SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVERNMENT P. G. COLLEGE

GOVERNMENT POST GRADUATE COLLEGE, NEW TEHRI, UTTARAKHAND
249001
www.gpgcnewtehri.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Post Graduate College (GPGC), New Tehri in the present is administratively set up under the direct supervision of the 'Directorate of Higher Education Uttarakhand' under the statutes of the State Government of Uttarakhand, India. For academic purposes at present, it is directly governed by the Sri Dev Suman University (SDS), in Uttarakhand. The College was initially established by the state government under the Directorate of Higher Education Uttarakhand in the year 2003 and found its affiliation to the HNB Garhwal University, Srinagar (Garhwal), then a state University at a place called Chamba, about 12 kilometers down south from the present location. The HNB Garhwal University became a Central University in 2009, when it became imminent that the college seeks fresh affiliation to a state University. The affiliation continued till the year 2018-19 when the college tied its affiliation to the 'Sri Dev Suman University' (SDS), a state University in Uttarakhand. The college mostly caters to the students coming in from remote villages or semi-urban areas who are primarily unexposed to the standards of modern day higher education. And, most of these students, almost 65% of the total students are girl students, who freshly step out of the confines of their village homes to attend college. They are extremely submissive, non-expressive and full of inhibitions. Therefore, it becomes doubly incumbent upon the faculty, to not just go about the teaching task but to be extremely careful and amiable as far as gender interactions are concerned so as to build the necessary trust. This is also required in order to impart the highly abstruse and abstract conceptual portions of the syllabus.

Each year the college gets a fresh mixture of eager boys and girls who choose a set of subjects that seem to interest them. In this they are elaborately informed and aided by the 'Career Counselling cell' comprising teachers, who also try to identify the larger interests and unidentified talents of the individual students. The students get to pursue their subject interests in the regular classes held as per the academic calendar. Besides the regular classes the students are allowed informally to approach any teacher and seek guidance.

Apart from the informal awareness events and activities at the level of departmental councils, the Institution regularly holds events, programmes, seminars and workshops each year in which external resource persons and specialized agencies are also invited to inform and interact with the students.

Vision

The challenges and the exigencies of particular times have always had a direct bearing upon the 'aims and objectives, and the methods' of an 'education' that the society wishes to impart to its upcoming generation in the changing times. The complexity of the entire system of education however, underlines the primary objective - as the 'individual and social well being' of its citizens. This involves awareness of the micro and the macro, curiosity with regard to the known and the unknown, will to learn with body and mind, skills to learn with the material and the non-material, expansion of the spirit, broadening of perceptions, recognizing threats and challenges to self and the surrounding environment, and the material manifestation of the positive ideas so that the individual, families and the societies may sustain and flourish in time, locally and globally. In our time, humankind has transcended its natural limitations and has come to recognize the tremendous benefits of economics, organization and industry aided by that

unique method of research, exploration and prying out answers we call 'Science'. Indeed, scientific attitude is the way to knowledge and wisdom.

Mission

- The Institution is aware of the distinct priority it embraces towards imparting of higher education in the Himalayan Mountains where the students come from every-wise extremely poor backgrounds.

- It is realized that we have to embrace the 'global citizenship', and the 'Government Post Graduate College, New Tehri', with a host of committed and qualified teachers, offers to engage the students with this view in as many as 19 major subjects.

- As all are aware, we are suddenly faced with threats of a global nature such as pandemics, natural disasters, climate change and political instabilities around the world that pose enormous challenges to our socio-economic sector too. The institution continues to meet the challenge to the best of its ability given the conditions of the terrain, inaccessibility to the modern technologies for distant communications, inappropriate communication devices with the students.

- The faculty keeps up the teaching and learning task to the best satisfaction of the students besides inculcating Discipline and Sportsman spirit for their all round development.

- What accounts for the distinctiveness of the Institution pertains to the patient demeanor of the faculty towards the students who are to become rightfully informed and socialized citizens of a democratic nation.

