



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI GULAB SINGH GOVERNMENT DEGREE COLLEGE, CHAKRATA

**NEW CHAKRATA, MUSSOORIE ROAD PURODI, CHAKRATA (DEHRADUN)
248123**

<http://gdcchakrata.com>

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Gulab Singh Government Degree College, affiliated with Sri Dev Suman Uttarakhand University, Badshahithaul, Tehri Garhwal, is a state government institution under the Directorate of Higher Education, Govt. of Uttarakhand. It lies in the lesser Himalaya at an elevation of 7200 feet above sea level on the Mussoorie Chakrata state highway. The college is apt 6 km from Chakrata, a town in Paghwa Doon of District Dehradun, and is situated at a distance of 100 km from the nearest railhead and district headquarters in Dehradun. The college came into existence in 2004 with the efforts of Shri Pritam Singh (MLA) and is named after his father, Shri Gulab Singh, a well-known Minister in the Government of undivided U.P., a popular leader in Jaunsar-Babar, and known for his contribution to creating entire Jaunsar-Babar as a Schedule Tribe area. The college caters to the educational needs of both male and female students living in adjoining villages and towns.

The college was established in 2004 by the Uttarakhand government with the approval of two faculties Science and Arts at the undergraduate level. In the Arts faculty, the subjects approved are English, Hindi, Economics, Education, History, Political Science and in Science faculty Physics, Mathematics, Chemistry, Botany, and Zoology are approved.

The college campus is spread over an area of 93.93 square metres. It included separate Science, Arts, and Administrative Blocks. In terms of physical infrastructure, the college has basketball, volleyball, and badminton courts along with an open field. The college has the NSS and Red Ribbon units, which organise extracurricular activities for students and through which the students show their enthusiastic participation under the supervision of faculty members.

Vision

Our endeavour is to achieve a synergic blend of knowledge, skills, and technology to create an institution of academic excellence and emerge as an integrated college where the learning environment is an optimum mix of “Value-Based Growth” and “Future Preparedness.” We are committed to better education with a holistic concern for quality of life, environment, society, and ethics.

Mission

- To provide a sound academic environment to students for a rich and fruitful learning experience.
- To provide state-of-the-art technical infrastructure to facilitate and encourage students, faculty, and staff to realize their full potential.
- To inculcate modern managerial perspective and technical skills in student for their all-round development to meet the challenges of a global economy.
- To prepare students for their futuristic role in the development of managerial thought, philosophy, and practice.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- There are adequate facilities at the college, including adequate classrooms, laboratories, a boys hostel, and a playground with basketball, volleyball, and badminton courts.
- College facilities include a smart multipurpose hall that facilitates online lectures as well as television programming that is telecast by EDUSAT and the government of Uttarakhand.
- The college has highly qualified and dedicated faculty who are efficient in employing ICT aids in both online and offline modes.
- Good relations between students and teachers make for a congenial academic environment on campus.
- The extension services undertaken by the NSS and Red Ribbon unit of the college proved beneficial to the neighbouring localities.
- Existence of a student community that is harmonious, cooperative, and obedient.
- Existence of Library/E-library facilities which is equipped with relevant titles and reference books in the library and access to e-Resources.
- Tutoring, guidance, and mentoring facilities are available to students.
- A variety of teaching aids are available, such as charts, video or audio recordings, etc.

Institutional Weakness

- Shortage of teaching and supportive staff. Librarians and cleaner posts are not sanctioned.
- The remedial classes unable for SC/ST students are beneficial for those preparing for competitive examinations and also for slow learners.
- The college is unable to conduct workshops, seminars, and conferences due to a lack of funds.
- It has been a challenge for the college to retain students since there are a large number of students who opt out of the degree programme midway through their careers due to the college's inability to retain them.
- Problem of communication as most of the students are from the interior areas. This in turn affects the timely completion of the syllabus.
- Being mostly rural folks, most of the students lack confidence and competitive spirit.
- The feeder school has a smaller number of students due to migration, so the college has a smaller number of students.

Institutional Opportunity

- The college has sufficient area for infrastructural expansion, viz., the construction of a girls hostel, an auditorium, teaching and non-teaching apartments, a running track, etc.
- The college has a well established ICT infrastructure, so it can provide sufficient e-resources to a larger mass of students.
- The institution has the capacity to evolve as a centre for innovative learning and research, as is expected under NEP 2020.
- Create more opportunities for experiential and participatory learning among the students.
- Facilitate more faculties to take advantage of the extension of courses offered and to opt for more education options at the higher level of study.

- Training/workshops, minor projects, and other activities for teachers and students will be offered.
- Moulding and motivating students careers who, although shy and withdrawing, are mostly obedient and cooperative in the course of their study.

Institutional Challenge

- To improve the number of students and open a commerce faculty in the college.
- Even though some departments lack sufficient teaching staff, some faculty members conduct remedial teaching, tutorials, and extra-classes to assist those who are slow learners, despite the insufficient number of teaching staff.
- The college has limited financial support due to its status as a state-funded institution, limiting its participation in educational exchange programmes, which hinders students opportunities for academic exposure.
- To improve upon the retention capacity of the students who sought enrolment in the college.
- To remove the fear psychosis among the students about opting for certain subjects.
- To instill confidence and a sense of competition among the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is committed to providing a high-quality education and fostering the overall development of its students. The goals and objectives of the college are communicated clearly to all stakeholders, and the college adheres to the guidelines and framework of the curricula set out by the Board of Studies. It's great that senior faculty members of the college are also members of the Board of Studies, as this allows for the college's perspective to be heard and represented. The college uses an academic calendar and individual department action plans demonstrates a commitment to organization and effective curriculum delivery. It's also good to see that the college prioritizes extra-curricular activities and experiential learning opportunities. The integration of modern teaching aids, such as smart boards and LCD projectors, into the learning environment shows a willingness to innovate and make learning more engaging for students. It's also commendable that the college prioritizes are human values, gender equality, the environment, and ethical awareness in its curriculum.

Finally, the college's commitment to collecting and analyzing feedback from stakeholders and taking appropriate measures to improve teaching and learning is essential for continuous improvement and ensuring that the needs of students are met. Overall, it seems like the college is doing a lot of things right and is committed to providing an excellent educational experience for its students.

Teaching-learning and Evaluation

The teaching-learning and evaluation are essential elements of the educational process that require a combination of effective teaching strategies and assessment methods to ensure that students acquire the knowledge, skills, and attitudes necessary for success.

The college has a faculty that is fully qualified, and the current student-teacher ratio is 13:1.

Students are involved in departmental, social, and curricular activities to enhance their knowledge in different aspects which helps in the holistic development of students.

By utilizing ICT tools to include audio-visual sources in information dissemination, the effectiveness of teaching is improved. Consequently, students are able to engage in experiential learning through the information.

By mentoring and encouraging students to reach their full potential, teachers are able to facilitate the development of their capabilities.

Thorough and periodic internal assessments are conducted to evaluate students' learning levels.

Grievances related to examinations are effectively addressed, and the examination cell promptly communicates grievances to the University for redressal, serving as a bridge between the University and students.

Students are given ample opportunity to select courses according to their preferences and are well-informed about program outcomes before and after admission.

Course outcomes are assessed through classroom responses, internal and external exam results, and students progression.

