration. A suggestion/complaint box has been placed near the main entrance of the college building.

The safety and security of the girls residing in the college girls hostel is also ensured (e.g. by keeping a

check on their outgoing/incoming times, permission from parent(s)/guardian for leave from hostel etc.). The college has installed 15 CCTV cameras around the campus. Apart from this the girls hostel has 06 CCTV cameras installed. This also helps in ensuring the safety and security of the girl students.

There is only one entry/exit point in the main campus (all other paths blocked permanently) and the other entry point for B.Ed. lies on the far side of the campus.

At the beginning of the session each year an informal session (sometimes split in smaller groups) with the new girl students is organized by the female faculty members. During the session the girls, besides being provided general information about the college, are briefed about women specific issues (women harassment readressal cell, girls common room and toilets facilities, women's rights etc.) Even more specifically, every year the International Women's Day (8th March) is celebrated in the college where the participants (girl students and female staff members) discuss topics such as - women's rights, laws pertaining to women, gender sensitization etc. An informal session (by the Principal and/or warden and female staff members) with the residents of the girls hostel is also organized at the beginning of the hostel admissions each year.

A separate common room, with an attached toilet, for girls has been provided in the college (at the ground floor of the administrative building with ramp facility for *Divyangjan*).

The curriculum of the college (as decided by the affiliating Universities – SDSUV or HNBGU) also has several courses/topics related to gender issues and thus aid in promoting gender sensitization. At the graduate level – Courses on *Women Empowerment* and *Human Rights, Gender & Environment* (as Generic papers), women issues (such as feminism, gender, surrogacy and laws) in the Philosophy syllabus, women issue centric play "*Silence, The Court is in Session*" by Vijay Tendulkar in the English syllabus and gender sensitization issues (including women's rights and laws pertaining to them) in the Sociology syllabus are a few examples. Besides this the subject Home Science (available only at the UG level in our college) is accessible only to the girl students and imparts various skills (e.g. cooking, stitching, *Mehndi* & *rangoli* making, housekeeping etc.) as part of its syllabus. Women issues also find place in the curriculum of the various subjects at the post-graduate level e.g. a complete paper on "*Women empowerment*" (though optional but is taught regularly) in M.A. Political Science, Feminism (Literature and Gender) in M.A. English, Gender Economics in M.A. Economics, *Stree Vimarsh* (i.e. Feminism) in M.A. Hindi etc.

7.1.3 Alternate Energy initiatives such as:

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

Response: 7.57

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

Response: 1500

7.1.3.2 Total annual power requirement (in KWH)

Response: 19808

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 20

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

Response: 300

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1500

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

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

Response:

The college has taken appropriate steps to keep the campus clean and green. Keeping up with the governments *Swacch Bharat Mission*, the college tries to keep its waste output to a minimum (e.g. by recycling older used A4 paper for printouts whenever possible) as well as the proper disposal of the waste generated. Since last year (session 2018-19) the staff and students contribute half an hour per week (on Saturday, after the assembly) to maintain the campus clean and green. The college actively participates in other cleanliness missions such as "*Sparsh Ganga*" and "*Namami Gange*".

The Solid Waste generated in the college is managed and disposed off properly- separately for inorganic and organic solid waste. The college has tied up with the local Nagar Panchayat for the disposal of the inorganic solid waste. Their vehicle collects the inorganic waste daily from the college, at a minimal subscription fees. As far as the organic waste is concerned, it is used in the compost pit on the campus. The faculty members and M.Sc. students of the Zoology and Botany departments supervise the proper use of the compost pit. There is no mechanism for liquid waste management in the college as of now. The college wishes to introduce some mechanism for this (especially the waste generated in the Chemistry and other labs) in the future. Lead-acid batteries (as used in UPS, Inverters etc.) after they have completed their life pose a challenge to dispose off. As there are no big/authorized battery firms operating in this remote hilly

region the batteries can't be handed back to them for proper recycling. The college is planning to formulate a committee (with Principals from nearby government colleges as its members) to look into the issue and suggest/ formulate mechanism for recycling of such used batteries (say by auction/sale every 3 or 4 years while also looking at the government norms for striking off such non-consumable items).

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The college has recently acquired some facilities for rain water harvesting. The newly constructed boys hostel employs rain water harvesting. The water from the hostel's roof is collected (via drain pipes) in a tank (approx 25-30 meter-cube = 30,000 lit.) on the ground. The water from the tank is used primarily for irrigation in the hostel campus. The college intends to incorporate rain water harvesting in all future building constructions in the campus. The water from the existing / future rain water harvesting will be used in the (proposed) fish pond in the campus.