- The rich legacy of Traditional (indigenous) Knowledge Systems in Uttarakhand can be useful for the entire Himalayan system. Therefore, the institution promotes the discourse on TKS and given the resources would like to document the same.

- The institution in all its endeavors tries to particularly promote a positive attitude towards Science, Technology and Innovation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Institution has a picturesque location which provides a healthy and conducive environment for learning. The college is situated in New Tehri which is a well-planned new township far away from the hustle and bustle of the cities and yet only one and a half hours drive from Rishikesh. The strengths of the Institution can be summarized in the following points:

- The institution being located in the district headquarter is relatively accessible to the students belonging to the remote villages. The proximity to district administration facilitates coordination and communication with the administration for organizing various events in the college.

- The institution has reasonably equipped Departments with adequate manpower offering undergraduate and postgraduate courses in nineteen disciplines.There are around fifty teaching and fifty non-teaching staff in the college.The faculty members are well versed with the local language and culture. Most of the faculty members are living in close proximity to the Institution and hence are accessible to the students even during non-teaching hours.

- The high teacher-student ratio with most of the faculty members with PhD degrees and appropriate teacher-student rapport have resulted in better academic delivery.The ratio of female students as well as those belonging to the reserved category getting facilitated by the services of the Institution is high.

- Availability of ICT enabled classrooms, Wifi-enabled campus, etc has made use of online teaching methods easier.

- The Institution also boasts of a functional Internal Quality Assessmnet Cell (IQAC), Parent Teacher Association (PTA) and Alumni Association (yet to be registered).

- The Institution organizes several extra-curricular, co-curricular and sports activities. The College NSS division regularly participates in numerous extension and outreach initiatives aimed at encouraging students to particiapte in community service.

Institutional Weakness

- The institution has been trying to acquire own land and building since its inception.This is the main obstacle to the expansion of infrastructure and setting up of facilities.

- Lack of hostel and transportation facility for students, especially for female students also leads to their low attendance in the classes as they come from villages located in the interior regions.

- The extremely low temperatures in the winter season and inadequate warming facilities also restricts the day to day working of the institution.

- The transferable nature of the job of the faculty members also hinders the process of rapport building among the teachers and students which adversely effects the process of proper mentoring and counseling the students.

- Lack of basic computer literacy among students belonging to the interior hilly regions acts as an obstacle in the process of teaching and learning.

- There is lack of suitable space for organizing sports and cultural activities in the college campus.

- Paucity of funds for acquiring books and magazines for the library and upgradation of the laboratories.

- Societal apathy towards higher education is a major obstacle in inspiring curiosity and enthusiasm among students towards their curriculum.

Institutional Opportunity

- **Availability of a number of smart classrooms, a video-conferencing room and a multi-purpose hall can prove to be useful for making ICT based delivery of lectures.**

- **The Institution's IPR Cell and Research and Innovation Cell have the potential to create an appropriate ecosystem for research in the college.**

- **Indigenous knowledge of the local villages, hands on training for the students, nature-flora and fauna, socio-economic, cultural groups, local languages, etc**

- **Possibility of collaboration with various state and central govt. bodies, being located in the district headquarters.**

- **The college is located in close proximity to the SRT campus of HNBGU (A Central University) and hence can avail the facility of their library and other infrastructure.**

- **Being operational in the campus of the ITI, there is also scope of MoU with ITI for skill enhancement of the students.**

- **The proximity to Tehri reservoir tourism complex also opens up opportunities in terms of seeking funds for various events as part of their CSR Fund, employment generation for students,training programs, etc.**

- **The possibilities of tie up with Sri Dev Suman district library located in the city can also be explored so that the students can utilize the facility of the library.**

Institutional Challenge

- **The declining strength of the students is becoming a cause of concern.**

- **Dehradun, the capital of the state being in close proximity to New Tehri town tends to pull the top scorers of the intermediate exams. Hence, leaving behind only low grade or needy students who get themselves enrolled in the Institution.**

