

# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**GOVT. DEGREE COLLEGE THEOG**

GOVT DEGREE COLLEGE THEOG DISTT SHIMLA  
171201

[www.educationhp.org](http://www.educationhp.org)

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The scenic mountain town of Theog (Lat 31.12degree N, Long 77.36E) is situated at an altitude of 2283 meters above mean sea level, an hour's drive from Shimla, the capital of Himachal Pradesh. The town has a population of about 4500 and the main occupation of the natives is vegetable dominant horticulture. At the highest point of the town, atop 'Chundu Hill', is situated this temple of learning, Government Degree College, Theog. The college was established in 1998, vide notification no EDN-A-Chha(15)-13/97 dated 11th December, 1997 of the Government of Himachal Pradesh as a co-educational institution. The college was recognized under section 2f and 12 B of UGC Act 1956 on 07/09/2006.

Having begun with a modest student strength of a hundred students, the college has grown over the last two decades. Today the college has 1143 students on its rolls. Catering to the unique socio-cultural environment of this quaint hill town that is fiercely protective about its cultural ethos, the college has succeeded in bringing global awareness to its people and taking its people to the horizons of modernity. The college has been a special blessing for girls and has remarkably improved the status of women in the region. The college offers courses in 18 programs in the faculties of Commerce, Humanities and Sciences. The IT enabled campus facilitates experiential learning to the pupils and prepares them for the challenges of a fast changing world. The college lays special emphasis on synthesizing tradition and values with pragmatic life concerns.

### Vision

**To participate in nation building through creation of competent, wise and just human resource.**

A nation is its people. She lives and grows because of her people. We, our students, our teachers, our staff, our families, our community are responsible for how our nation will live and grow. As an institution of higher learning, our responsibility in nation building is as big a challenge as it is our pride. Our vision is to concentrate our limited resources towards three-way development of our students—build academic and professional competence, inculcate wise thinking, and inspire an ethical and just way of life. The competence sought is not merely an end to professional or academic achievements, or even employment skills, but is rather a means to inculcate an attitude of pursuing mastery of any situation faced in life. The wisdom aspired transcends the mere ability to make prudent choices; it envisions a centered mind, aware, and in control of its environment. Righteousness and equity is what our just human resource starts with, and goes on to build a creed of humanist ethos and empathetic co-existence. The teaching and non-teaching personnel lead the students in these pursuits with example, who shall then, it is hoped, like honeybees, pollinate their families and communities with these values. Our students, such empowered, we are confident, whichever turf they hold in the society – academic, industrial, professional, governance or domestic – shall prove to be assets to this nation.

### Mission

**To impart inclusive education aimed at developing intellect and life skills befitting responsible citizens with global competence and cultural consciousness.**

We at Government College Theog proudly bear that mission with a commitment towards equitable opportunities for higher education and an enabling learning environment to the students from varied social, economic and physical situations drawn from our vast, preeminently rural and semi-urban, constituency.

The mind is the ground, the wisdom, the trees that the ground begets, and our actions, the fruits that the trees bear. Our students are our nursery that we tend with hope and nourish with knowledge, for the wisdom to take deep roots, which then branches out, blooming with the fruits of skill and competence. This makes our students a proud and a valuable human resource for our nation while enrooting in them capacities for sequestering new knowledge, learning new skills and seamlessly integrating with the globalised world.

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

### **Institutional Strength**

The strengths of the college are:

- The college has qualified, experienced and committed teaching faculty, and an honest and diverse group of students. About fifty percent of the faculty members hold a doctorate degree while many others are pursuing their Ph.D. programs.
- Almost all posts sanctioned by the Government are currently filled up. The college has adequate faculty strength.
- Regular feedback is collected from students, teachers and parents for quality enhancement and modifications are made in existing systems in a manner that academic programs are reflected in and integrated with social and community objectives.
- The college staff enjoys a harmonious relationship with the local bodies, Parent Teachers Association (PTA) and other stakeholders resulting in a symbiotic exchange of mutually beneficial cooperative interactions.
- The Governance of the college is truly decentralized, participative and democratic. It takes into account, not only the concerns and needs of all the stakeholders, but also their suggestions and inputs in the process of planning.
- The College is situated in a rural set up and there is special focus on increasing the enrolment of girl students to achieve inclusiveness in imparting education. This is realized by providing free ships, scholarships, and a healthy, gender neutral environment in the campus.
- The institution has a wide range of practices that go a long way in promoting value based education to young people coming from a large feeding area around the college.

### **Institutional Weakness**

Despite the concerted efforts of all those who are linked with the college, we still suffer from certain limitations, a few of which are:

- Lack of autonomy in academic matters. The curriculum for all courses is designed by Himachal Pradesh University and is being merely followed by the college (like any other affiliated college).
- Due to an overwhelming rural set up, the college has to rely heavily on raw, untrained human resource.
- Modest knowledge base of the students and oppressive workload in some of the departments is one of the key limiting factors when we talk about ideal ratios in the teaching-learning and evaluation

processes in the college.

- Negligible financial assistance and meager internal resources are a stumbling block in the growth and development of this institution. Sometimes, there are too many procedural hindrances in the optimal utilization of funds generated in the college
- Due to the heavy workload, teachers are not able to devote time to research. In the absence of an auditorium and conference hall, it is difficult to organize workshops, seminars and conferences.
- Owing to governmental rules and regulations and the frequent inter-college transfer of teachers, the resource mobilization through research projects will continue to be a challenge unless the state government creates a policy for seamless inter-college transfer of projects.
- For want of a specific state-wise doctrine or indicators of quality, compounded by a frequent inter-college transfer of teachers and principals, quality auditing and maintenance of continuity in quality-assurance mechanisms are weak.

### **Institutional Opportunity**

- The economy of local people is dominated by vegetable and fruit farming. Hence there is a vast scope for introduction of add-on courses such as Apple cultivation, Apiculture, Floriculture, and Vermiculture. Skill enhancement courses like E-commerce, Communication Skills and self-financing and vocational courses like B Voc and BBA hold promising potential. The College aims to start new courses, especially Vocational Education and Training (VET) courses, keeping in mind better employability.
- The institution needs to promote projects-based research culture. With the introduction and strengthening of IT, we expect to have a better access to research and learning resources within the financial constraints of the college. Access to e-journals and e-books, Massive Open Online Courses (MOOCs) and other online learning resources will strengthen our research, and learning transaction.
- The college has a potential to reach out to the surrounding areas to enhance its own resources and move towards a more talented pool of entrants.
- The College hopes to attract more students in all three faculties

### **Institutional Challenge**

- Poor educational background of students from the rural areas is a hurdle to the students in realizing their complete potential. It is a challenge for the college to provide quality education to students with meager resources.
- Choice Based Credit System (CBCS) does not allow adequate time for extracurricular activities. It is a challenge to improvise activities for pupils that will encourage wholesome growth of their personalities.
- The College needs to strengthen its Old Students Association (OSA) so as to be able to generate more funds in future
- The institution must engage with the industry as a vital stakeholder in order to achieve better employability for students.
- With a growth in the number of students seeking higher education, the college is expected to assume a pivotal role in its service area. The pressure on our infrastructure and human resource is expected to grow significantly. With need-assessment auditing and advance planning the challenge can become a shot in the arm for the college's growth.
- The future trends in education indicate a rapid shift towards professional and skill-oriented courses. The college is faced with a challenge of incorporating these in its curriculum, especially in the face of very little autonomy with respect to our teaching programs as not only are our teachers deputed by the state

government, but our curriculum is also designed by Himachal Pradesh University.

- An overwhelmingly rural feeding area restricts the final boundaries of milestones the institution sets out to accomplish.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The curriculum for all courses is designed by the Himachal Pradesh University (HPU) and followed by the college. However, some faculty members contribute in designing the curriculum as members of the HPU Under Graduate Board of Studies in different subjects. The goals and objectives of the curriculum are transmitted to the students of the faculty through teaching, interaction and demonstration in and outside the classrooms. The college offers 18 UG programmes in Arts, Science and Commerce under the Choice Based Credit System (CBCS). Students are allowed to select courses according to their choice thereby promoting interdisciplinarity. However, the choice and allotment of courses to the students is subject to merit and other criteria set by the HPU. The college ensures quality education through Comprehensive Continuous Assessment (CCA) of the students as well as self-assessment on the part of the faculty, evaluation of the teachers by students and feedback from stakeholders, which helps in identifying the strengths and weaknesses of the courses introduced in the ensuing academic session. The wide range of subjects at the undergraduate level gives a unique opportunity to students not just in terms of exposure they receive but also in making them capable of employability in various sectors of the economy.