Research, Innovations and Extension

The college does not currently have any research grants, which may be due to the fact that it primarily focuses on offering undergraduate courses. It is possible that the college's focus on providing undergraduate education has led to limited resources being allocated towards research. Another potential factor is the challenging geographical conditions of the area in which the college is located. Additionally, the geographical location of the college may pose challenges for obtaining research funding or conducting research activities, such as difficulty accessing research facilities or limited opportunities for collaboration with other institutions. Despite these challenges, the college may still prioritize efforts to promote research and seek out opportunities for funding and collaboration in the future.

Over the past five years, the NSS and Students Union units of the college have participated in a total of 46 extension and outreach programs in collaboration with community, government, and non-governmental organizations. Additionally, NSS and Students Union students have taken part in these outreach programs.

The college has also signed MOUs with Uttarakhand Open University to facilitate academic exchange programs.

Infrastructure and Learning Resources

SGS Govt Degree College is located in Chakrata and affiliated with Sri Dev Suman Uttarakhand University. The college's campus spreads across 8.68 acres, and the building infrastructure covers about 18980 meters square. It has a separate administrative block and academic block with a total of 6 functional classrooms, two seminar halls, and two staff rooms. The college has recently constructed a new science block and installed Wi-Fi facilities. The library is well-equipped with 8111 books and has a reading room with a seating capacity of

about 25 readers. The college also provides audio-visual aids like overhead projectors, charts, powerpoint presentations, and 31 desktop computers. The Arts block has 3 smart UG classrooms, and the Science Block has 03 classrooms with a total of 4 laboratories. There is a well-managed and maintained theatre hall for academic activities and fresh drinking water is available for students on campus. The college has a committee comprised of faculty members constituted for the beautification of the campus. The college has a boys hostel building and a principal residence located inside the campus. The maintenance of equipment and instruments is done through annual grants received from the state government and other related funds. The library is a centre of knowledge for students and faculty members, with e-Granthalaya software for easy access to qualitative, electronic resources including full texts, bibliographies, and factual data.

Student Support and Progression

The ministry of minority affairs, grants scholarships to students belonging to SC, ST, and economically weaker sections, which are facilitated by the college, the scholarship is named as the Post-metric scholarship for SC/ST/OBC students. Additionally, the scholarship named “Late. Shri Saldas Talwar Medhavi Chatravriti” is given to three students each year starting from 2019 in the memory of Late. Shri Saldas Talwar, by his son Prof. (Dr.) K.L. Talwar, the principal of this college. The Career Counseling Cell, NSS Wing, and various departments organize seminars, motivational talks, and guest lectures on interpersonal skills. The college ensures a good environment on campus by having an internal cell to address women-related grievances and prevent incidents of abuse or sexual harassment. Our college has no such cases till date. New students are required to fill an antiragging form signed by their guardians. An Anti-Drug Club was constituted to promote a healthy environment. Students are encouraged to participate in national, state, university, and inter-collegiate sports events and academic activities organized by various departments. The college magazine offers students a platform to express themselves. The Student Union, elected through democratic voting, coordinates the organization of college events, including the annual day. The alumni provide logistical support and extend their cooperation to the college by gathering socially from time to time.

Governance, Leadership and Management

The mission of the college is to foster quality education for young people by promoting a learning environment that promotes employability and sensitivity towards society. Effectively moving towards the strategies and perspective plans for the fulfilment of the vision. The decentralized functioning amplifies the efficiency of operation of the college as its facilities facilitate swift hierarchical flow of decisions and seamless transition of duties. and a quicker pace of implementation of decisions. The varying personnel tasks, specific requirements, and performances are effectively monitored and managed. The college, being the government college affiliated with Sridev Suman University, follows the policies, appointment, and service rules laid down by the State Government of Uttarakhand. The procedures directed by the affiliated university are followed. The decentralized functioning of the college involves the Head of the Institution supervising academics, the student union, and the administrative set-up of the college. The academic function is further divided into many departments, which are composed of departmental in-charges, faculty members, and department-specific associations. The administrative structure of the college comprises office staff and committees. The office staff consists of an administrative officer and non-teaching staff. The effective functioning of the various committees is ensured by the conveners of the respective committees and their members. To ensure time-saving creation of data, efficient decision-making, and its quick availability, e-governance must be effectively implemented. The welfare measures taken by the government of Uttarakhand are applicable to the employees of the college, and the appraisal of the employees is done by the head of the institution and further approved by the Director,

Higher Education, and Uttarakhand. The confidential reports are then made available on the IFMS portal, which can be accessed by the employee through his account on the portal. The purchases made by the college follow the procedure mentioned in the procurement rules laid out for government bodies. The Internal Quality Assurance Cell plays a pivotal role in the enhancement of the quality of education, effective management, and upgrading of institutional facilities by making the required recommendations. IQAC periodically assesses the student requirements and the satisfaction with the facilities provided through the feedback. It also monitors the progress of the implementation of decisions

Institutional Values and Best Practices

The college is fully aware of its social responsibilities and its role in instilling core universal human values among students. Co-curricular activities emphasize issues of gender equity and gender sensitization. A common room, a daycare center, and a women's cell are among the facilities available. The college has installed CCTV cameras for the surveillance of students and provided adequate security. For the safety and security of girls, both female students and female staff are available at the college. For alternate sources of energy, there are the solar system and LED bulbs. For the management of solid waste, liquid waste, and e-waste, there is a separate bin. For hazardous chemical waste, there is a separate safety tank in the Chemistry Department. There is a separate tank for rainwater harvesting. The college has a well-defined code of conduct for students and teachers/staff. The best practice "The Late Shri Sai Das Talwar Meritorious Scholarship" promotes students' interest in good academic performance. Scholarships promote healthy competition among students, which is associated with higher college grades as a result of healthy competition. For the purpose of environmental protection, the "Say No To Single Use Plastic" best practice was adopted by the college. In which handmade bags are made from old clothes. The college encourages a spirit of tolerance and harmony towards cultural, regional, linguistic, and socioeconomic diversity. Co-curricular and extracurricular activities facilitate the development of unity and belonging among students from a variety of backgrounds. The college's Code of Conduct and activities such as Independence Day, Republic Day, Constitution Day Celebration, and blood donation camps make students and employees aware of their responsibilities as citizens. Students are made aware of gender and health issues through the organization of international days such as International Women's Day and International Yoga Day. Students are also taught about pride in their nation and cultural heritage through the celebration of national days, commemorative events, and festivals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI GULAB SINGH GOVERNMENT DEGREE COLLEGE, CHAKRATA
Address	New Chakrata, Mussoorie Road Purodi, Chakrata (Dehradun)
City	Chakrata
State	Uttarakhand
Pin	248123
Website	http://gdcchakrata.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Krishan Lal Talwar	091-9412142822	9412142822	-	principalgdcchakrata2014@gmail.com
IQAC / CIQA coordinator	Naresh Singh Chauhan	091-8630893870	8171206090	-	catalystnaresh@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Uttarakhand	Sri Dev Suman Uttarakhand Vishwavidyalay	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-06-2014	View Document
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				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	New Chakrata, Mussoorie Road Purodi, Chakrata (Dehradun)	Hill	4.69	93.93