- **The administrative staff should be trained to undertake administrative and financial tasks in the most efficient manner so that the faculty members are relieved of the reponsibilities of data management and other administrative tasks. This will leave the faculty members with more time in hand for academic and research activities. It will also lead to less discrepancies in data related to the Institution.**

- **Many students belonging to a weak socio-economic and rural background poses a challenge for the faculty members.**

- The constraints with regard to infrastructure and space also remains a challenge for the optimum utilization of facilities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum planning for government run colleges in a state is primarily carried out by the 'State University' a college is affiliated to, and it is obligated to implement the curriculum so promulgated to the best of its capability. In 2017 -18, the college was fully affiliated to the HNB Garhwal (Central) University (HNBGU), which then had the 'Choice Based Credit System' (CBCS) appropriate for a central University. It became a Central University in 2015. So, there were two curricula to be followed then. The process of disaffiliation from the Central University (HNBGU) was begun in 2018-19 and the state Sri Dev Suman University (SDS) stepped in with its semester system at the UG level. This necessitated the college to work on two or three curricula simultaneously at PG and UG levels. But again in 2019-20 the state of Uttarakhand decided to revert back to the 'Annual system'. Now again, the college is already beginning preparations to implement the New Education Policy 2020 (NEP). All this has affected the delivery of the curricula enormously.

Indeed, the College prepares its own academic calendar each year based upon the 'general calendar guidelines' laid down by the Directorate of Higher Education under the state government every year. The college adheres strictly to the academic calendar to ensure punctuality and discipline in the College premises. The faculty abides by a continuous evaluation process laid down by the University by means of written assignments, project work, practicals, presentations, dissertations and field reports.

Teaching-learning and Evaluation

All the courses of each program of the University have well defined learning outcomes. The stated learning outcomes reflect the skills and abilities that the students are required to develop with the pursuance of the selected course, along with the disciplinary and inter-disciplinary knowledge. Explicitly, the broad learning outcomes of the curriculum are: the basic understanding of the concepts and theories, skill to observe the objective reality related to the course, differentiate between concept and reality, acquiring the necessary skill to use these concepts, development of analytic ability to perceive and comprehend field reality. Implicit in the course outcomes related to the broad objectives of overall education are: confidence building, development of personality and personal traits, development of professionalism and the development of ethical and social traits.

The foremost measurement of the course outcomes and programme outcomes are the results obtained by the students under the different disciplines in the institution and their incremental participation in academic activities and events. The results are evaluated duly and subject rotation within the faculty of a discipline is also done on the basis of the results. Attainment of programme outcomes and course outcomes are evaluated regularly through feedback obtained from the students as well as the teachers. For a college of its standing these feedbacks are important instruments to review their progress and plan ahead. The course outcomes thus reinforced are then translated into the Programme outcomes that are duly displayed on the college web-site.

Research, Innovations and Extension

The institution had been involved in various research, innovation and extension activities during the period 2017-18 to 2021-22. One major research project was undertaken by the Department of Physics in collaboration with Department of Atomic Energy, BRNS, Mumbai during this period. Several PhDs were awarded, around thirty three research papers were published in international and national journals and approximately thirty eight publications in books and edited volumes or conference proceedings were made by the faculty members of the college. The year 2020-21 witnessed formation of the Intellectual Property Rights Cell in the institution which was sponsored by Uttarakhand Council of Science and Technology(UCOST). Several workshops were organized under the Cell to create awareness about IPR among the faculty and the students. A Research and Innovation Committee was also formed to encourage multi-disciplinary and interdisciplinary research in the institution and create an atmosphere of innovation and to deal with the innovative ideas within the modern knowledge systems and the documentation of traditional knowledge systems.

A MoU was signed by the Institution with Uttarakhand Open University in 2018-19 under which the college has been playing an active role in providing distance education to the students of the region.The NSS wing of the college has also been instrumental in organising various extension activities including camps, AIDS awareness programs, electoral awareness program, cleanliness drives, women empowerment programs, environmental awareness, etc. The participation of students in extension activities has been quite encouraging with approximately 224 students participating in such activities in 2019-20.