### Teaching-learning and Evaluation

The data reveals that there has been consistent increase in the number of the students admitted in the first semester during the reference period. The proportion of students from other states and countries was negligible. About 36.55 percent of seats earmarked for reserved students were filled during the last five years. Student teacher ratio is 47:1. About 50 percent of teachers have Ph.D degrees and their average teaching experience is more than eleven years. All the posts of teachers sanctioned by the government are filled. Special learning needs of the students are identified by the teachers and every effort is made to address their needs through remedial classes, tutorials, special assignments and use of ICT. The college follows the system of Continuous Comprehensive Assessment (CCA) with the weightage of 30 percent of total marks since the academic session 2013-14. The college adheres to the Academic calendar. Course outcomes are decided by Himachal Pradesh University, Shimla which are mentioned in the syllabi and communicated to the students by the teachers. Different methods such as classroom teaching, seminars, interactive sessions, quiz competitions, midterm tests and end semester examinations are used to evaluate the programme and course specific outcomes. Student satisfaction survey covering about 10 percent of total students was conducted by using a well structured schedule. The data reveals that the students were satisfied with the teaching learning process. The analysis of the survey is displayed on the college website.

### Research, Innovations and Extension

We are still at the threshold in the field of research and are constantly striving to improve the research culture. As far as innovation is concerned no particular research centre is established but some of the teachers work on their own research projects. Most of the departments put in extra efforts to inculcate a scientific temper among

students. During the last five years, two Ph D degrees have been awarded under the guidance of two faculty members and 27 papers with ISBN numbers in UGC approved journals have been published. One paper by Dr. M. Mankotia has been published in international conference proceedings. Most of the teachers of the college have attended several seminars and conferences and presented research papers. Our college is actively involved in extension activities to spread awareness about health care, cleanliness, energy conservation, environmental protection and social equality. As this is a government institution and due to limitations of resources we are unable to collaborate with industry. Some of our departments take students to field and educational visits to develop a scientific temperament and conduct workshops in the college to enhance student knowledge.

### **Infrastructure and Learning Resources**

The college has ten lecture halls which are primarily for the students of Arts and Commerce. There are five well equipped laboratories for Physics, Chemistry, Botany, Zoology and Geography. In addition to an Information Technology laboratory the college also has a Geographical Information System (GIS). In order to enable the growth and development of the students through co curricular activities, the institution has vocal and instrumental music departments. The availability of a huge playground in the campus makes it possible for the students to play various outdoor games. There is a well equipped gymnasium in the campus. The newly built Girls Hostel which is about to be handed over to the college has a capacity of more than one hundred residents. Apart from a canteen in the campus, the institution has an adequate and uninterrupted water and power supply. There is a well maintained Girls Common Room. In order to encourage hygiene amongst girl students, the Women Cell has installed a Sanitary Napkin Vending Machine and an Incinerator in the Wash Room. The entire campus is Wi-Fi enabled which helps the students and the staff to access endless sources of knowledge and learning. The semi automated college library has nearly 5000 books.

### **Student Support and Progression**

The college makes various efforts to enhance the skills and capabilities of the students during their graduation in all the major spheres such as academic, sports and co-curricular. The programs in the college do not focus only on the formal education of the students, albeit, special efforts are made to inculcate in them a sense of security, responsibility and a state of mind for healthy competition. The college has a very active Students Grievance Cell to redress their grievances. The institution also disburses scholarships and free ships to students in accordance with the norms of the various government schemes. Attention is paid on preparation of the students for participation in various competitions in HP University Youth Festival and sports tournaments. It is worth mentioning that a number of our students are selected on the basis of their performance to represent their affiliated university teams for participation in Inter-university meets at the national level. The college has an active student body- College Students Central Association (CSCA).

### **Governance, Leadership and Management**

In a mission, not a person, at Government College Theog, we have our leadership – inclusive education, fostering intellect and life-skills, nurturing responsible citizens, global competence and cultural consciousness. Our objectives guide our governance – ensuring holistic, inclusive and quality education; helping students find career goals; and aiding their growth as valued human resource and conscientious citizens. Within the bounds of the state government administrative guidelines and the academic roadmap of our affiliating University, the college administration encourages stakeholders – teachers, non-teaching staff, students and the community to

assume ownership of our goals. Various bodies, such as 40 committees, student welfare association, old students association, parents-teachers association, the office of the Bursar, College Development Committee and various clubs and societies ensure a decentralised, transparent and accountable functioning. These bodies, besides helping accomplish the milestones in the academic, sports and cultural calendar, help us go beyond and contribute to gender equality, inclusive education, community engagement, social responsibility and national consciousness. Our IQAC, consistently works towards introducing quality parameters in teaching and research with initiatives such as sensitisation workshops, student mentorship, IT infrastructure, spoken tutorials and a development of research facilities. Through auditing and reporting of college programmes and a series of performance evaluation instruments such as PBAS, API, ACR, Annual Reports and the departmental audits, in conjunction with faculty empowerment initiatives such as full and partial sponsorship of faculty development/training programmes, seminars and conferences, the teachers are motivated to excel in teaching and learning along with their personal professional growth.

### **Institutional Values and Best Practices**

The institution is committed to achieve its mission and objectives for creating a value based curriculum in the college whereby students imbibe those values for life. Students from the college visit hospitals and schools in the neighboring rural areas to spread awareness about gender sensitivity and drug abuse through lectures and staging of skits. Being true to its commitment to environment, the college has a water harvesting facility and students participate actively in tree plantation drives. The college campus is polythene free and the administrative office is on its way to being paperless since most of the forms are now submitted online. The students participate in marking the birth anniversaries of national heroes such as Gandhi ji, CV Raman, Dr Radha Krishan, Pandit Nehru and Dr Ambedkar which gives an opportunity to reflect upon the values and principles these national personalities stood for. The college has relentlessly worked towards creating a young generation that not only respects the elderly, but is sensitive to their needs of companionship.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. DEGREE COLLEGE THEOG
Address	Govt Degree College Theog Distt Shimla
City	Theog
State	Himachal pradesh
Pin	171201
Website	<a href="http://www.educationhp.org">www.educationhp.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
IQAC Coordinator	Rajesh Dhorta	-	9418157188	-	professor.dhorta@gmail.com
Principal	Anupma Garg	1783-237530	9816051555	-	gctheog123@gmail.com

Status of the Institution	
Institution Status	Government

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	10-06-1998

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Himachal pradesh	Himachal Pradesh University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC		
12B of UGC		

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Details of autonomy**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Govt Degree College Theog Distt Shimla	Hill	2.9	6900

## 2.2 ACADEMIC INFORMATION

NAAC

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Botany	36	Twelfth	English	20	19
UG	BSc,Chemistry	36	Twelfth	English	40	40
UG	BSc,Maths	36	Twelfth	English	20	20
UG	BSc,Physics	36	Twelfth	English	20	20
UG	BSc,Zoology	36	Twelfth	English	20	19
UG	BCom,Commerce	36	Twelfth	English + Hindi	90	90
UG	BA,Economics	36	Twelfth	English + Hindi	25	19
UG	BA,English	36	Twelfth	English + Hindi	20	15
UG	BA,Geography	36	Twelfth	English + Hindi	40	40
UG	BA,Hindi	36	Twelfth	Hindi	135	135
UG	BA,History	36	Twelfth	English + Hindi	150	150
UG	BA,Maths	36	Twelfth	English	10	10
UG	BA,Physical Education	36	Twelfth	English + Hindi	50	50
UG	BA,Pol Science	36	Twelfth	English + Hindi	150	150
UG	BA,Public Administration	36	Twelfth	English + Hindi	50	50
UG	BA,Sanskrit	36	Twelfth	Hindi,English + Hindi	25	23
UG	BA,Sociology	36	Twelfth	English + Hindi	70	70
UG	BA,Music	36	Twelfth	English + Hindi	25	25

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				6				17			
Recruited	0	0	0	0	5	1	0	6	11	6	0	17
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	3	3	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	4	2	0	9
M.Phil.	0	0	0	2	0	0	7	4	0	13
PG	0	0	0	0	1	0	0	0	0	1

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
		UG	Male	450	1	0
	Female	680	4	0	5	689
	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	97	90	96	56
	Female	134	125	96	89
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	3	1	2	1
	Female	4	1	1	2
	Others	0	0	0	0
General	Male	343	344	339	361
	Female	497	528	513	541
	Others	0	0	0	0
Others	Male	0	0	1	2
	Female	0	1	1	2
	Others	0	0	0	0
Total		1078	1090	1049	1054

### 3. Extended Profile

#### 3.1 Program

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

Response : 432

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

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

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1078	1090	1049	1054	858

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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
233	233	233	233	233

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
280	356	245	278	191

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 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
23	23	23	22	22

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	23	23	23	23

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response : 10**

#### Number of computers

**Response : 32**

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.16	2.47	5.02	2.64	1.0

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

The college conducts regular meetings with the staff members and the heads of the teaching departments to develop various strategies for effective implementation of the curriculum. Teachers are encouraged to implement the curriculum through innovative teaching methods such as presentations, assignments, discussion, seminars and class tests apart from traditional methods. The members of various teaching faculties also conduct their meetings and develop academic /lesson plans keeping in view the number of working days available. The syllabus is divided into units which are to be completed by given deadline. The extent of the syllabus taught is tested through various class tests and mid-term examinations. Mid-term tests are conducted in each academic semester to test the learning level of the students and to orient them for the end semester examination conducted by H.P. University, Shimla. Continuous Comprehensive Evaluation (CCA) has also been introduced with special focus on the programme structure, evaluation, grading system and as such the emphasis is laid on each component in the overall evaluation system. Mid-term tests form a part of the internal assessment which is awarded towards the end of the semester. Other components of the internal assessment are attendance and marks given for assignments and class room interaction.