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Hindi	36	HSC	English,Hindi	180	35
UG	BA,English	36	HSC	English,Hindi	180	22
UG	BA,History	36	HSC	English,Hindi	180	59
UG	BA,Political Science	36	HSC	English,Hindi	180	77
UG	BA,Sociology	36	HSC	English,Hindi	180	49
UG	BA,Economics	36	HSC	English,Hindi	180	18
UG	BA,Education	36	HSC	English,Hindi	180	37
UG	BSc,Zoology	36	HSC	English,Hindi	180	10
UG	BSc,Botany	36	HSC	English,Hindi	180	10
UG	BSc,Chemistry	36	HSC	English,Hindi	360	30
UG	BSc,Physics	36	HSC	English,Hindi	180	20
UG	BSc,Mathematics	36	HSC	English,Hindi	180	20

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	6	4	0	10
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	7	0	0	7
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	52	5	0	0	57
	Female	72	0	0	0	72
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	13	11	15	19
	Female	41	42	47	65
	Others	0	0	0	0
ST	Male	11	13	12	13
	Female	42	45	93	134
	Others	0	0	0	0
OBC	Male	2	0	1	0
	Female	3	1	1	5
	Others	0	0	0	0
General	Male	3	2	2	2
	Female	4	1	2	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		119	115	173	239

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A multidisciplinary or interdisciplinary course refers to a class that combines knowledge and methodologies from multiple fields of study. This type of course allows students to gain a broader
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	<p>understanding of a topic, as well as to develop critical thinking skills by exploring different perspectives. In a multidisciplinary course, students may learn about a subject from various disciplines, but each discipline remains distinct and separate. An interdisciplinary course, on the other hand, involves the integration of different fields into a cohesive whole, where the boundaries between disciplines may become blurred. Our college currently has an MoU with Uttarakhand Open University (UOU) so that students can be benefited for multidisciplinary courses. These types of courses encourage collaboration and communication between students and professors from different departments, leading to a more comprehensive understanding of complex issues. Overall, multidisciplinary and interdisciplinary courses provide students with a unique learning experience that prepares them to tackle real-world problems from multiple angles and to approach complex issues with a more holistic perspective.</p>
2. Academic bank of credits (ABC):	<p>The university has designed the syllabus of all courses and the credits are allocated to each course through the University Board of Studies, which is then implemented by each college affiliated with the university. At the start of each academic session, new students are introduced to the credit accumulation, transfer, and redemption system in accordance with the syllabus. Additionally, colleges have the option to offer certificate or diploma programs, which are also included in the final marksheet of the university's final semester.</p>
3. Skill development:	<p>Skill development is the process of acquiring and enhancing the abilities and knowledge required to perform specific tasks or jobs effectively. In the context of education, skill development plays a crucial role in preparing students for the job market and enabling them to lead fulfilling and productive lives. Students can develop skills in a variety of ways, such as through academic coursework, practical training and extracurricular activities. It is important for educational institutions to provide students with opportunities to develop skills that are relevant to the needs of the job market, as well as those that foster personal growth and development. Skill development programs can also benefit students by improving their confidence, communication skills, and ability to work effectively in teams. Additionally,</p>

	<p>skill development can help students explore different career paths and develop a clearer understanding of their interests and strengths. Our college has two skill development courses. Further our college is ready to establish a skill development cell by the NGO 'Routs 2 Roots'.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Teaching Indian languages and culture has the potential to revive India's rich linguistic and cultural heritage, placing it in a unique position on the global stage. By integrating technology with learning, cultural development, civilization values, arts, culture, and literature can be emphasized. Online courses, workshops, conferences, and webinars that are relevant and relatable can prove to be effective for students. Focusing on regional literature and languages can enhance communication and understanding amongst students, making cultural manifestations easier and increasing cultural awareness and competency. India is renowned for its spiritual and transcendental elevation, and promoting Indian arts and culture is not only important for the nation but also for individuals. The holistic development of individuals, emphasizing values such as humility, integration, truthfulness, discipline, self-reliance, and respect for all creations, is vital. The ethical use of advanced technologies can significantly benefit individuals seeking knowledge of literature, customs, traditions, languages, heritage sites, and both ancient and contemporary knowledge.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Incorporating humanities and arts into physical and life sciences, technology, and mathematics can yield several benefits in education, such as heightened creativity and innovation, improved critical thinking and problem-solving abilities, teamwork and communication skills, as well as a more comprehensive understanding and mastery of multiple fields. A multidisciplinary and holistic approach to education can foster innovative learning and enhance research capabilities.</p>
<p>6. Distance education/online education:</p>	<p>The institution provides quality multidisciplinary education by utilizing online study materials and introducing students to learning portals such as NPTEL, SWAYAM, e-PG Pathshala, and e-libraries. The EDUSAT platform of the Uttarakhand government is available for students and plays an important role in distance learning. Our college often</p>

uses recorded lectures of EDUSAT for students in college's RUSA hall. Faculty members also serve as course coordinators for Uttarakhand Open University, contributing to the institution's multidisciplinary approach. Online courses can further enhance the institution's ability to provide students with diverse learning opportunities

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	College has appropriate committee which is elected by college principal at the beginning of each academic session. Only faculty members are there in ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Innovative programmes and initiatives undertaken by the ELC are following. 1. Voter awareness campaigns by Slogan competition, Jan-Jagan Raily, and online webinars. 2. New voter registration.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	College actively participated in awareness rally from college campus to Chakrata market (6KM). And in content creating college arranges a slogan writing competition in Hindi and Jaunsari.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC committee is doing well efforts to enroll students above 18 years in voter list who are yet to be enrolled as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
119	115	173	239	254

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 23

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	9	7	6

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
3.19	1.255	59.85001	39.69333	1.78

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Shri Gulab Singh Govt Degree College Chakrata, Dehradun, Uttarakhand. It was established in 2004 by the government of Uttarakhand and is affiliated with Sri Dev Suman University, Badshahithaul, Tehri Garhwal, Uttarakhand. The college aims to provide inclusive access to education to students from different backgrounds, including rural and underprivileged students.

The college follows the curriculum prescribed by Sri Dev Suman University and has adopted academic flexibility measures to achieve academic excellence. For undergraduate programs, the college follows the semester system of examination; it follows the annual system of examination. Until 2021, the college followed a credit-based choice system (CBCS) for undergraduate programs as it was affiliated with HNB Garhwal (Central) University Srinagar. However, after being affiliated with Sri Dev Suman University in 2018, the college now adheres to the guidelines and framework of the curriculum prescribed by the university.

Overall, Shri Gulab Singh Govt Degree College Chakrata is committed to providing quality education to its students and preparing them for their future careers.

Planned Process:

The college has a well-structured and organized approach to curriculum delivery and ensuring student learning. The HODs and the principal conduct a meeting to discuss the teaching and learning activities, and then an academic calendar is prepared accordingly. Each department then formulates its own action plan, and a master time-table is prepared at the college level, which is then followed by individual department time-tables.

The college also takes care of the orientation and induction program for new students to provide information about the new session and conducts periodic class tests and internal assessments to keep the students updated and identify areas for improvement. Extra classes and tutorials are provided to slow learner's students, and faculty members use ICT tools and other innovative teaching strategies to enhance the learning process.

The college also collects regular feedback from the students to improve future curriculum development and ensure effective and coordinated curriculum delivery. The college also promotes general and conveyable skills among students through various programs such as LCD projectors, study tours, excursions, field visits, debates, class room seminars, quiz ;online classes, competitions chart and poster presentations.