File Description	Document
Any additional information	View Document

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

Response:

Most of staff members and students arrive in the campus either on foot or use public transport. This being a hilly terrain, bicycles don't offer a viable mean of transport even for small distances around the college. The college has been declared as a plastic-free zone. Use of polythene bags, disposable plastic cups and plates is prohibited in the college. The college tries to decrease the use of paper for printing purpose e.g. by recycling used A4 papers with one side blank, whenever & wherever possible, communicating amongst staff via email/ whatsapp whenever possible.

The college regularly plants trees in and around the campus to maintain/improve its green cover. The

college lost a large number of trees and vegetation during the Kedarnath calamity of 2013, when a large part of the college land and trees (chiefly the trees in front of the B.Ed. faculty and the park near the river bed) were engulfed by the floods. In recent years the college has added a large number of potted plants (including some medicinal and ornamental plants) via the support of students and the college eco-club. The Youth Foundation students also support the college in maintaining cleanliness and greenery.

The college also keeps unwanted use of electrical energy in the campus in check. Natural light coming through the windows is utilized in the classrooms, departments, offices whenever possible. Stickers carrying energy conservation messages (e.g. turn of lights when not in use) have been placed near all electrical switches/ outlets in the college. LED bulbs and Fluorescent tubes are used in the campus due to their better energy efficiency. The few departments who use AC's, have been instructed to operate them not below 23 degrees C to aid energy conservation. Use of solar energy (as Solar Water Heater and for outside illumination during night) is also being done in the campus. A solar power generation plant (2KW, via solar-photovoltaic cell panels) has also been installed on the roof of the new boys hostel. The college intends to generate some more electricity via solar power in the future (proposal sent to UREDA). Some solar lights (street-light type) have also been installed, with aid from the local *Nagar Panchayat*, for illumination in the campus at night.

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

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

Response: 0

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

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

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

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

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**

4.Braille Software/facilities

5.Rest Rooms

6.Scribes for examination

7.Special skill development for differently abled students

8.Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	3	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Report of the event	[View Document](#)

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

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

Response: No

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

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

Response: 4

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

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

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The institute organizes national festivals/days (Republic Day, Independence Day etc.). During the event talks are delivered by faculty members and students highlighting the significance and relevance of the national day. Events are also organized on the birth/death anniversaries of great Indian personalities viz., Gandhi & Shastri Jayanti, Ambedkar Jayanti, Teachers Day, Children's Day. The events usually comprise of talks, rally, debate competition(s), poster competition(s), plantation, cleanliness etc. Other events to commemorate some great Indian personalities (scientists, writers, thinkers etc.) are also organized at the departmental levels e.g. the science departments organize talks on the "National Science Day" in honor of the discovery of the "Raman Effect" by the great Indian scientist and Nobel Laureate in Physics - Dr. C.V.

Raman.

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

Response:

The college maintains complete transparency in all aspects of its functioning. At the financial end, audits (internal / external by C.A./ AG Uttarakhand) ensure transparency. Proper documentation of all administrative and academic activities is maintained by the respective person(s)/committee(s). Transparency toward the students is also ensured e.g. by showing copies of the internal exams after evaluation, inclusion of students in meetings whenever relevant (e.g. student council elections) etc. Use of technology (Biometric attendance, CCTV) also helps in promoting transparency.

Most importantly, the Right to Information (RTI) cell of the college ensures complete transparency across all fronts. The number of grievances addressed under RTI by the college, over the past five academic sessions are given below:

Session	Grievance/Query Received	Grievance/Query Addressed
2013-14	26	26
2014-15	37	37
2015-16	32	32
2016-17	14	14
2017-18	26	26

7.2 Best Practices

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

Response:

Best Practice-1

Title of the Practice: Implementation of Dress Code at U.G. and P.G. levels.

The Context:

The suggestion of dress code in all government colleges of the state was made at the state government level in the year 2017. However, it was not mandatory and its implementation was left on the discretion of the colleges. Our college decided to implement this in order to maintain a proper educational atmosphere, and to discriminate between the actual students and any notorious elements that can enter the college due to its location on NH. For this purpose the college introduced (separate) dress codes at the UG and PG levels since the academic session 2017-18.

The Objectives of the Practice:

- Easy recognition of our students.
- Removing barrier between rich and poor students.
- Help in maintenance of discipline and decorum.
- Keeping students more focused toward studies and college activities.

Obstacles faced/Problems encountered:

There was some opposition from the students union during the initial phase of dress code implementation but after proper counseling they also agreed with and welcomed this decision.