The curriculum is prepared by the Himachal Pradesh University, Shimla, to which the college is affiliated. It is prepared and implemented after serious deliberations by the teachers concerned. The Himachal Pradesh University regularly organizes refresher courses, orientation programs and workshops to keep the knowledge and teaching aptitude of the teachers updated. Teachers from the Departments of Sociology, Economics, Commerce, Sanskrit, Music are members of Boards of Studies in framing the syllabi under Choice Based Credit System (CBCS) which has been implemented by the Himachal Pradesh University, Shimla under Rashtriya Uchchar Shiksha Abhiyan (RUSA). It is accepted that our autonomy is limited. The college does not enjoy the freedom to frame its own curriculum for any of the academic programs.

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

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

Response: 0

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

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:** 44.25**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
1	1	2	2	4

**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:** 100**1.2.1.1 How many new courses are introduced within the last five years**

Response: 432

**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:** 100

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

Response: 18

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>

### 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 syllabus designed by the HP University that is followed by the college has many components that address many core areas of an undergraduate's life. The cross-cutting issues like gender, climate change, environment education, human values find ample space when it comes to applying them effectively into the curriculum. The college organizes lectures on human and gender equity to sensitize students about these pressing contemporary issues. Seminars are held to mark and celebrate important occasions such as

Science Day and Women's Day. All the students, irrespective of their stream, have to undertake the course in environmental science. Supplementary activities like tree plantation, cleanliness drives, gender sensitization, and human rights are regularly taken up by NSS, NCC, Rovers and Rangers, Eco Club and Women's Cell of the college to instill awareness as well as activism among students. Human values and ethics are also introduced in the courses that are being taught.

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

**Response:** 50

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

**Response:** 50

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>

## 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:** B. Any 3 of the above

1.4.2 Feedback processes of the institution may be classified as follows:

**A. Feedback collected, analysed and action taken and feedback available on website**

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

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	<a href="#">View Document</a>



## 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:** 0.11

##### 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
3	2	1	0	0

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

**Response:** 45.06

##### 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
463	410	405	499	386

##### 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
960	960	960	960	960

#### 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:** 37.34

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
99	88	81	91	76

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

As the college has to follow the guidelines of admission of the affiliating University and the Directorate of Higher Education, Government of Himachal Pradesh and no such mechanism is being provided by these statutory bodies to assess the skill and learning levels of students at the time of admission. However, proper guidance is provided by the committee of senior faculty members, w.r.t choice of the programme and courses. The students are allowed to opt for the courses of their choice at the time of filling up of admission form, according to their competence and interests. They are also allowed to change the courses within a specified periods as per rules. The Choice Based Credit System (CBCS) provides enough scope for choosing the courses which are contemporary in the field of higher education.

The college administration provides conducive environment for learning and all round growth of the students from diverse backgrounds. Most of the students belong to rural areas. Over 60 percent students are girls. The special learning needs of students are identified by the teachers by means of getting feedback through varied methods like interaction, asking basic questions, class tests, assignments and mid-term tests. Performance in the qualifying examination can also help to identify the slow and advanced learners in the class. The teacher then modifies his/her teaching style according to the learning abilities of the students.

Personal attention and guidance is provided to slow learners both inside and outside the class. The teacher attempts to engage the slow learners in extra work such as remedial classes, tutorials, special assignments and providing study material. Special lectures are given for orienting the weak students towards the basics of the subject so as to develop their interests in the subject. Peer groups are also formed to help such students.

The meritorious learners are encouraged for independent study. They are recommended additional reference books and are engaged in solving relatively difficult problems, participate in Seminars, Classroom discussions. They are guided to participate in inter college quiz and other competitions. They

are free to seek any guidance from teachers inside and outside the class. Relevant study material is also provided to such students to excel in their subject/courses. Financial assistance is provided to students belonging to weaker sections of society. The information regarding Fee concession, Scholarships, relaxation in the criterion for admission to the students belonging to weaker section of society is given in the prospectus. The profile of the students admitted is prepared from the information contained in the examination forms.

### 2.2.2 Student - Full time teacher ratio

**Response:** 46.87

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

**Response:**

The adoption of CBCS enables the students to choose the courses of their choice which make the curriculum student centric. The college has a full time, well qualified, experienced and competent faculty which takes personal interest and responsibility. As a result, the learning process becomes more creative and dynamic. Because all the students have different socio- economic background, abilities and attributes, every effort is made to cater to the requirements of such a diversified group by using appropriate and varied student centric methods of teaching and learning.

Although the lecture method is used in the teaching process, classroom discussions, presentations, demonstration etc. are also encouraged to make learning more effective and meaningful. The college provides the requisite support-services to the teachers for making teaching – learning student centric. The college is Wi-Fi connected to enable the students and teachers to have access to online learning resources. ICT and other interactive resources like power point presentations and other such methods are also used to enrich teaching – learning. It is mandatory for the teachers to attend Orientation and Refresher courses so as to improve their teaching skills and keep them up-dated, with regard to the contemporary developments in the respective subjects. A special Refresher Course on IT is organized by the UGC Human Resource

Development Centre of the University, to ensure the familiarity of the teachers with the use of ICT and other e -resources and its incorporation in their scheme of teaching learning.

Collaborative learning is also promoted among the students by their active participation in NCC, NSS, Rovers and Rangers and activities of cultural and other clubs/societies. Educational and field tours are also organized to enhance the learning process.

Remedial and coaching classes are arranged for slow learners. The college library is well equipped and remains open from 10 a.m. to 5 p.m. Every year new books and journals are purchased to meet the requirements of the students. All the Labs are well equipped. The students are helped by providing them with question banks and revision of the courses before the term end examination. The college magazine provides a platform for improving writing skills and analytical comprehension of the students.

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

**Response:** 95.65

#### 2.3.2.1 Number of teachers using ICT

Response: 22

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>

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

**Response:** 49

#### 2.3.3.1 Number of mentors

Response: 22

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

One of the objectives of higher education is to develop creative and critical thinking among the students. To achieve this objective, large number of activities are organized. They are encouraged to take part in co-curricular and extra-curricular activities and youth festivals for promoting collective learning, team work and commitment. This helps in the development of their personality. The students are also exposed to ICT and other online educational resources. Demonstrative methods and participation in panel discussions, quizzes are also encouraged. Assignments based on the application of knowledge are framed. Mock interviews are also conducted.

## 2.4 Teacher Profile and Quality

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

**Response:** 98.26

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

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

**Response:** 59.29

#### 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
14	13	14	14	12

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 12.37

#### 2.4.3.1 Total experience of full-time teachers

**Response:** 284.46

### 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	<a href="#">View Document</a>

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

**Response:** 0

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:**

The college has been following the system of continuous comprehensive assessment (CCA) since the academic session, 2013. CCA has the weightage of 30 percent of total marks allocated to a particular course. There are three components of CCA .The first is classroom attendance which carries 5 marks, second is assignments, quizzes, presentations, projects, unit tests and viva-voce, which carries 10 marks and Mid Term Test which is of 15 marks. The end-semester examination has the weightage of 70 percent of total marks allocated to a particular course. The university directs the paper setter to frame the question paper in such a manner that it covers the entire syllabus. While setting the paper admixture of different types of questions viz. MCQ, true/false, short answer and essay like answer questions are included in the question paper. This ensures the complete understanding of the concepts by the students. In case of any doubt on the part of the students pertaining to any discrepancy in evaluation, there is a provision of re-checking of scripts.