Finally, the college has a student-centric approach to curriculum delivery and is constantly striving to improve the teaching and learning process. The involvement of the IQAC in reviewing reports from

concerned committees during its routine meetings ensures effective and coordinated curriculum delivery.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 01

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 1.89

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	17	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The college is affiliated with SDS University, Uttarakhand and adheres to the curriculum prepared by the expert body consisting of teachers from various colleges. The members ensure that the issues of gender, environment sustainability, human values and professional ethics also get equal representation in the curriculum. Most of the programs have these issues addressed in their syllabus.

The B.A. Humanities curriculum includes various issues on women empowerment's, sustainable development, human values like justice, equality, liberty and rights, caste issues, rights and duties, social responsibility, child rights, etc.

The B.Sc. program deals with issues of environment, global warming, afforestation, flora and fauna, pollution and sustainability, etc. The college regularly tries to integrate these cross-cutting issues into the curriculum by organizing seminars / workshops / webinars on gender equality, environment, human values and professional ethics.

A full paper on environment is part of the curriculum for all under graduate students and it is mandatory for them to clear it.

The NSS unit of the college strives to establish a bond with the community at large through awareness rallies on current social issues.

Departmental council of each department organizes many activities related to these issues.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 0

1.3.2.1 Number of students undertaking project work/field work / internships

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 25.31

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
66	34	53	89	87

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
260	260	260	260	260

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 64.53

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
45	24	31	35	36

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	53	53	53	53

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 11.9**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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

The college, being a UG College of Arts for the last 18 years and Science for the last two years, has limitations concerning the implementation of all the forms of experiential and participatory learning applications. Nonetheless, it tries to personalize the learning and teaching processes so that they address the learning needs and interests of the students.

Experiential learning: Though, full-fledged experiential learning might not be possible, nonetheless, the college tries to conduct various forms of experiential learning tools that fall under the feeling, watching, and thinking modes. These experiential learnings activities are held inside and outside the classroom.

Audio-Visual Representations: The college has smart classrooms for students to teach and provide online

lectures for a better understanding of the concept.

Departmental Activities: To build confidence among the students in the subject matter of the syllabus through written assignment. Also, several activities like essays, posters, and model presentations are organized by the departments.

Participative Learning: The concept of 'learning with the students' is fully utilized by the teachers. Participatory learning of the students is encouraged by the presence of newspapers and magazines to enable them to relate their classroom learning to current economic and political developments. Apart from the above the students are encouraged the following modes of participative learning:

- Students are encouraged creative writing like essay writing, poster making, etc.
- Students are oriented along the path of research by being provided with a general question. They can then draw on their materials to arrive at their conclusion through their self-reading. The role of a teacher becomes that of a guide and facilitator.
- Students also made bags from old and torn clothes under the program 'Say no to plastic bags.'
- Program sanctioned under Unnat Bharat Abhiyan, IIT Delhi, we will also involve students to survey the listed villages under the UBA program.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 68.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**Response:** 0**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institution data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

The internal assessments comprise tests, assignments, viva-voce, etc. The frequency of the internals is under the mode of running the course (semester or annual). The online submission of the marks of internal evaluation is done in university prescribed format and also a hard copy of the marks in the same format is sent to the university. Previously the College follows the directive of the Hemvati Nandan Bahuguna Garhwal University, Srinagar Garhwal in terms of Continuous assessment. From 2019 all courses are transferred to Sri Dev Suman University Tehri Garhwal. The marks of the Internal Assessment follow the pattern of 25 Marks for the Internal, which is added to the 75 marks of the End Semester Examination.

- This process, firstly, ensures the timely receipt of internal marks by the university and secondly, helps in maintaining the regular frequency of internal marks submission.
- In annual mode, the assignments, revision tests, and practice questions are given to the students before their final exam.

The marks of internal assessment are subdivided into various activities, like assignments, internal tests, viva-voce, etc. The introduction of any other academic activity in the internal assessment can be done by the respective departments. This is done after a general discussion by the teachers on the issue in the department and the permission of the in charge of the department. This allows, firstly, in tapping the strengths of the students and promotes more academic exposure, secondly, maintains variety in internal assessment and finally, helps the students in scoring marks after thorough evaluation.

The following steps are taken by the college to ensure a transparent and robust system of internal assessment:

- At the start of the semester/annual session, the teacher introduces the syllabus to familiarize them with the various aspects of the evaluation system, as per the regulations of the University.
- The Students are also oriented about the mode of internal assessment followed in the College, at the entry-level itself i.e., 1st Semester. In the subsequent Semesters, the mode of Internal Assessment is repeated by the teachers in the classes.
- The College follows an Academic Calendar, in tune, with the calendar provided by the University.
- The Evaluation Committee of the College prepares the schedule for the Internal Tests.
- Subsequently, a notification of the schedule is displayed to be viewed by the students.
- Apart from the internal Test, the students are assessed through the Assignments provided for them, under the subjects that they opted for.
- The Total marks, thus secured, constitute the total internal marks secured by the student.
- In line with the need to ensure transparency, the Worksheets of the sessional tests and assignments are shown to the students by their respective teachers. Any suggestions or counseling etc. are accordingly done to motivate the students to perform better.
- The students are made to append their signatures on the Mark sheet, against their names.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The learning effectiveness of any program and course depends on the POs and COs. For all the undergraduate programs the POs and COs are drafted by the university.

The program and course outcomes form an integral part of effective education. Hence, the dissemination of the same is done on a proactive level.

This process helps the students in selecting the programs and courses of their choice.

The program outcomes (POs) and Course Outcomes (COs) of the departments are displayed on the college website for all students and teachers to refer to.

During the admission process, the students are made aware of the POs and COs of the courses of their interest so that they can choose courses of their interest.

The students are communicated about the POs and COs which orients them with the effectiveness of syllabi. This helps deal with the student ambivalence about the programs and courses selected.

At the graduation level, when a common induction meeting is conducted then the in charge of all the departments informs the students about the POs and COs of their respective specific programs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

The learning effectiveness of any program and course depends on the POs and COs. The institution displays its vision, mission, objectives, program outcomes, program-specific outcomes, and course outcomes on the website. For all the undergraduate programs the POs and COs are drafted. The Programs offered by the college cater to the multifaceted interests and talents of the student community and also at building the human resources inevitable for the society and nation. The syllabus of all the departments with the program outcomes of all the UG programs and the course outcomes of all the individual courses offered by departments are displayed on the college website.

College website The college website also provides POs and COs of every course offered by the institution. These details are accessible to the students, faculty members, and the public.

The Academic Calendar College calendar is prepared and distributed among the students and faculty members. The calendar includes comprehensive details such as personal and academic information of faculty members, college rules and regulations, fee structure, etc.

This information enables students to select programs of their interest and to understand how the program would develop their competencies, skills, and abilities through their course of study. The students are continuously made aware of these outcomes regularly. At the beginning of every unit, teachers articulate the learning outcomes and program outcomes which makes the teaching-learning process more fruitful as students are aware of the relevance of the topic in their pursuit of knowledge. The direct assessment of the POs and COs is monitored through their performance in the internal exams and university exams. An indirect assessment of the fulfillment of these outcomes is done by the teachers after every internal examination/assignment to ascertain if they have been able to do what was intended when they were admitted to the course. The feedback is collected from the students at the institute level and at the end of the semester the review is done on the achievement of the same.