Infrastructure and Learning Resources

The institution has seen a steady progress in infrastructural development and growth of learning resources in this period of five years. The library of the college is equipped with sufficient number of reference books, textbooks and journals.In the year 2018-19, registration with Inflibnet was done for a period of one year.In 2020-21, the library got partially automated through the e-granthalaya, a digital platform for automation and networking of government libraries, promoted and maintained by National Informatics Centre (NIC) Uttarakhand.

The bandwidth of internet connection in the Institution has increased remarkably from 1 mbps in 2017-18 to 50 mbps in 2021-22. Infact, three separate Wi-Fi zones exist in the college for the faculty of Science, Arts and Commerce respectively. The cultural and indoor sports activities are conducted in a multi-purpose hall or auditorium. Thirty-nine ICT enabled classrooms, sixteen laboratories , one computer lab, thirty-two computers, printers , etc are some of the physical, academic and support facilities available in the college. To ensure protection for the students and staff, the campus is equipped with CCTV cameras with an overall viewing facility at the Principal's office.

Student Support and Progression

During the period 2017-18 to 2021-22, more than hundred students of the Institution benefited from scholarships awarded by the state Ministry of Social Welfare (post-metric scholarships given to the students belonging to SC/ST/OBC category and INSPIRE scholarship by Department of Science &

Technology. Approximately eight hundred students attended the guidance sessions organized for competitive examinations and career counseling during this period. More than six hundred students participated in the sports and cultural activities organized by the Institution during these five years. On an average more than nine such activities were conducted annually.Fourteen students of the college qualified for the UGC NET/SET/ state government competitive exams during this period. The percentage of students progressing to higher education during this period is approximately thirteen percent. The Institution also organized training on MS Office and MS Word for skill enhancement of the students in the academic years 2020-21 and 2021-22.

Alumni Association of the college though formed is yet to be formally registered .Necessary steps towards the registration will be taken up soon. The Alumni of the college have always been actively involved in the various programs which are organized in the college from time to time. Very many past students of the college have risen up to important positions in the social and political field. The present Chairman of the City Municipal Council happens to be alumni of this college.

Governance, Leadership and Management

The institution assidiously strives to achieve academic excellence by imparting knowledge and employable skills to the students.The various Committees and Departmental Councils are formed annually to accomplish various curricular and extra-curricular activities in a decentralized and participative manner.The last five years have seen remarkable progress in terms of application of e-governance in the field of administration, finance and accounts, student admission and support as well as examination. IFMS, MIS, Samarth portal, Gem portal, Softmart,etc are the major online platforms facilitating the above.The formation of staff club, existence of a welfare fund for non-teaching employees, maternity leave for non-regular employees, paternity leave for male employees, etc are some of the welfare schemes benefiting the employees.Around eighty faculty members completed their professional development programs including FDP/Orientation/ Refresher courses/workshops, etc during the last five year. The external financial audits are conducted regularly alongwith physical verification of assets procured during various financial years.IQAC has made significant contributions during the period 2017-18 to 2021-22 including formation of Humanities and Social Science Council,conducting coaching classes for competitive exams, introduction of mentor-mentee progam, organising online teaching training for faculty members, COVID awareness program, recommending blended mode of learning in the post-COVID period, etc.IQAC conducts regular meetings in which the feedback collected is analyzed and used for quality improvements. The institution also participated in NIRF as a quality assurance measure in the academic year 2021-22.

Institutional Values and Best Practices

A Student centric approach with acute gender sensitivity in imparting the lessons may be considered as part of the institutional values and best practices. As almost 65% of the total is girl students, who freshly step out of the confines of their village homes to attend college, it becomes incumbent upon the faculty to be extremely careful and amiable as far as gender interactions are concerned. So, in order to build the necessary trust and encourage the students to participate in various activities, 'gender sensitiveness' becomes an important value to cherish. Coming from a rural background the students cannot be

expected to encounter apathetic mentors and teachers who are just concerned with the course to be imparted. Therefore, with regard to the conduct and behavior there is an unwritten code of practice the faculty constantly observes while interacting with the students. Opportunities are constantly created by the faculty to regularly engage and interact with the students, out of class by the way of observation of national days, commemorative days, annual sports meet, cultural events, academic and non-academic workshops, lectures etc.