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

**Response:**

As mentioned above, various methods are used to assess the understanding of concepts by the students. After the completion of a unit, assignments are given to the students which are evaluated and shown to

them. They are also encouraged to improve the manner of presentation of their assignments. These assignments give them the requisite practice for attempting the final examination. The answer-books of mid-term tests are shown to the students to ensure transparency in the evaluation and maintenance of CCA record. The Internal Assessment of all the students is displayed on the Notice Board of the college before the start of end-semester examination. The same is also uploaded on the college website and they are encouraged to enquire about discrepancies if any. Frequent class tests – both written and oral, are given to the students for practice and evaluation of their learning outcomes.

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

#### **Response:**

In order to address the problems relating to examination and continuous comprehensive assessment (CCA), a special committee is constituted and notified through the college prospectus. Besides, all the heads of departments and concerned teachers solve the problems of the students within the shortest possible time. All the teachers guide the students on the online filling of examination forms, course names and their codes and other requisite information so as to reduce the problems relating to examination and CCA. If the problem pertains to the university, such cases are taken up with the concerned authorities for prompt action.

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

#### **Response:**

The Academic calendar is framed by the Directorate of Higher Education, HP and Himachal Pradesh University, Shimla before the commencement of the academic session and it is followed in totality by the college. The calendar includes all the activities and dates of admission, mid-term tests, sports and cultural activities, end semester examination, evaluation of the script and vacation. The IQAC plans a prospective schedule for the internal academic and non-academic activities of the college and the central calendar is augmented with this schedule. The students are informed about the various activities by the teachers and the Principal at the beginning of the session.

## **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 of the various programs have been defined and stated along with the syllabi. These outcomes/objectives are notified along with the syllabi on the University ([www.hpuniv.hp.gob.in](http://www.hpuniv.hp.gob.in)) and College website ([www.gctheog.in](http://www.gctheog.in)). The teachers make sure that these outcomes are the guiding

principles in their own curriculum and lesson plans. The students' feedback at the end of each semester reflects the success that these outcomes have met/not met at the end of each semester. The last few surveys indicate that the program outcomes that were clearly defined and conveyed to the students have met the desired success.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

In consonance with the outcomes defined by the University, each department of the college, at the beginning of the semester, defines its program outcomes in its departmental register. The IQAC calls for a report of this departmental design before each session and monitors the completion of the same, from time to time. At the end of each trimester, the department is obliged to maintain a status report regarding the outcomes. Every three months, a report is sought to ensure the successful achievement of these outcomes. In addition to the academic programs, the college depends on extracurricular programs for development of the pupils' personalities. The various clubs and societies have well defined program outcomes that are conveyed to the students at induction into the various societies. Activities in the annual calendar are designed keeping these outcomes in mind.

### 2.6.3 Average pass percentage of Students

**Response:** 100

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

Response: 264

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

Response: 264

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response:**

## 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:** 0

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	0	0	0	0

**File Description**

**Document**

List of project and grant details

[View Document](#)

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

**Response:** 0

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

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

Response: 82

### 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:**

To inculcate and encourage interest in research amongst the students the teaching faculty of the college organizes intra-disciplinary and inter-disciplinary seminars and interactions in which various experts are invited from time to time. The institution has created a Research Promotion committee. This committee guides, monitors and motivates the faculty members to take up research activities. This committee circulates all the invitations, news and notifications to all staff members. The college has constituted departmental societies for organizing seminars in which resource persons are invited. The college has been

playing the role of a resource for the other educational institutions in the vicinity. The faculty members have been going to schools as resource for skill based activities. E.g. The Department of Physics conducted a workshop on how to make a step down transformer in Govt. Senior Secondary School for Boys. The Dept. of English conducted three sessions on the Grammar in the Govt. Senior Secondary School for Girls.

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

**Response:** 0

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

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

#### File Description

#### Document

List of workshops/seminars during the last 5 years

[View Document](#)

### 3.3 Research Publications and Awards

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

**Response:** No

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

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

**Response:** No

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

**Response:** 0.24

3.3.3.1 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
8	4	3	8	4

<b>File Description</b>	<b>Document</b>
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

### **3.3.4 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:** 1.95

3.3.4.1 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
14	5	7	14	4

<b>File Description</b>	<b>Document</b>
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

## **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:**

The institution is affiliated to H. P. University and our NSS activities are controlled by the NSS coordinator of the University. In this college we have one and a half units of NSS headed by a Program Officer to execute NSS activities throughout the year and also during the annual camp. We also have active cells of NCC, Rovers and Rangers, Red Ribbon Club and Women Cell. They are instrumental in converting students into the responsible citizens of the country. Through NSS NCC, Rovers and Rangers, Red Ribbon Club, Women Cell various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality, legal awareness campaign etc. contribute to sensitizing students to social issues. Our NSS units, NCC, Rovers and Rangers focus on societal needs by carrying out programs such as cleanliness and Polio vaccination. The NSS adopts one village every year and involves the local community in various activities. The Department of Political Science collaborated with the Theog Bar Council to spread the importance of voting in two villages.

Members of The Social Outreach Cell help the needy patients in the local hospital for two hours every day. The college has collaborated with Age Care India for several philanthropic activities, like health camps in villages and camps at Old Age homes. The Theatre Club has been staging skits at various forums for creating awareness regarding burning issues like drug addiction and gender equality.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response: 7**

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
3	1	1	1	1

<b>File Description</b>	<b>Document</b>
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 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: 5**

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	1	1	1

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 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:** 49.09

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
658	548	340	538	435

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

## 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.	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

## 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:**

The institution has adequate facilities for teaching - learning viz. classrooms, laboratories, computing equipment etc. Our college has 10 lecture halls having a seating capacity of 100 students each. Each room approximately 972 square feet in area and is equipped with a black board, lecture stand and furniture. The college has 4 well equipped science laboratories for the students of Physics, Chemistry, Botany and Zoology. Each laboratory is 600 square feet in area with adequate seating capacity. The college has one Information and Technology (IT) Lab and one Geographical Information System (GIS).

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

**Response:**

The institution has adequate facilities for sports, games and cultural activities. For sports activities, the college has a multi purpose play ground which is approximately 60X50 sq. meters in area. The playground is used for outdoor games like volleyball, basketball, kabaddi and athletics. For indoor activities, the college has a gymnasium. Yoga as a subject, is taught by the department of Physical Education. Yoga is practiced in the Physical Education Room. There is the required paraphernalia for sports like Volley Ball, Basket Ball and Chess. The college Ground is multi purpose, has a stage and doubles up as a venue for sports as well as cultural events. In addition, there are two rooms for music one each for vocal music and instrumental music. These rooms are used by students for practice for various cultural activities at the college level or for inter-college competitions.

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

**Response: 20**

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

**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:** 84.2**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
5.16	2.47	5.02	2.64	0.21

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The library of the college is situated at a place which is easily accessible to all the students and staff. It is equipped with two computers and one printer. These computers have broadband connectivity. Accession numbers of all the books available in the library have been assigned and these have been entered in SOUL 2.0. The college aims at having a fully installed and functional Integrated Library Management System (ILMS) in the near future. The computers in the library are periodically upgraded. Library users can access the e-resources on these computers. The library has nearly five thousand books, belonging to all the streams, which have been catalogued.

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

The college library does not possess any hard copies of books of rare nature since it has been in existence for about two decades. Similarly there are no manuscripts that the library can boast of for the similar reason, in addition to the fact that the cultural heritage of the surrounding rural areas exists almost wholly in its oral traditions where hardly anything was committed to the written documents. Similarly there are no special reports currently available in the college library. The library has ample number of books as knowledge resources such as Encyclopedia Britannica, nine journals, eleven magazines, eight national newspapers and nearly five thousand books available to the students and teachers alike.

Despite the above mentioned unavoidable reasons, the college library has downloaded various rare books from Rare Book Society of India (RBSI). The library is well stocked with books on competitive exams like GATE, HPPSC and UPSC. The students use these books to prepare for these exams. The autobiographies and biographies of inspirational personalities are kept in the library which includes scientists, engineers and leaders. A great deal of knowledge is being disseminated by these books to our students.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>

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

**Response:** 0.4

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
0.56	0.05	0.56	0.18	0.64

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>

#### 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:** 24.25

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

**Response:** 267

### 4.3 IT Infrastructure

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

**Response:**

The institution has well developed IT facilities including Wi-Fi. Adequate number of computers with printers, scanners and high speed internet are available in office, library, computer lab, geography lab, and staff room. All computers are connected with LAN in labs with internet bandwidth speed of less than 5 MBPS. There are thirty two computers and thirteen application software installed at different locations in the institution. These application software are updated from time to time. Licensed software have been installed in all the computers. In order to prevent malfunctioning in the computers and to protect them from malware attacks Antivirus software have been installed.