The ultimate aim of introducing outcome-based education in the institution is to provide student-centered learning that focuses on measuring their performance through outcomes on completion of the UG program after three years.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3 Pass percentage of Students during last five years (excluding backlog students)**Response:** 66.77**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	31	65	50	65

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
51	59	82	72	73

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Our institute did not organize any events related to the ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, incubation center, and other initiatives for the creation and transfer of knowledge/technology. However, there are valid reasons why these initiatives were not taken up by the institution. For example, the institution is located in very high altitude which may have had other priorities such as focusing on academics or infrastructure development. Additionally, the institution may not have had sufficient resources or expertise to carry out such initiatives.

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.04

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Shri Gulab Singh Govt. degree college Chakrata is situated in extremely interior region of Uttarakhand state (ht. 7200 ft.). Which is also known for the biggest tribe (Jaunsari) of Uttarakhand. Yet despite these difficulties our college actively participates in extension activities. The aim of Extension activities is to develop a sense of participation among students of college to create a learning environment that can satisfy the learning needs of more of our students.. It has created many student centred platforms that organises several social services and sensitisation programmes for its students. The NSS plays a vital role in the development of latent aspects of the student's personality. There is one unit of NSS in our college under the charge of one program officer. The NSS of our college involves active participation of the Principal, College Advisory committee, the teachers, students, governmental/ non-governmental departments or agencies and other beneficiaries.

The NSS indulges in a wide range of activities, which includes the regular activities and the special camping program. With the help of the students through various activities is organized in the entire academic session aimed at 'development of personality'. A unit of 100 volunteers is sanctioned in the college. College NSS organize 05 one day camps in every session, 07 days special camp and various national days are organized.

Regular activities:

- At the beginning of the session, on Independence Day (15 August) Harela Parb (16th July) and Suman Day (25th July) planting of different species of plants Provided by the Forest Department.
- On foundation day of NSS (24 September) various competitions through activities like quizzes, essays and posters etc. And through public awareness rally, the evils prevailing in the society like against drug addiction, dowry, gender discrimination and untouchability etc. people are made

aware.

- On view of environment protection market under NSS launched a special campaign against single use plastic by volunteers under the direction of the Program Officer. Attractive carry bags are made from old clothes.
- From time to time in the nearby area by NSS people get aware of cleanliness by running cleanliness campaign.
- In the adopted village, subject experts invited for a seven-day special camp. Health check-up, nutritious food, awareness program about government jobs and Social work are also done.
- Along with the yoga and meditation students have been motivated to adopt healthy lifestyle.
- Under adult education program , adult peoples has to be motivated to learn “Akshar gyan” Who is affected by the literacy program'.
- One India Best India' campaign introduces about different states as rituals, food and drink, uniform and different tourist places to students. Best campers are also rewarded.

Recently our institute got the seed money from Unnat Bharat Abhiyan under IIT Delhi, for development of rural area of India. Under this abhiyan we have to do the survey of 5 adopted villages of rural area and have to prepare project proposal for these 5 villages.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Government Degree College Chakrata participated in the 26th January Passing Out Parade on 2018 at New Delhi and represented Uttarakhand with great pride. The students of Government Degree College Chakrata marched gracefully in the parade, displaying their discipline, unity and dedication towards their state and nation. Their performance was commendable, and they received loud cheers from the spectators. By participating in this grand event, the students of Government Degree College Chakrata not only represented their institution but also brought glory to Uttarakhand. College students participate in various activities such as marching, cultural performances, and displaying floats depicting various aspects of India's rich culture and heritage.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through organized

forums including NSS/NCC with involvement of community during the last five years.

Response: 46

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	5	12	12

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 01

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institution is affiliated to Sri Dev Suman Uttarakhand University, Badshaithaul, Tehri Garhwal and the campus is spread across 8.68 acres. Since its inception in 2004, the college has come a long way in terms of infrastructure and facilities for learning. The present campus covers an area of approximately 1.898 Hect. The college has recently been constructed new building of Science block. At its present location, the building infrastructure covers about 18980 metres square approximately.

The Administrative block is separately constructed from the academic block which also housed the Office of the Principal and College Office. The Academic block is spread in two locations within the campus and comprises of a total of 6 functional class rooms and two seminar hall which is also used as additional class room when the needs arise.

common rooms are allocated for girl students of the college.

There are two Staff rooms in the college one in arts block and one in science block.

The College has also installed a Wi-Fi facilities for the use of teachers and students.

The college has **12 UG departments** in the current academic session.

There is a well-managed and maintained Theatre Hall for academic activities like seminars, conferences, symposiums, workshop with a seating capacity of around **70**.

The library in college is well equipped with **8111 books** adequately supported by reading room for the convenience of students.

Faculty members can avail audio-visual aids like Over- head projectors, Charts, Power point presentation in the teaching process for the benefit of students.

There are total **31 desktop** computers in the college.

The Arts Block has **3 smart UG Classrooms** with one laboratory for Education.

The Science Block has **03 classrooms** with a total of 4 laboratories for Physics, Botany, Zoology, and Chemistry departments.

The college has a committee comprising of faculty members constituted for beautification of campus.

Principal office is well supported by Administrative Officer along with good and efficient nonteaching staff constituted in three sections.

Provision of fresh drinking water (**3 water coolers with RO's**) is available for students in the campus.

A separate Boys Hostel building is in the campus. Repairing and maintenance of furniture, equipment's computers etc is monitored by the Principal's office.

Principal residence is also located inside college campus.

The maintenance of equipment/ instruments is done through annual grants received from the state government other related funds in the college. The budget allocation for developmental purposes is done by the Principal in consultation with Administrative Officer of College.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 99.33

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2.81788	1.25476	59.64141	39.66995	1.68095

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the

*faculty and students***Response:**

The Library of SGS Govt Degree College, Chakrata is a centre of knowledge base for students and faculty members. As for the specific library at Government Degree College in Chakrata, it is likely to have a collection of resources that focus on the academic programs offered at the college, which may include courses in the arts and sciences. The library may also have resources on local history and culture, as well as materials to support extracurricular activities and student interests.

It is well equipped with the software of e-Granthalaya for easy access to qualitative, electronic resources including full texts, bibliography and factual data. The Library consists of 8111 books provided to students and college staff. The Library in Charge maintains full record of the books and their issuing/ receiving system. There are 3 desktop and 2 printers for the smooth working in the library. Reading Room with a seating capacity of about 25 readers is available. In order to ensure that the library remains an up-to-date and relevant resource for the college community, the library staff may regularly assess the collection and solicit feedback from students and teachers to identify areas where additional resources or study materials needed. College also have E-granthalay, which is a Digital Platform developed by National Informatics Centre, Ministry of Electronics and Information Technology, Government of India for Government Libraries for Automation of In-house activities as well as member services and Networking for resource sharing. E-granthalay provides students with access to a vast collection of digital resources and online databases. The e-granthalay is accessible from anywhere and at any time, making it convenient for students who cannot visit the physical library due to various reasons.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

Institution frequently updates its facilities including Wi-Fi: Internet Facility is provided by Airtel which started on 22-12-2022.

- The College facilitated with the Internet/Wi Fi connectivity which has a speed of 10 Mbps. To supplement the lecture methodology through other teaching- learning techniques, use of computers /OHP is being adopted for which the college has three smart classrooms equipped with OHP.
- ICT based lectures, power point presentation method are adopted, feedback is obtained by students. For EDUSAT lectures we use theatre hall in the college for the benefit of students.