For a student-centric growth of the institution 'The Humanities and Social Science Council' was formed on 10th November 2021 with the faculty of Arts coming together to formalize its efforts towards interdisciplinary approach towards academics, inculcate research based study habits in students, and to conduct academic events. The same is envisaged by the institution for the rest of the two streams of science and commerce as well.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT P. G. COLLEGE
Address	GOVERNMENT POST GRADUATE COLLEGE, NEW TEHRI, UTTARAKHAND
City	NEW TEHRI
State	Uttarakhand
Pin	249001
Website	www.gpgcnewtehri.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Renu Negi	01376-234964	9412077006	01376-234964	gpgcollegentt@gmail.com
IQAC / CIQA coordinator	Sanjeeb Singh Negi	091-9410966724	9410966724	01376-234964	gpgnttnaacsss@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttarakhand	Sri Dev Suman Uttarakhand Vishwavidyalay	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-06-2005	[View Document](#)
12B of UGC	30-06-2005	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
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	GOVERNMENT POST GRADUATE COLLEGE, NEW TEHRI, UTTARAKHAND	Rural	1.69	3270

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	BSc,Physics	36	INTERMEDIATE	English + Hindi	80	41
UG	BSc,Mathematics	36	INTERMEDIATE	English + Hindi	80	41
UG	BA,Mathematics	36	INTERMEDIATE	English + Hindi	80	0
UG	BSc,Chemistry	36	INTERMEDIATE	English + Hindi	240	122
UG	BSc,Zoology	36	INTERMEDIATE	English + Hindi	160	116
UG	BSc,Botany	36	INTERMEDIATE	English + Hindi	160	116
UG	BSc,Geology	36	INTERMEDIATE	English + Hindi	60	7
UG	BSc,Statistics	36	INTERMEDIATE	English + Hindi	60	12
UG	BA,Statistics	36	INTERMEDIATE	English + Hindi	80	0
UG	BA,Hindi	36	INTERMEDIATE	English + Hindi	120	115
UG	BA,English	36	INTERMEDIATE	English + Hindi	80	61
UG	BA,Sanskrit	36	INTERMEDIATE	English + Hindi	80	14
UG	BA,Economics	36	INTERMEDIATE	English + Hindi	80	32
UG	BA,Political Science	36	INTERMEDIATE	English + Hindi	120	117
UG	BA,Sociology	36	INTERMEDIATE	English + Hindi	80	61
UG	BA,History	36	INTERMEDIATE	English + Hindi	80	75

UG	BA,Home Science	36	INTERMEDIATE	English + Hindi	80	14
UG	BA,Geography	36	INTERMEDIATE	English + Hindi	80	63
UG	BA,Anthropology	36	INTERMEDIATE	English + Hindi	80	1
UG	BSc,Anthropology	36	INTERMEDIATE	English + Hindi	60	14
UG	BSc,Defence And Strategic Studies	36	INTERMEDIATE	English + Hindi	60	3
UG	BA,Defence And Strategic Studies	36	INTERMEDIATE	English + Hindi	80	16
UG	BCom,Commerce	36	INTERMEDIATE	English + Hindi	80	51
PG	MSc,Physics	24	GRADUATION	English + Hindi	20	10
PG	MA,Mathematics	24	GRADUATION	English + Hindi	30	0
PG	MSc,Mathematics	24	GRADUATION	English + Hindi	30	5
PG	MSc,Chemistry	24	GRADUATION	English + Hindi	20	7
PG	MSc,Zoology	24	GRADUATION	English + Hindi	20	12
PG	MSc,Botany	24	GRADUATION	English + Hindi	20	3
PG	MSc,Geology	24	GRADUATION	English + Hindi	20	1
PG	MSc,Statistics	24	GRADUATION	English + Hindi	20	0
PG	MA,Statistics	24	GRADUATION	English + Hindi	30	0
PG	MA,Hindi	24	GRADUATI	English +	30	2