#### 4.3.2 Student - Computer ratio

**Response:** 33.69

#### 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

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response:** No

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

### 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:** 44.18

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
1.19	0.91	4.26	0.98	0.39

<b>File Description</b>	<b>Document</b>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>

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

**Response:**

The college is a government institution and we follow the rules and regulations of Himachal Pradesh government. There is no separate policy and procedure for the maintenance and utilization of physical, academic and sports facilities at institutional level. However, for the growth, maintenance and development of the college, the Principal has made internal mechanism within the framework to ensure smooth functioning of the college. The college generates its own funds by charging students under various heads like, Building Fund, Cultural Activities Fund, Sports Fund, Book Replacement Fund, Rovers and Rangers Fund, NCC Fund, in addition to the PTA Fund. The college follows the stipulated government

norms and procedures for the utilization of this revenue for the development and maintenance of the college.

NAAC

## 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:** 65.55

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
701	740	665	674	579

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

**Response:** 0

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

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

#### 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:** C. Any 5 of the above

<b>File Description</b>	<b>Document</b>
Details of capability enhancement and development schemes	<a href="#">View Document</a>

**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:** 0

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
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**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 benefitted by VET	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 0

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

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

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 18.93

#### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 53

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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: 0**

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
0	0	0	0	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
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>

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

#### Response:

Since students are the central focus of the institution, their participation in its activities is undoubtedly essential for this the college has an active student Council CSCA(College Students Central Association) besides this the students are nominated/elected as Office Bearers to various academic and administrative bodies, subject societies/clubs/committees. The functions of which are

- To ensure the maintenance of proper academic atmosphere and orderliness amongst the students
- To promote corporate, social and cultural life of students and to train them in their duties, responsibilities and rights of citizenship.
- To promote opportunities for the development of character, leadership, discipline and spirit of service among students.
- To help in the organization of academic/cultural and sports activities in college.
- To coordinate and integrate the activities in college of various committees /societies/clubs in the college

#### CSCA Composition

The Principal of the college is the Principal Advisor of the College Students Central Association and its Executive committee .In addition, the committee consists of

- 1.President
- 2.Vice-President
- 3.Secretary
- 4.Joint Secretary
- 5.Seventeen members to be elected from amongst the outstanding students excelling in cultural and co-curricular activities, sports, NCC, NSS, and Rovers and Rangers. Students with the highest marks in the previous qualifying examination are also inducted as members. Office bearers of various clubs and societies also find representation in the Central Body of the CSCA.

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

**level per year**

**Response: 25**

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
25	25	25	25	25

**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 has an OSA (Old Students Association) which was formed in April 2018. The need for such a platform was felt for the active participation of students for the development of the institution both through financial and non-financial sources. It was felt that by creating such an association the institution would get a good feedback from the alumni to be incorporated for the betterment of the college. The OSA is an integral link for the college with the evolving needs of market and industry. The members of the OSA are role models and a source of inspiration to the students who look up to their life trajectories for direction.

**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: 1**

## 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
1	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:

The vision of the college is

**“To participate in nation-building through creation of a competent, wise and just human resource”.**

The mission is

**“To impart inclusive education aimed at developing intellect and life-skills befitting responsible citizens with global competence and cultural consciousness.”**

Government College Theog is committed to offering programs of study that prepare undergraduates for challenging careers or admission to well-respected graduate and professional schools. Undergraduates in the various programs take a variety of courses that lead to the development of skills such as critical thinking, problem solving, and effective communication, and upholds the value and breadth of our intellectual heritage. The college prepares students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and linguistic boundaries. Students, faculty, and staff share a commitment to integrity and respect for others. The faculty members from all disciplines contribute by integrating into their teaching, values like, critical thinking and problem solving, oral and written communication, evaluating and using information, ethical issues, leadership, relationships with other disciplines, preparation for life-long learning and professional growth. Through teaching and advising, as well as close personal interaction with students, the faculty provides educational leadership for the campus. For this purpose, the college administration is committed to ensuring effective and efficient management of the institution. It constantly works to achieve excellence in the teaching-learning transaction.

The college is constantly committed to imparting the best possible environment and facilities to the students of the region, so that they may receive quality education to meet an ever changing world. The focus is on integrating local cultural aspirations with modern education. Extracurricular activities provide our students an opportunity to discover and develop aspects of their personality that will go a long way in their all round development. The teachers who are integral links in this chain of development are qualified and dedicated to the achievement of the vision and mission of the institution.

Planning for the academic session begins with a well designed academic calendar that is made in keeping with the annual calendar notified by the University. The weekly time table regulates the teaching schedule for the semester. The classes are taken regularly as per the Time-Table. Proposed work load in various departments is discussed with the head of departments to ensure the effective management of the teacher as a resource for the academic wellbeing of the students. Teachers plan their teaching units and draw a tentative calendar for themselves at the departmental level. They try to adhere to this plan for effective division of time to be allocated to their teaching units. At the onset of the academic session, the Principal addresses the new students in order to orient them towards the functioning of the college, and to induct

them into the system. Through the course of the year, weak students are identified for extra reinforcement through tutorials and peer-instruction.

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

#### **Response:**

The college has an exhaustive list of committees constituted at the beginning of each academic year. In addition to the forty odd committees that are notified in the prospectus, new committees are formed and notified through an office order as and when required. The committee in turn is lead by a senior teacher, the convener, who guides and conducts the functioning of the committee. The convener reports to the Principal, as and when required, on the progress and functioning of the committee. The members of a committee are consulted before any significant decision is taken. They are in turn, informed about the decisions/requirements of the administration for the effective planning and implementation of the work allocated to them.

#### **Example #1 Conduct of Examinations.**

Term-end University Exams as well as Mid-term internally conducted, house exams are conducted by the collective efforts of the office and the teaching staff. Dates for the Term-end exams are duly displayed to the students well in advance to invite any suggestions for modification in case of clash in dates/time. In case of the house exams, the examination committee designs a date sheet for the conduct of exams in consultation with the Principal and the annual academic calendar in a meeting of the staff council. Question papers are designed and submitted to the examination committee which in turn ensures timely printing of the same, and procurement of other stationary required for the conduct of the exams. The faculty members are assigned duties for invigilation during exams and are informed about these duties electronically as well as through a notice circulated centrally. The non-teaching and ministerial staff members are assigned miscellaneous tasks to assist with the conduct of examinations. Respective teachers evaluate the answer scripts and inform the students about their performance in class. Answer booklets are shown to the students so that they can be made aware of their performance and doubts, if any, can be addressed. Internal assessment awards are uploaded on the Himachal Pradesh University Shiksha Pariksha eExamination Utility.

#### **Example#2,Annual Prize-distribution Function.**

In order to motivate students to excel in various fields, the annual prize distribution function is held at the end of each academic year. For the smooth conduct of the function, each member of the staff is assigned a task by means of committees. Names of prospective prize winners are invited from the various departments and committees by the compilation committee. The tentative list of winners is displayed on the college notice board to invite objections against discrepancies. The purchase committee follows the codal procedure for the purchase of prizes. The certificate writing committee is given the task of writing the certificates. In addition to these committees, there are other committees that are allotted different tasks for the smooth conduct of the function. Notification of the committees for the function is attached. On conclusion of the function, all the committees submit their statement of expenditure along with the bills to settle the accounts.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

#### Response:

The Perspective/Strategic Plan of the college includes various components like modernization and strengthening of classrooms and laboratories (including the procurement of latest laboratory equipment), upgrading of the Library and learning resources, procurement of furniture, promotion of co-curricular and extracurricular activities and modernization of the college office.

#### ICT up-gradation.

A strategic activity for the introduction of state-of-the art teaching-learning environment in the college under its perspective plan successfully implemented by the college is the strengthening of its ICT facility. The college has upgraded its IT and GIS Labs comprising thirty two desktop computers operating on Windows and Linux for encouraging computer literacy among its students. Both the Labs are Wi-Fi enabled. The IT lab has a Projection system in place. Free and easy access to the IT lab is provided to all students. There is also a separate internet enabled ICT resource desk for the faculty in the staff room to provide teachers access to online educational resources and facilitate them in their day-to-day work. A dedicated e-corner with two computers and Wi-Fi connectivity has been created in the college library to provide access to online instructional material to the faculty and students. This facility is strengthened with the membership of the NLIST and National Digital Library. The administrative wing of the college has also been fully computerized.