- Students are benefitted from video lectures of various subjects provided by EDUSAT centre (Doon University), which facilitates the dissemination and transfer of the knowledge through teaching –learning process.
- The Library of College has e-Granthalaya 4.0 software to access the learning resources. Every student and teachers is registered in e-Granthalaya
- The college office is well- connected with internet facility for smooth functioning. Students are encouraged to use e-resources.
- There is specific annual budget allocation for procurement, up-gradation, deployment and maintenance of the computers and their accessories. Maintenance of computers and its accessories are also done from the funds available in college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2 Student – Computer ratio (Data for the latest completed academic year)

Response: 4.96

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 24

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 *Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

Response: 0.07

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

Self Study Report of SHRI GULAB SINGH GOVERNMENT DEGREE COLLEGE, CHAKRATA

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.01150	0.04	0.019

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 72.11

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
64	67	118	175	225

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Institutional data in the prescribed format	View Document

5.1.2 Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 24.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	30	40	85	60

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 3.17

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	1	0

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
20	51	59	82	72

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.36

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ 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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 10.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	11	11	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The idea of organising an association of the former students of the college is a relatively new idea to the college. However, the committee members are making their best efforts to maintain the objectives of this association of alumni of the college. The association was built on the 4th of October 2019 but not registered till now and was very less response from the past students of the College. However, at present, the association is being run successfully, with members of the association contributing their time to the co-curricular and extra-curricular activities, which includes the games & sports and celebration of annual day. The alumni association of Shri Gulab Singh Government Degree College Chakrata, has shown their willingness to motivate the undergraduates. They gather socially from time to time during NSS campus, tree plantation and national festivals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 *The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

Response:

Vision

Our endeavour is to achieve a synergic blend of knowledge, skills, and technology to create an institution of academic excellence and emerge as an integrated college where the learning environment is an optimum mix of “Value-Based Growth” and “Future Preparedness.” We are committed to better education with a holistic concern for quality of life, environment, society, and ethics.

Mission

To provide a sound academic environment to students for a rich and fruitful learning experience.

To provide state-of-the-art technical infrastructure to facilitate and encourage students, faculty, and staff to realize their full potential.

To inculcate modern managerial perspective and technical skills in student for their all-round development to meet the challenges of a global economy.

To prepare students for their futuristic role in the development of managerial thought, philosophy, and practice.

NEP 2020

NEP proposes to make major changes in all aspects of the structure of the education system in India our institution looks at some subtle steps to prepare in self for the implementation of NEP from 2022 -23 onward. The interdisciplinary and multidisciplinary approach though not implemented through the curriculum but is being introduced among the students through the formation of the humanities and social science council. The council formed in 2021 has been playing an instrumental role in highlighting the importance of an interdisciplinary approach towards academics among students as faculty members from all the faculties deliver lectures on diverse topics and students are encouraged to share their views on contemporary issues through the council's newsletter and platforms for group discussion provided by the council.

The faculties of the department are highly encouraging in participation in Institution activities such as members of the Board of Studies, Academic Council, Committees, etc. The institution practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of

authority to the Heads of the various Departments in the college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 *The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

Response:

The college is a state government institute; hence, most of the strategic plans are formulated at the Secretariat and Directorate of Higher Education of Uttarakhand. The plans are streamed towards the colleges as per government orders. The college, via IQAC, analyses its requirements and extends recommendations to the head of the institution. The process of identifications, analyses, action possibilities, recommendations to be made, and supervision and monitoring of actions taken is methodically undertaken by IQAC. The UGC norms become the foundation for considering any prospective plan. The college extends proposals to RUSA, state government bodies, etc. for financial consideration of prospective plans. In the past five years, the college has tirelessly worked to improve the effectiveness of the implementation of its strategic plans. The pace of implementation is determined by the approval of the proposals by the concerned authorities.

The salient features of the perspective plans of the college for development are as follows:

- Development of experiential learning for the study
- To promote the participation of students in interdepartmental and intradepartmental activities.
- Creation of departmental libraries
- Development of e-resources
- Effective conduct of mentoring
- Enhancement of ICT facilities for teaching and learning.
- Enhancement of MOUs.
- Enhancement of the organisation of seminars, workshops, and conferences.
- Provisions for smart classes
- Construction of infrastructural facilities
- Increase in career counselling sessions.
- Participation in the NIRF
- Focusing on enhancement in the accessibility of energy conservation measures.

The perspective plans are communicated by being displayed on the college website and on the main notice board.

The institute being the state government college, the appointments are done at the government level, which follows UGC rules adopted by the state government and implemented accordingly. The service rules for state governments and implemented accordingly. The service rules for state government employees are applicable to the principal teaching staff and the non-teaching staff.

1. Directorate of Higher Education: The strategic rules are passed on by the Directorate of Higher Education to the colleges.

2. Principal: The head of the institution is the principal, who supervises the functioning of the tasks allocated to various departments and committees.

3. Departmental In charges: Academic functional tasks are performed by the departmental incharges with the coordinates with the faculty members and the departmental associations of the students.

4. Convenors of committees: The convenors of various functional committees ensure the smooth conduct of various administrative functions of the institute, which are as follows:

- Admissions committees of different classes
- Timetable Committee
- Prospectus Committee
- IQAC
- Proctorial Committee
- Cultural events committee
- Income Tax Evaluation Committee
- Sports Counselling Committee; College Magazine Committee
- Parents-teacher interactions committee
- Women's sexual harassment redressal committee
- Library/reading room committee
- Examination committee
- Career counselling cell committee
- AISHE upload committee
- College campus development and beautification committee
- RTI response committee
- Student election committee
- EDUSAT arrangement committee
- NSS/counseling committee
- Purchase committee
- Anti-ragging committee
- Anti-drug consumption committee
- Alumni association committee
- Maintenance and small construction committee

5. President of student association: The student representatives, like the president, vice president, treasurer, secretary, and joint secretary function like a bridge. Between the administration and the students for student welfare as well as for the development of institutions

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2 Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institute is a state-run college; hence, the welfare provisions for teaching and non-teaching staff are established by the government. The staff of the college is provided with the following provisions:

Earn Leave: The teaching staff gets one day of earned leave, and non-teaching staff gets 31 days of earned leave in the calendar year.

Medical Leave: Upon producing a medical certificate, a staff member can get 365 days of medical leave in their complete service period. Extra 3 months of leave can be given after the verification by the medical

board.

Leave on Private Affair: 365 days in the complete service period Maximum 90 days leave at one time in Asia and 180 days for outside Asia can be taken.

Commutated Leave: Half of earned leaves are given maximum of 45 days in Asia and 10 days outside Asia.

Extraordinary Leave: A maximum of 5 years' leave can be given in the event that the employee himself requests this leave and no other leave can be provided.

Study Leave: This leave can be availed of after 5 years of service, where 1 year of leave is granted at one time and a maximum of 2 years of leave can be taken.

Special Disability Leave: It is provided when the employee is hurt and disabled during the duty hours. A maximum of 24 months of leave is given.

Maternity Leave: This is a leave provided to female employees during the maternity period of 135 days, twice in the entire service period, and a seven-day leave is also given in case of abortion.

Quarantine Leave: Leave for contracting any contagious disease; the time period differs according to the disease.