Impact of Practice/Evidence of Success:

The discipline and decorum of college has improved a lot after the successful implementation of the dress code.

Best Practice-2

Title of the Practice: Joint counseling in Admission at P.G. level (Science).

The Objectives of the Practice:

Earlier (before the joint counseling started in the session 2017-18) the science departments (Physics, Chemistry, Mathematics, Zoology, Botany) displayed their separate merit list and organized admission counseling separately at departmental level But since mostly the same student(s) found place in the different merit lists and after he/she took admission in one department (e.g. say Botany) his/ her seat appeared as vacant in the other departments (e.g. Zoology or Chemistry). So the departments had to prepare second, third and sometimes even fourth and fifth merit lists to fill the seats. This led to huge wastage of time and resources. The whole admission process took up to 3 weeks. The main objective of joint counseling was to sort out this problem and thereby reduce the timeframe for the P.G. admission process thus allowing more classes for the P.G. students during the semester.

The Context:

All the P.G. (science) departments need to work in a co-ordinated manner (prepare merit list by the same date, sit down at a common place on a common date etc.) for the successful functioning of this joint counseling. All the applicants have to be necessarily present on the given date and reporting time to be considered eligible. The students submit their application form along with the requisite documents (copies of Mark sheets, degree, weightage certificates etc.) individually in all the departments of his/ her choice. The departments then prepare their individual merit list. On the day of counseling all the departments assemble together at a common reporting venue on the given time. After the reporting time is over the students are called and admitted in various departments according to the merit list. Once the student enroll him/herself in a particular department his/her name is struck out (i.e. not considered anymore) if present in any other departmental merit list. In the earlier practice the students normally got 3-4 days to complete the admission process once his/her name appear in the list.

Obstacles faced/Problems encountered:

This being a remote hilly region the students sometimes face problem in reporting at the proper time. The problem is enhanced due to fact that the P.G. counseling is usually held in July-Aug (monsoon season) during which the roads of the region are frequently blocked due to landslides. This makes it difficult for the student to approach the reporting venue on time.

Another important consideration for a joint PG counseling is the timely announcement of the exam results of UG final year students by the University. Last year (beginning of academic session 2018-19) the examination results of B.Sc. VI semester of all students (i.e. PCM as well as ZBC groups) were announced quite timely and around the same time and hence a joint PG counseling in science could be arranged. On the other hand, the examination results of B.A. VI Semester for all students were not available together (results for some particular subject combinations were declared quite late by the University). The arts PG departments, thus, had to conduct separate PG counseling's at the departmental levels depending on the availability of the final results of the applicant students.

Impact of Practice/Evidence of Success:

We have been implementing the joint counseling for admission in the science subjects at the P.G. level for the past two years (academic sessions 2017-18 and 2018-19) and it has been remarkably successful in reducing the time involved in the whole admissions process e.g. last year (session 2018-19) the whole admission process was completed within a day and this resulted in starting the P.G. classes (in science) immediately from the very next day. This resulted in more teaching hours for the P.G. students during the semester.

7.3 Institutional Distinctiveness

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

Response:

The college is situated in a remote, hilly, semi-urban region. Most of the students hail from villages (some quite far) and have a weak economic background. Lack of any exposure (to opportunities, guidance, career choices, English language, Computer knowledge etc.) at any previous stage (school level etc.) already sets them at the back foot and thus affects their overall growth in the future. The majority of students in the college are girls (more than 60% in the current session). Also, the number of students from the SC and OBC category in the college is quite large.

The college thus caters to the socio-economically deprived and weaker sections of the society as a place of higher education. Moving forward, from the just traditional teaching-learning paradigm, the college strives to work progressively towards an all round development of the students' personality. In line with our vision, of providing quality higher education and skill to the students for employability and overall personal development along with the creation of a knowledge based society, we endeavor forward with the resources (both human and infrastructural) at hand. We wish to instill a sense of self-cognizance amongst the students to help them get their rightful and meaningful roles in the society.

5. CONCLUSION

Additional Information :

The Kedarnath calamity of June 2013 was a major setback to the college as it caused not only the loss of property of the college (and the whole valley) but threw the normal workings of the institution off-track as well. With gradual support (from the government, students, faculty, society etc.) we have been able to restore much of the workings, to or better than the pre-disaster levels, in the past few years. Today we have much more physical infrastructure (PG Block, Girls and Boys Hostels etc.) and the faculty strength has also increased significantly (though still much below than required/mandated). During the past two years (academic sessions 2017-18 and 2018-19) the institute has been able to pursue a large number of activities and acquire new resources/systems viz. research projects, e-library, EDUSAT, solar energy generation etc. We are determined to continue this process in the future e.g. in the forthcoming session (2019-20) we have planned to go for library automation (with financial support from our local MLA) and setup a WiFi network in the campus, amongst other things.