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

#### Response:

The college administration is committed to ensuring effective and efficient management of the institution. It constantly works to achieve excellence in the teaching-learning transaction. The Vision, Mission and Objectives are the guiding principles in the academic and administrative functioning of the college. The Directorate of Higher Education is the policy making body/ controlling authority. All the employees working in the college are governed by the R&P rules and regulations of the state government. The Principal of the college serves as the official link between the Director, Higher Education and the institution. The Principal leads the staff council. All decisions are taken in consultation with the representatives of the staff council. The administrative unit of the office is lead by the Superintendent who effectively co-ordinates between the Principal, office, students and the teaching staff. The Student Council represents the voice of the students and mediates between the college administration and the students. The Parents-Teachers Association brings together, on a common platform, the college administration and the

parents who are effectively the stakeholders of the system, and the representatives of the aspirations, needs and concerns of the community. Any strategic decision of grave importance is taken up in a meeting of the Advisory Committee with the Principal.

The IQAC of the college comprising faculty members, student representatives and other stakeholders, educationists, professionals and philanthropists help shape the perspective decisions, plans and policy. The feedback obtained from the staff council, parents, students, alumni and faculty constitute the major inputs for perspective planning. The proposed plans are discussed by the respective committees in charge of their implementation, fine tuned and then implemented. Appropriate financial allocations on priority basis are made for various schemes after due approval for their sanction by the Bursar of the college. All financial dealing passes through the scrutiny of the Bursar, the incharge of the financial matters. CSCA, OSA and PTA are integral to the organizational structure of the college. Their contribution to perspective planning is always seen as a valuable link between the college and its stakeholders.

Grievance Redressal Mechanism in the college functions through multiple channels. The Youth Welfare Cell addresses the problems of the students to promote a healthy atmosphere in the college. The objective of the cell is to uphold the dignity of the college by ensuring that each individual who sets foot on the campus feels secure and confident. The Prevention of Sexual Harassment and Women Cell is actively engaged in addressing any complaints pertaining to gender related issues. The Anti-ragging committee ensures that the fresh entrants to the college are not harassed in the guise of ragging. We have a Complaints and Suggestions Box placed in the campus. In addition, any information sought via RTI, is addressed on priority. A special Grievance Redressal Cell pertaining to the numerous problems pertaining to Internal Assessment and University Examinations has been set up to minimize confusion and delay in results.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

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

##### **Response:**

All activities of the cells and committees are planned and implemented through a well organised system of planning and assessment by the members of the respective bodies in notified meetings. Minutes of these meetings are duly recorded for maintenance of records and transparency. Two examples of this process are cited herewith.

##### **1. Advisory Committee:**

All the decisions of the college are made after a transparent process of consultation and brainstorming with senior members of the staff who constitute the Advisory Committee. In case of any emergent situation that needs urgent action, the Principal calls a meeting of the Advisory Committee and a decision is made after consultation with the members. All proceedings of the meeting are duly noted in the register of the Advisory Committee.

##### **2. The English Literary Society: Organizing the One-Day State seminar on Cultural Diversity.**

In a departmental meeting held in the month of July, 2017, it was decided that the English Literary Society, Government College Theog would host a seminar on Cultural Diversity and invite students from across the state to participate. The concept note and invite were sent to all the colleges of the state. The following sub themes were proposed as a direction for the students to write their papers:

- 1. The Folk of the Folks**
- 2. The Colour “Me”**
- 3. What Threatens You, Also Threatens Me**
- 4. Food for Thought: Culinary Cultures**
- 5. The Poetics and Politics of the Cultural Discourse**
- 6. Many Globalizations: Cultural Diversity in the Contemporary World**

The seminar was held on the 8th of September. Eminent scholar, Dr Usha Bande agreed to deliver the key note address. Professor Anuja Sharma (St Bede’s College) delivered the Valedictory Note and Dr Vidya Nidhi Chabra (G.C. Sunni) was an invited speaker (resource person). Money to meet the expenditure pertaining to the Certificates, Banner, Honorarium, and refreshment for the participants was granted through permission of the Principal and the Bursar out of the Students’ AF. Committees were formed

under the leadership of the three faculty members of the Department of English. Tasks were divided amongst the students and teachers. The Seminar was attended by seventy five students from various colleges. In all seventeen papers were presented. It was a fruitful experience for the presenters as well as those in the audience. A follow up meeting was held subsequently to assess the success and the weaknesses of the endeavour. It was decided that such events would be made a regular feature in the coming years.

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The college communicates all the welfare schemes that the government has in place for its employees. They are never denied to anybody. These include:

1. Maternity Leave
2. Paternity Leave
3. Study Leave
4. Duty Leave to facilitate participation in conferences/ seminars
5. Children's Education Allowance
6. LTC/HTC
7. Group Insurance Scheme
8. Medical Reimbursement
9. Provident Fund/ NPS
10. Gratuity, Leave Encashment and other benefits on Retirement
11. Provision to draw an advance from the GPF/CPF
12. Children Education Allowance

In addition, the college has a well appointed staff room with a computer installed for the use of the faculty members. The computer in the staff room is connected to the internet. The staff has access to the infirmary and the canteen facility. The college provides automated salary transfer to its employees. Ward quota in admission is available as per university norms. The Prevention of Sexual Harassment Cell provides a platform for any gender-based harassment in the work place.

The institution ensures the professional development of the staff by: Encouraging faculty members for participating in international and national conferences, seminars and workshops, encouraging the faculty to publish research papers in reputed international and national journals and encouraging the faculty to take up membership of various national, state and local level research. Training in computer and software management is provided to the non-teaching staff members as per requirement.

#### 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	<a href="#">View Document</a>

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

**Response: 0.8**

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
4	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

**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: 29.92**

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
9	10	6	4	5

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

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

#### Response:

The professional performance and achievements of faculty members are monitored and evaluated through the Annual Confidential Report based on the Performance Appraisal System as per the guidelines of the UGC and State Government. The ACR and appraisal report of faculty is submitted to the Principal, who is the Head of the Institution. Student feedback on teachers also indicates their ability and competence. The feedback form has a well-defined set of questions that help the students to evaluate the teachers on the basis of knowledge base, communication skills and interest generated by the teachers. The IQAC analyses the students' feedback and submits the same to the Principal, maintaining complete confidentiality. The ACR of the teachers/staff is communicated to the Department of Higher Education, which is reviewed for career enhancement and other purposes. The performance appraisal report is assessed by the Principal and Directorate. The college is a government institution. All the faculty members are appointed by Principal Secretary, Higher Education, Government of Himachal Pradesh, Shimla through the H.P.P.S.C. Salary grades and other emoluments/remunerations are granted as per UGC pay commission recommendation adopted by the state government.

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The College Bursar is the institution's internal mechanism for ensuring financial propriety and discipline. The Local Audit Department of the Government of Himachal Pradesh conducts a thorough audit of the student funds at regular intervals (once in four years) and submits its report. The college settles the audit objections raised by the auditors of the Local Audit Department before or at the time of next audit by producing the supportive documents or by making recoveries as pointed out. The last audit of student funds was conducted in the financial session 2016-17 by the government auditors. The budget allocations for running the college are made by the Department of Higher Education on request and demand from the college. Salaries and payments are made through Government Treasury after passing of the bills by the Treasury Officer. The payments are directly credited into the accounts of the concerned person/ party. The Tuition Fees collected is deposited in the Government Accounts through challans. All government financial transactions are online and thus transparent. Receipts and payments on books of accounts are audited by auditors of the Office of the Accountant General Himachal Pradesh. Other sources of resource mobilization are the students' Amalgamated Fund (AF) and PTA fund. Money from these accounts is used for the developmental activities of the college. Whenever the college needs a substantial sum for

infrastructural development or any such other developmental project, funds are sought from the Directorate of Higher Education which in turn are allocated depending on their availability.

#### **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**

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)

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

**Response:**

The college does not have any Resource Mobilization Policy of its own. Being a government institution the college is fully funded by the Dept. of Higher Education, Govt. of Himachal Pradesh in all respects.

Additional resources for engaging teachers and ministerial staff on need basis and for carrying out minor development activities are generated through the Parent-Teacher Association Fund. The Students' AF is another resource for expenditure related to student-welfare projects. Money from these funds is used for various activities in the course of the academic year, (e.g. sending teams for youth festivals, organizing college functions). Permission for the money to be granted for expenditure is sought from the Principal and the Bursar. A utilization certificate is submitted by the convener of the concerned committee after the money is spent.