Casual Leave: There are 14 days in a calendar year, and a maximum of 10 days can be taken at one time.

Special Casual Leave: Provided to attend academic conferences, workshops, symposiums, and seminars.

Lien Leave: When employees are called to work during holidays.

Duty Leave: When an employee is ordered to perform a day's work.

Child Care Leave: Provided to women for taking care of their children younger than 18 years of age.

The employees are given the benefits of GPF, NPS, and GIS; revisions in dearness allowances are also incorporated as per government rules.

The institute possesses a 'Staff Club, which arranges for the welcome of new recruits and the farewell of the retiring or faculties being posted somewhere else. This club is encouraged to enhance workplace synergies.

File Description	Document
Upload Additional information	View Document

6.3.2 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**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**Response: 26.83****6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	02	05	02	01

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institute conducts annual physical verifications of the relevant departments, for which the committees are formed under the guidance of the principal. The external audits are conducted either by the Directorate of Higher Education or by the Accountant General's Office of the Government of Uttarakhand. The departments, where the procurement of items and equipment is done, maintain their stock registers, which are daily verified by the in-charges of the respective department and the principal. There are different bank accounts under various headings in which funds are received. Bank operations are made by the account section with the approval of the principal. During the external audit, all the financial operations of the institute are duly inspected. In the physical verification process, inspection and verification of the department's stocks, including consumable and non-consumable items, are conducted.

File Description	Document
Upload Additional information	View Document

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) of the institute is developing a system for conscious, consistent, and catalytic improvement in its performance. The primary aim of IQAC is to develop a quality system for the entire academic and administrative activities of the institution and to promote measures for institutional functioning towards quality enhancement through the internalisation of quality culture and the institutionalisation of best practices. The IQAC of the college is responsible for monitoring and evaluating the quality of academic and administrative activities at the institution, identifying areas for improvement, and developing plans and strategies to improve the overall quality of the institution. From time to time, the IQAC of the institute takes different initiatives for the betterment of the institute.

The IQAC has taken significant initiatives for the following:

Activity initiated:

- IQAC decides to start a science faculty at the college.
- Take initiatives to hand over the science building
- Recruitment of bilingual teaching staff
- Demand for non-teaching staff

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: D. Any 1 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

During the undergraduate level of our college, there is a strong focus on gender equity and sensitization as an integral part of both the curricular and co-curricular activities. Gender sensitization is generally included in all types of courses (Core, Elective, Skill, and Generative). Through the units, students are made aware of gender equity, laws related to gender rights, and the intersection between caste, class, and religion, as illustrated by the following table.

S. No.	Program	Subject/Course Title
B.A. I Year	Political Science	Liberty, Equality Justice Rights, Law Citizenship and Democracy
B.A. II Year	History	The participation of women as a Ruler in the Mediaeval period.
B.A. II Year	History	Women Studies in India
B.A. III Year	Political Science	Human Rights, Gender and Environment
B.A. I Sem	English	Virginia Woolf: Professions for Women
B.A. IV Sem	Sociology	Gender Sensitization
B.A. V Sem	Sociology	Religion and Society
B.A. VI Sem	Sociology	Economic Society Gender and sexuality

Also, during the curricular transaction, students are further sensitized to the issues that are affecting them by integrating their academic learning with the current socio-political cultural scenario of the day. In addition to this, as we progress towards the ideal of gender equity, in which women are recognized as equal partners in every sphere of life, we are gradually approaching this ideal.

The college organizes a number of co-curricular activities geared towards gender sensitization as a part of its co-curricular activities. These activities include debates, speeches, poster quizzes, plays, and other activities related to gender sensitization.

Facilities for women on campus:

Safety and Security:

For the purpose of ensuring a high level of safety on the premises of women facilities, a grievance redressal committee was established in order to address any complaints. In order to prevent any kind of

sexual abuse towards students and female staff, the internal compliance committee has been set up. The college has additionally set up CCTV cameras on and around the campus. Except for those, college students are mandated to sign an Anti-Ragging statement which acts as a deterrent for potential hassle makers. Students, especially female students, experience safety and security at the college when members of the Proctorial Board take regular rounds of the campus.

Counselling: Counselling is provided to girls through workshops, seminars, as well as individual guidance from teachers during the course of the year. Students are assured that every kind of support will be provided to them during such one-on-one interactions with the teachers so they can boost their morale as they deal with issues of emotional stress and insecurity.

Common Room: During the free periods of time when the girls have free time to read magazines, there is also a well-furnished, secure common room for them to sit in and make use of. There are attached toilets in this apartment.

Day Care Centre: The Day Care Center was set up with the purpose of taking care of the kids of female faculty members who, if required, can leave their children with the Care Center, if needed.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit
- 2.Energy audit
- 3.Clean and green campus initiatives
- 4.Beyond the campus environmental promotion activities

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The college is fully committed to the cause of providing an inclusive environment to its students. It strives to foster a culture of tolerance and harmony towards the different regional, linguistic, communal, and socio-economic diversities among them. In the history of the college since its inception, there has never been any instance of discord among the students along linguistic or socio-economic lines. Different sports and cultural activities organised inside the college promote harmony with each other. Commemorative days like Women's Day, Yoga Day, Cancer Day, and AIDS, along with many regional festivals like Harela, etc., are celebrated in the college. The college also organises various cultural programmes to celebrate the cultural diversity of India. To develop emotional and religious feelings among the students and the faculty, the college and its faculty and staff jointly celebrate cultural and regional festivals, like teacher's day, plantation day, women's day, and yoga day. Under the departmental activities, several programmes were conducted, like the rangoli competition, mehendi competition, essay writing competition, debate and speech competition, and poster competition, which built harmony among the students. Students and employees are regularly notified of their constitutional obligations regarding their duties, rights, values, and responsibilities. This is a regular practise at the college, and it manifests in various ways. During Independence Day and Republic Day celebrations every year, the principal and the chief guest address the staff and students with a speech exhorting them to fulfil their duties as enlightened citizens and contribute towards the nation's development. A reference to the salient features of the Constitution is also made on many occasions during these addresses so that staff and students are aware of their rights and responsibilities as citizens of India, as well as the importance of these provisions. On the occasion of Constitution Day, students and teachers take a pledge to uphold the spirit of the Constitution. The celebration of October 2nd is dedicated to the promotion of values such as truth, non-violence, cleanliness, and hygiene. A speech by the college's principal is given to the staff and students. At the beginning of the academic session, the students are generally sensitised about their duties, rights, values, and responsibilities. During the Road Safety Rally, students are encouraged to get involved in the activities that are being conducted to spread awareness about social issues such as road safety among citizens. As

part of the NSS units, the students regularly and consistently participate in cleaning activities on several occasions, along with being encouraged to actively participate in plantation activities as well. There is a prescribed code of conduct for the staff and the students that sensitises them to their responsibilities and duties. Among students and staff at the college, hoisting the national flag daily at 10:00 a.m. instills a sense of pride as Indian citizens. Students are encouraged to be disciplined and duty-bound by the Proctorial Board. When the students give an undertaking for no ragging, the values of dignity for each individual and cooperation among students, whether juniors or seniors, are emphasised.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice-1

Title of the Practice: "Late Shri Sai Das Talwar Meritorious Scholarship" **Objectives of the Practice:** To promote students' interest in good academic performance, the principal of GDC Chakrata has created the Late Shri Sai Das Talwar Meritorious Scholarship. Scholarships promote healthy competition among students, which is associated with higher college grades as a result of healthy competition. In other words, it empowers you to achieve your academic and career goals by removing the financial barrier. A primary objective of this scholarship is to promote high levels of achievement among students and to create an environment that encourages them to compete against each other at various levels.