Concluding Remarks :

The college SSR has been prepared as per the NAAC guidelines with utmost sincerity and honesty. The preparation of this SSR offered us a chance to introspect our overall working mechanism in a critical manner. More specifically, we were able to visualize and tabulate our strengths, weaknesses, challenges and threats. This exercise will help us improve in the future, by offering a roadmap towards revising the existing systems as well as implementing new systems/ practices. The data collection process (for the various data templates of the SSR) by itself has led to a teamwork atmosphere amongst the college staff (teaching as well as non-teaching). This environment will definitely help us to establish ourselves as a center of quality higher education in the future. We look forward to the NAAC peer team's visit to our college.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2</td><td>1</td><td>2</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : Supporting document not provided by HEI.
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 65 Answer after DVV Verification: 0 Remark : Supporting document not provided by HEI.
2.1.1	Average percentage of students from other States and Countries during the last five years 2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>2</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : Supporting document not provided by HEI.
2.3.3	Ratio of students to mentor for academic and stress related issues

	2.3.3.1. Number of mentors Answer before DVV Verification : 11 Answer after DVV Verification: 17 Remark : DVV made the changes as per list of mentor provided by HEI.
2.6.3	Average pass percentage of Students 2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 677 Answer after DVV Verification: 676 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 704 Answer after DVV Verification: 703 Remark : Excel sheet has not been considered.
3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years 3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years 3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	1	0	0

Answer After DVV Verification :

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

Remark : DVV made the changes as per report of extension and outreach Programs conducted in collaboration provided by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2161	1494	1478	200	155

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
599	688	250	200	155

Remark : Provided report has not reflect the students participating in extension activities for the year 2015-16, 2016-17 and 2017-18.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.02	1.80	1.30	1.20	1.10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	11.02	0	0	0

Remark : DVV made the changes as per expenditure of books (general, ST, SC) in audited statement for 2016-17 duly signed by CA and Expenditure for purchase of books and journals for 2013-14, 2014-15, 2015-16, 2017-18 not provided by HEI.

4.2.6	Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year
Answer before DVV Verification : 20
Answer after DVV Verification: 33

Remark : DVV has made the changes as per average of teacher and students using library per day on 18/09/2017, 19/09/2017, 20/09/2017, 21/09/2017 and 22/09/2017.

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.2	3.31	2.80	2.60	2.36

Answer After DVV Verification :

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

Remark : Provided audited statement does not reflect expenditure incurred on maintenance of physical facilities and academic support facilities provided by HEI.

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	12	1	8	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	11	11	10	11

Remark : DVV made the changes as per report of students benefited by scholarships, freeships provided by HEI.

5.1.3	Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : D. Any 4 of the above
Answer After DVV Verification: E. 3 or less of the above
Remark : Dvv made the changes as per report of Career Counseling and Remedial Coaching provided by HEI.

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

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
122	60	110	329	106

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
121	50	100	328	105

Remark : Supporting document not provide by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	3	7	6

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

| 12 | 1 | 1 | 0 | 1 |

Answer After DVV Verification :

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

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.0	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has not considered statement without CA signature. Also, DVV has not considered grants received for equipment like purchase of computer. |

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

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	6	4	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	0	0	2

Remark : DVV has made the changes as per provided clarification for no other document available. |

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
.21	.21	.18	.12	.12

Answer After DVV Verification :

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

Remark : Supporting document not provided by HEI.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	3	0	0

Remark : DVV made the changes as per brochure of initiatives to address locational advantages and disadvantages for 2015-16 and 2016-17 provided by HEI. Report of initiatives to address locational advantages and disadvantages for 2013-14, 2014-15 and 2017-18 not provided by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

	Remark : Supporting document not provided by HEI.
7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years 7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>4</td><td>5</td><td>4</td><td>5</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2</td><td>2</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : DVV has made the changes as per provided clarification for no other document available.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of programs offered year-wise for last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>15</td><td>14</td><td>14</td><td>14</td><td>14</td></tr></table> Answer After DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr></table>
2.3	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>673</td><td>655</td><td>780</td><td>981</td><td>848</td></tr></table> Answer After DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>

672	654	780	980	847

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
38	38	40	37	32

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
41	38	40	37	32

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
49	49	49	47	47

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
42	42	40	40	40

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11.02	8.63	9.43	5.77	5.41

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11.02	20.71	9.43	5.8	5.41

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