### **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:**

We have had an active IQAC in place for the last five years. Keeping in mind the development of the

college, the IQAC has consistently been engaged in planning and providing direction to the various aspects of development in the college. The IQAC has been relentlessly engaged in creating an environment that eggs the college on, closer to its objectives in keeping with the vision and mission of the college. It has been a constant effort on the part of the IQAC to bring the latest technology to the college in order to modernize its functioning. The participation of the students in enhancing quality is ensured by including student representatives in academic and administrative bodies and in cultural and extension activities.

The IQAC plays its assigned part in quality enhancement by:

- Disseminating information on the various quality parameters of higher education to the faculty and the students.
- Providing suggestions for introducing new programmes for enhancement of quality in all aspects of the curriculum.
- Promoting research and creating an environment, conducive to research.
- Promoting the use of technology for enhanced teaching-learning

### **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:**

#### **1. Mentor Programme**

2. **Introduction of online courses through spoken tutorials, in collaboration with IIT Mumbai. Mentor Programme:**

#### **1. Mentor Programme**

Resultant upon the decision of the IQAC, the college has had the Mentor Programme in place since the session 2017-18. It was decided that all the students of the college would be divided into Mentor Groups and each group would have a teacher mentor. The students would be allocated to these groups by random distribution. Mentors would meet their mentees once a month for an hour-long session in which there would be a non-academic interaction with the mentees. The Mentors would get to know their mentees personally, and be responsible for their wellbeing in college. They would counsel them if required, or use the session for reaching out to them with human, cultural and moral values. All 23 teachers were allocated their mentees and they met them as per schedule notified through the notice board. The first few meetings did not show much student turnout, but gradually, over the subsequent meetings, the attendance in the sessions grew remarkably. The programme has since been a regular feature and part of the monthly curriculum.

#### **2. Online Courses through Spoken Tutorials.**

The IQAC decided that it would be of great use to the students and teachers of the college to avail access to the online resource <http://spoken-tutorial.org>. The spoken tutorial project which is part of the 'Talk to a Teacher' project of the National Mission of Education through Information and Communication

Technology (NMEICT), launched by the MHRD Govt. of India to popularize software development and use of software to bridge the digital divide in the country. The IQAC agreed that IT has a vast potential in addressing the problem of unemployability. This program can provide access to a variety of spoken tutorials that will help to learn and use open source software. The college would provide software training workshops using these tutorials and students could earn certificates on passing online tests for the respective software. This would help disseminate the information and training of technology and Free and Open Source Software (FOSS) to the students of the college. An orientation session regarding the same was conducted by Dr. M L Mankotia which was attended by all the faculty members. Another session was conducted to orient the sixth semester students towards its use and understanding.

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

**Response:** 2.4

#### 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
2	4	2	2	2

#### File Description

#### Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

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

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

**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:**

The college was first accredited and assessed in 2012,(September15 ) with CGPA 1.82, Grade C which was valid upto September14, 2017. The college did not have a regular Principal for over 7 months. So the college was unable to apply and prepare itself for the scheduled accreditation in 2017. The college now presents itself for the same in the year 2018. Since the date for presentation is past, the first accreditation loses its relevance. The present exercise is now being considered as a fresh application for accreditation. Therefore this condition/criterion is not applicable.

## 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: 5**

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
1	1	1	1	1

**File Description**

**Document**

List of gender equity promotion programs organized by the institution

[View Document](#)

**7.1.2**

**1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

Safety and security:

The institution has a safe and secure campus in which CCTV cameras are installed for monitoring the activities of the students. The teaching faculty is divided into squads to check ragging and other offences in the campus. A sick room is provided in the campus for the students in case they need medical attention and a Girls common room is also available to them. The campus is made secure by locking the gate so that no vehicles can enter without permission.

The college has a Women Cell that counsels and sensitizes the students from time to time regarding various issues related to girls like health and hygiene maintenance, safety of girls in the college. It also provides awareness about their rights and laws for their protection and well being. The members of the Women Cell also perform their duties as counsellors on fixed days and their availability is notified through the college notice board. Various functions are organized by the Women cell, N.S.S and N.C.C and awareness programmes are organized in which resource persons like lawyers, gynaecologists and the chair person of The HP State Women Commission were invited to interact with the students. Awareness about gender equity is promoted through various competitions. Two girls and two boys have been appointed as

"Gender Champions" in the college at the behest of the Women's Commission to coordinate gender equity programmes.

The Girls Common Room is a space, exclusively meant for girls, so that they may unwind and interact comfortably between classes. The spacious and colorful room is the most suitable place. The room has sufficient seating arrangement, along with appropriate dressing space. The walls of the room are adorned with portraits of women who have, for decades inspired women from all spheres of life. The Common Room allows the girl students space for camaraderie, self discovery and contemplation.

### 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 16007

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

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

**Response:** 38.01

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

Response: 6084

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 16007

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

**7.1.5 Waste Management steps including:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

The college is very particular about maintaining cleanliness and is acutely conscious of its duty towards the environment. Separate dustbins for bio-degradable and non-degradable waste are placed at regular intervals in the campus. Solid waste is thus segregated and disposed off through the agency of the notified area. Biodegradable waste generated from the laboratories is collected and dumped in pits created in the college campus for manure production. The manure produced is then used for gardening. Negligible hazardous material is produced by the science laboratories. The concerned departments take appropriate safety measures while disposing off the material as per the standard procedures and guidelines. Negligible e-waste is generated in the college, since the electronics in the college are relatively new and have been repaired as and when necessary.

**7.1.6 Rain water harvesting structures and utilization in the campus****Response:**

Mountainous areas generally experience the problem of water scarcity especially during summer every year. Keeping this in view, a rainwater harvesting tank has been constructed outside the Chemistry Department of the College. This tank is connected to the roof top through down pipes. Theog falls in an area that gets plenty of rainfall not just during the monsoons but also intermittently throughout the year, in addition to receiving an ample amount of snow during the winter season. The water accumulated thereof is utilized for meeting the water needs for gardening and cleaning purpose of the college.

**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 the students walk to college as Theog is a small town with walkable distances. The picturesque bridle path meandering up to the college amidst the majestic Deodars is a much traversed route by the students. The college has taken care to tile this path so that it becomes safe in all weathers. The students coming from adjoining areas use public transport for which they have procured bus passes. The staff members use a car pool for commuting to college as it saves fuel and money; it is eco-friendly as it causes less pollution.

The college campus is completely polythene free as part of the initiative by the State government under which Himachal Pradesh has been declared a polythene free state. Every effort is made to reduce the use of plastics in the campus. The college is taking fledgling steps towards making its campus a paper free one. Steps are taken to minimize the use of paper and thus the resultant cost to forests. Filling of examination forms, declaration of results and disbursement of salaries, in addition to all official communication with the government is paperless.

Under the campus beautification program, the staff and the students of the college collaborate to beautify the campus by planting ornamental plants. Tree plantation drives are one of the regular activities of the college. The students of the college are sensitized towards forest conservation and the benefits of having a clean environment through seminars by faculty members and other guest lectures.

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

**Response:** 2.15

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
0.45	0.05	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:** E. None of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 7

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
2	2	1	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 5

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
4	1	0	0	0

**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

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

**Response:** Yes

**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](#)

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

**Response:** Yes

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

**Response:** Yes

**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:** 3

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
3	0	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

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

#### Response:

The institution organizes all national festivals, (like Independence Day and Republic Day) to inspire the students to imbibe a spirit of Nationalism and to acknowledge the contributions rendered by eminent persons in shaping India. Several motivating competitions are organized by the college like Sadbhavna Diwas on August 20. This is celebrated to mark the birth anniversary of Shri Rajiv Gandhi. To commemorate the birth anniversary of the great hockey player, Dhyan Chand, the Sports day is celebrated on August 29th. Gandhi Jayanti is also celebrated as Swachhata Diwas. To mark the birth anniversary of Dr S. Radhakrishnan, the College SCA organises a function on September 5th every year to celebrate Teachers Day. The faculty of Sciences celebrates the birthday of Nobel Laureate, Dr. C. V. Raman in the form of Science Day on 28th February each year to mark the contributions made by all the scientists. The National Librarians' Day is celebrated to commemorate the birth anniversary of S.R. Ranganathan.

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

#### Response:

The institute maintains complete transparency in its financial, academic, administrative and auxiliary functions.

The Department of Higher Education, Government of Himachal Pradesh is the principal funding agency for Government College Theog. The disbursement of salaries, pension, medical reimbursement is directly controlled by the Government Treasury through the HIMKOSH software. The management of fee and funds available with the college is controlled by the principal who is the Drawing and Disbursing Officer. The management of all funds is guided by the financial rules of the state government. The purchase committee of the college monitors and recommends all major purchases by the college. The college bursar further ensures the propriety of all expenditures. The local Audit Department conducts periodical audits to ensure transparency and efficacy of all financial matters. Scholarships and other benefits available for the students are directly credited into their bank accounts under the Direct Benefit Transfer Scheme.