			ON	Hindi		
PG	MA,English	24	GRADUATION	English + Hindi	30	4
PG	MA,Sanskrit	24	GRADUATION	English + Hindi	30	1
PG	MA,Economics	24	GRADUATION	English + Hindi	30	0
PG	MA,Political Science	24	GRADUATION	English + Hindi	30	11
PG	MA,Sociology	24	GRADUATION	English + Hindi	30	1
PG	MA,History	24	GRADUATION	English + Hindi	30	3
PG	MA,Home Science	24	GRADUATION	English + Hindi	20	0
PG	MA,Geography	24	GRADUATION	English + Hindi	20	5
PG	MA,Anthropology	24	GRADUATION	English + Hindi	20	0
PG	MSc,Anthropology	24	GRADUATION	English + Hindi	20	1
PG	MSc,Defence And Strategic Studies	24	GRADUATION	English + Hindi	20	1
PG	MA,Defence And Strategic Studies	24	GRADUATION	English + Hindi	20	0
PG	MCom,Commerce	24	GRADUATION	English + Hindi	30	9

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	2				0				49			
Recruited	1	1	0	2	0	0	0	0	24	21	0	45
Yet to Recruit	0				0				4			
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				40
Recruited	20	8	0	28
Yet to Recruit				12
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				16
Recruited	11	5	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	14	11	0	27
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	5	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	4	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
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	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	222	0	0	0	222
	Female	391	0	0	0	391
	Others	0	0	0	0	0
PG	Male	52	0	0	0	52
	Female	86	0	0	0	86
	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	33	36	34	51
	Female	39	43	28	31
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	13	20	16	18
	Female	32	29	26	41
	Others	0	0	0	0
General	Male	67	50	37	85
	Female	112	101	118	151
	Others	0	0	0	0
Others	Male	1	1	1	1
	Female	2	0	0	0
	Others	0	0	0	0
Total		299	282	261	378

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP 2020 proposes to make major changes in all aspects of the structure of the education system in India. Our institution took some subtle steps to prepare itself for the implementation of NEP from 2022-23 onwards. Interdisciplinary and multidisciplinary approach though not implemented through curriculum is however being introduced among the students through the formation of Humanities and Social Science Council. The Council , formed in 2021, has been playing an instrumental role in highlighting the importance of 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 discussions provided by the Council. The Research and Advisory Committee of the college also promotes multi-disciplinary research, attempts to create awareness about traditional knowledge systems and promotes innovation in research.
2. Academic bank of credits (ABC):	Though the Academic Bank of Credits (ABC) was not implemented in the Institution till the academic year 2021-22, but in the academic year 2022-23, all the students of the Institution enrolled under NEP got registered under ABC through Digi locker app as instructed by the affiliating University.
3. Skill development:	There are various courses in different disciplines which focus on environmental issues, sustainable development, ecology , conservation of biodiversity, etc. Apart from this, all the undergraduate students have to compulsorily study a paper on Environmental Education. Though there are no separate courses available on ethics, value-based education or spirituality, the Institution often conducts workshops, lectures, etc on these issues. The college invited the spiritual speakers from the nearby Brahmkumaris Centre to deliver a lecture on de-addiction and the role of spirituality in rehabilitation. The Career Counseling Cell and NSS Unit of the Institution in collaboration with other organizations have been providing several opportunities for the students to upgrade their soft skills by organizing various events on issues like human behavior, stress management, road safety, etc.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of Indian Knowledge System (teaching in Indian language, culture, using online course) has not yet been officially implemented in the college. But being located in an interior hilly region and catering to the students from diverse indigenous backgrounds, the institution has informally integrated the Indian Knowledge system in terms of using English, Hindi as well as Garhwali as the medium of instruction in the institution and propagating the local traditional culture by encouraging students to showcase various local customs, folklore and attires through their performances.
5. Focus on Outcome based education (OBE):	The institution propagates outcome based teaching-learning so that the process could become more effective and student-centric. The Department-wise program and course outcomes are also uploaded on the college website. All the Departments are encouraged to structure their lectures keeping in mind the course outcomes.
6. Distance education/online education:	The Institution has witnessed huge progress in terms of use of ICT tools for teaching and learning, especially during 2017-18 to 2021-22. With availability of one smart classroom in 2017-18 and partial internet facility for administrative work, the institution now has a video-conference room, e-learning lab, another smart-classroom and a fully Wi-Fi campus. The admission process has been made online. The students as well as teachers now prefer blended mode of learning due to the exposure to online-teaching during the lockdown. The Institution runs a center of Uttarakhand Open University since 2018-19 which is actively involved in providing distance education to the students belonging to the interior hilly terrain for whom teaching and learning through regular mode is not feasible.