The Context: A social worker and an avid lover of studies in Uttarkashi city, the late Sai Das Talwar, was the father of the college's principal, and he was a social worker and a lover of studies himself. As a Founder Member and Treasurer of the Adarsh Ramlila Samiti, Uttarkashi, since 1962, he has continued to work as the Registrar of the organisation. The Uttarkashi Samman was also awarded posthumously to him. The college is providing this cash scholarship in his name.

The Practice: The college principal, Prof. K. L. Talwar, has initiated the Late Shri Saldas Talwar Meritorious Scholarship in honour of his late father in order to encourage the most meritorious students. Under this scheme, Rs 1100, a medal, and a citation will be given to the top graduate of the first year of graduation; Rs 2100, a medal, and a citation will be given to the top graduate of the second year of graduation; and Rs 3100, a medal, and a citation will be given to the top graduate of the third year of graduation. Under this programme, cash scholarships were awarded to the following students: In the session 2019–20, on September 25, 2019, Ms. Divya Rana, Ms. Anisha Tomar, and Ms. Ranjita were given scholarships of Rs. 3100, Rs. 2100, and Rs. 1100, respectively. In the session 2021–22, on December 14, 2021, Ms. Anisha Tomar, Ms. Rinki Chauhan, and Ms. Neha Tomar were given scholarships of Rs. 3100,

Rs. 2100, and Rs. 1100, respectively. In the session 2022–23, on October 12, 2022, Ku Aanchal Tomar and Ku Neha Tomar were given scholarships of Rs 3100 and Rs 2100, respectively. With this scholarship scheme started by the principal, competition has been established among the students to get the highest marks. The PTA welcomes this best practice by the college.

Evidence of Success: The work was supported by higher officials as well as the PTA. Consequently, college examination results, both quantitative and qualitative, have improved as a result of this, which has led to an increase in the academic performance of students.

Problems Encountered and Resources Required: This college is located in the remote area of the tribe Jaunsar. Compared to the facilities, the number of students admitted here is lower. If, in any case, the student is not able to obtain first-division marks, he or she remains deprived of this scholarship. The problem came before the college in two sessions. Although a positive message has been sent since the commencement of this scholarship, And there is a qualitative improvement in the examination results.

Best Practice-2

Title of the Practice: "Say No To Single Use Plastic"

Objectives of the Practice: By using polythene, we are not only harming the environment but also inviting serious diseases. By throwing polythene like this, drains and sewer lines get choked. In this way, they also cause serious diseases like cholera, typhoid, diarrhoea, and hepatitis B. Inside plastic bags is a substance called synthetic polymer, which is very harmful to the environment, and because it is non-biodegradable, its disposal is also very difficult. Since polythene bags are lightweight, they easily fly from one place to another by the wind. Many people tie the leftover food from the kitchen in polythene carry bags and throw them in the open, which makes the cows sick and even die. For this reason, single-use plastic is banned on the college campus, and an emphasis is being placed on the use of cloth bags.

The Context: Cloth bags are the best alternative to polythene carry bags. The cost of handmade bags made from old clothes is also negligible. For this purpose, the college has started a campaign to make bags from old clothes under the programme of environmental protection under the National Service Scheme. The girl students themselves made bags from old clothes from their homes.

The Practice: Under the SAPCC State Action Plan on Climate Change, the college adopted the campaign 'Say no to single-use plastic'. Under this programme, the girl students registered under the National Service Scheme were trained by female teachers to make attractive bags and carry bags from old clothes. As a result, the girl students of the college made attractive bags from old clothes and got them deposited in the NSS cell of the college. For the purpose of environmental protection, exhibitions of these cloth bags and carry bags are also organised from time to time to make people aware. The use of single-use plastic is discouraged by displaying these bags in Chakrata Bazar, located 06 km away from the college. Along with this, empty glass bottles were also trained to make attractive vases using the Dip-N-Paint technique.

Evidence of Success: In order to ensure the success of this programme at the college, the Board of Trade, Chakrata, and the Cantt Board have given it special support. It has been a success for the college and its staff to use handmade bags instead of plastic bags as a result of this campaign.

Problems Encountered and Resources Required: Not all the students have been able to be brought under this ambit. And the requirement of the college is that every girl student make at least one handmade

bag. It is the effort of the college government that slogans related to environmental protection should also be written on handmade bags.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Shri Gulab Singh Government College Chakrata was established on November 5, 2004 with the admission of only 13 students in two rooms of the guest house of District Panchayat Bhavan. This college is 100 km from Dehradun, the capital of Uttarakhand state. It is located in Naveen Purodi Chakrata at an altitude of 7200 feet above sea level. The main objective of the college is to support this tribal area of Jaunsar-Bawar in its social, economic, industrial, cultural, and educational development, as well as to materialise the multilateral aspirations of the region. The fundamental work of the school is to promote and disseminate knowledge. Along with fulfilling the aspirations of the people of the region for higher education, the college also has to face the challenges of the region and solve the problems related to it. The fairs and folk songs of the Chakrata region, situated in the picturesque lap of nature, have their own unique identity. In Jaunsari songs, a special attachment is seen towards social, environmental, and its natural resources: water, land, forest, and animals. Jaunsari songs, folk songs, and fairs are the heritage of Jaunsaris because festivals and fairs have an important place in human social life. It is worth mentioning that in ancient times, the traditions of alcohol consumption and animal husbandry were also prevalent, which played an important role in ending the promotion of higher education. By highlighting the writing ability of the students studying in the college through the agricultural magazine 'Magazine-Srijan', the description and pictures of the region's costumes, ornaments, and dishes become the conductors of the regional culture. There are immense possibilities of employment in various tourist places located in the Chakrata region, and the professors of the college provide efficient guidance to the students for hotel business, tourist guides, and the sale of local products.

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Any other relevant information	View Document

5. CONCLUSION

Additional Information :

In order to fulfil its responsibility towards skills and technology, the college conducted free computer classes for students. To improve their confidence and personalities, English classes are also offered to students by the English faculty of the college. According to the new National Education Policy of the Government of India, the college has also started journalism classes.

Concluding Remarks :

The college has potential to grow into the best institution in the tribal area, as we have good ICT tools and infrastructure. The college provides academic pursuits and extracurricular opportunities, develops leadership qualities, and provides guidance for competitive examinations. The lack of non-teaching staff causes a setback for achieving the much-sought goals. With modest resources, the college makes teaching and gaining knowledge progressive and interactive by imparting and getting admission to distance learning, e-studying portals, computer systems with the Internet, and many others. The students excel in sports and athletics, but the college, because of inadequate funds or centres, fails to aid them according to their expectations. The college has an effect on the regions surrounding it by using its academic orientation and extension offerings as organised by the NSS units. Looking at its location, ease of accessibility, and congenial teaching and learning environment, it can be concluded that the college would emerge to become an important destination for higher education, especially for the students living in the tribal area of Chakrata. The college can show excellence in quality education as well as overall institutional development by getting the required budget and human resources as per norms.