Admissions to various subjects /courses of study are made purely on merit basis. Merit lists thereof are duly displayed on the college notice board and website to maintain transparency in this regard. The internal evaluation of students is awarded on a variety of parameters including assignments, seminars, classroom

attendance and midterm tests. Internal assessment is communicated to the students. It is then displayed on the notice board.

The college administration is governed by the participatory and inclusive model. Different academic and administrative responsibilities are assigned to the faculty and staff members in the beginning of each academic session to make the administration decentralized and more effective. Different stakeholders like students and parents are involved in the decision making and development process of the institution through elected /nominated bodies like the College Students Central Association and the Parent Teachers Association. Efforts are also made to involve the Alumni in the affairs of the college through the OSA.

## 7.2 Best Practices

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

**Response:**

#### **Best Practice –I**

**Title of the practice:** **Inculcating in the students, sensitivity towards the environment, while simultaneously enhancing green cover around the college campus.**

**Objective of the practice:** The aim of the practice is to develop ecosensitivity and environmental awareness in the students and to conserve biodiversity through tree plantation. The students are engaged in first hand maintenance of a small piece of land in/around the college campus by plantation of Cedrus saplings and ensuring conducive conditions required for their growth.

**Context of the practice:** The college, by virtue of its location, caters to youth from an agricultural background. The college happens to be located on a hill top which is also home to a local deity. Sacred groves are a popular concept in this part of the country. Temples own the land around them and trees in this area are preserved by the people as sacred. This cultural belief is used to encourage students to want to develop forest cover around the temple.

**The practice:** The students have collectively cleared a patch of land in the college campus which has been earmarked for this very purpose. The saplings of Cedrus Deodara require cool, humid, cloudy weather for plantation, therefore they are planted when the soil is well drained and the weather is warm enough. In the sunny parts of the land, beds have been dug in the soil by making pits at regular intervals. The saplings are placed in the prepared beds and covered with manure and compost. The compost used is prepared in the compost pits made in the college campus and maintained by the students. The saplings are watered at regular intervals and allowed to flourish. The saplings do not require pruning.

**Evidence of success:** At least 30 percent of the trees planted over the last five years have survived. The trees are taken care of by the students and the students manifest a sense of ownership and responsibility towards the trees. The saplings have grown at a healthy rate. The students, who learnt from this exercise, have successfully planted trees around their own homes and villages.

**Problems encountered and Resources required:**

Since the saplings are prone to the attack of aphids which are sap sucking tree bugs, these infestations can result in the presence of sticky honey dew and diseases like sooty moulds of shoots. Therefore these problems were faced during the growth phase of these trees. The college intends to keep the campus free of harmful chemicals, so we have been trying to combat these attacks with organic pesticides. This method has only a partial rate of success. The challenge today is to safeguard these trees without having to resort to harmful pesticides. The challenge has been to keep the weeds from encroaching upon these beds. Generating and protecting an artificial Deodar forest is not an easy task. The trees need a lot of care in their infancy.

## **Best Practices II**

### **Title of the Practice : Engagement With the Elderly**

#### **Objectives**

1. To sensitize the younger generation about their responsibility towards the elderly and thereby to involve them in cultural assimilation process.
2. To involve the students with elders at home and surroundings to alleviate their loneliness and in the process gain more of cultural values through oral resources.

#### **Context**

Theog is a semi-urban area which has, like most places in the country, seen unprecedented pace of change in the last three decades. Theog has always been a rural area and, like elsewhere in India, the rich cultural heritage, in terms of its traditions, music and songs are stored in its oral traditions. Also becoming increasingly extinct with time are the various aspects of the now fast changing lifestyle which the older generation continues to cling to in memory but finds no one to share with, including folk remedies and mantras for maladies.

The students presently studying in the college belong to a generation that has witnessed the greatest changes at the fastest pace which has resulted in their moving further away from the generation of their grandparents. The students are, therefore, encouraged to meet the elderly not just at home but also in the neighborhood and appreciate various aspects of their culture which haven't necessarily been passed on to them due to a two generation gap. The need of the day is to tap the vast and hitherto unexplored arena of oral traditions which, owing to rapid changes, technological and others, are under a threat of extinction, and, to inspire students to appreciate the intrinsic values of their own culture.

#### **Practice**

Students approach the elderly people, men and women, in their villages with the objective of involving them in conversation so that they feel involved. The conversations are structured in the form of discourses and interviews where they speak on their past experiences which the present generation has no idea about. These exercises are made very useful by connecting the discourse to the rich oral treasures that the elders possess in abundance, thereby making the younger generation not just proud of their roots but also preserving their traditions and cultural heritage. The elders have been seen to be too satisfied to impart to the youngsters what has been left out throughout the rapid change in the last few decades. The students,

having gone through the conversations in their respective areas, then present them in the mentor classes. Each one has something new and unique to share which others find of immense value.

### **Evidence of Success**

Seeing the active participation of the students in the mentor classes, it is very heartening to see the kind of excitement and feeling of responsibility it has generated amongst the students. For obvious reasons, the success of such a unique project cannot be quantified and measured but its accomplishments can certainly be felt and seen by everybody. During the mentor classes students share their experiences, sprinkled with many revelations and findings which enlighten their experience of life.

The students of the college have, for long, been associated with caring for the elderly. The students from the college have been assisting an NGO Age Care India for as many as five years whereby they organize health camps in the nearby villages. These health camps include:

1. Eye care
2. Diabetes
3. General Check Up

## **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 vision of the college being, “To participate in nation building through creation of competent, wise and just human resource” our most distinctive achievement has been to bring about a definite change in the attitude and quality of life in the lives of the people of this rural region. Tucked away in the remote folds of the Himalayas, the people of this region have successfully been introduced to the global trends in thought and development. Every citizen counts in a nation’s journey to progress. The role of this college has been pivotal in disseminating the objectives of true education to the people of the region. Whole generations of young boys and girls, who are potential building blocks in the mammoth task of nation building, have been diligently modeled in the precincts of this institution. The academic curriculum has prepared these pupils for the business of life while the values imparted to them through all the minute details of the curriculum make them better citizens...citizens who are discerning, tolerant and wise, capable of making the right decisions not only for themselves but also for the systems they are integrated in.

## 5. CONCLUSION

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### **Additional Information :**

The college makes significant efforts to explore and bring out students' latent talents for fulfilling its mission and objectives. For this the college has formed various committees, clubs and Societies like Young Speakers Club, Photography Club, Film Readers Club, and Social Outreach Cell. In addition to NSS, NCC, Rovers and Rangers units to promote opportunities for the development of character and qualities of leadership, discipline and service among students. In order to achieve maximum participation of all students the staff members of the college actively render their services as leaders to the activities of clubs and societies. Students from various clubs and societies are also nominated as members to its active student body of CSCA (College Student's Central Association). Every year a healthy number of students represent the college to participate in Youth festivals and sports competitions conducted by Himachal Pradesh University in which almost all colleges of the state participate. The college students bagged the third position in chess in the session 2013-14, third position in volleyball in 2015-16 and third positions in volleyball and chess in the session 2017-18 in the inter college competitions. Based on their performances in various inter college competitions, the students of the college have been selected to participate in All India Inter University competitions in Chess, Basketball, Volleyball, Judo and Kabaddi.

### **Concluding Remarks :**

Govt College, Theog sustains a culture that supports teaching learning excellence at UG level through three faculties; Commerce, Humanities and Sciences. The college is committed to providing an inclusive environment to cater to the diverse needs of students and stakeholders who are essentially rural but culturally rooted in the traditions and lifestyle of the Himalayan state of Himachal Pradesh. Affiliated to Himachal Pradesh University and run by the Government of Himachal Pradesh, the college is obliged to translate the government's mission of imparting quality education to people in the remotest corners of the state under the RUSA, CBCS program. The team of qualified and dedicated teachers delivers efficiently, keeping in mind the region specific needs and limitations of the students while establishing the requisite linkage with expectations of growing global demands. The faculty members constantly engage in research to enhance their own capabilities. The students at the UG level are uninitiated in active research but there is a constant effort to instill in them, the spirit of research and enquiry. The physical infrastructure of the college is sufficient to cater to the academic and extracurricular needs of its pupils. The college provides a fertile ground that nurtures latent talent for a wholesome growth of personality. A democratic and secular temper is inculcated and encouraged through its transparent and participative structure and functioning. Lasting human and social values, gender sensitivity and a viable concern for the environment are engendered in the best practices of the college.