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	Yes

are representative in character?	
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.	The Electoral Literacy Club/Voter Awareness Forum was formed in the institution on 20th February 2019 . The nodal officer explained the role of Electoral Literacy Club, campus ambassador and voter awareness in detail. All the students enrolled in the college would be member of the Electoral Literacy Club. An executive committee of eleven members was formed from this club and office bearers were elected.
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.	(a) Awareness Drives were conducted in different places of District Tehri Garhwal- New Tehri, Boradi (Open and Covered Market), Bhagirathi Puram, Koti Colony. The Club organises several activities like Nukkad Natak, rallies, etc to spread awareness among the voters about their right to vote. (b) The voters awareness week was organized by Electoral Literacy Club (ELC), Government P. G. College New Tehri, Tehri Garhwal Uttarakhand, under the National Service Scheme (NSS) to create the awareness about the right to vote. (c) On every National Voter's Day, the students and faculty members take oath to exercise their voting right without any bias.
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.	The Electoral Literacy Club along with Booth Level Officer (BLO) organized a camp for the registration of eligible students in the electoral roll.

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
584	591	678	873	879

File Description	Document
Upload Supporting Document	[View 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: 90

File Description	Document
Upload Supporting Document	[View 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
47	48	47	50	48

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
10.87602	4.79208	6.03851	6.95857	8.12050

File Description	Document
Upload Supporting Document	View Document

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:

Government Post Graduate College (GPGC), New Tehri in the present is administratively set up under the direct statutes of the 'Directorate of Higher Education' under the State Government of Uttarakhand, India. For academic purposes in the present, it is directly governed by the Sri Dev Suman University (SDS), in Uttarakhand. In the state the curriculum planning for the UG and PG classes in government colleges is primarily carried out by the University a college is affiliated to, and the affiliated institution then is obligated to implement the curriculum to the best of its capability. Earlier, since the beginning of the period under review in 2017 -18, the college was fully affiliated to the HNB Garhwal (Central) University (HNBGU), which then had the 'Choice Based Credit System' (CBCS) as the curriculum plan. So, there were two different curriculum plans in 2017-18, a CBCS (Central) pattern and the annual+semester (state) left over from previous years. This impacted, besides the curriculum implementation, the co-curricular as well as the extracurricular activities also. This has necessitated the college to work on two or three curricula simultaneously at PG and UG levels. This was to continue during the year 2019-20 when the college was to be completely disaffiliated from the HNB Garhwal University. But suddenly, in 2019-20 the state of Uttarakhand decided to revert back to the 'Annual system'. So, again there were two different systems of curricula, a semester system and the annual system, with different set of norms to be followed. Now, there is a sense that 'A Semester System' would eventually have to be adopted by the affiliating University with the Central Government resolute to implement the New Education Policy 2020 (NEP). All this has affected the delivery of the curricula enormously. Still, the teachers rose up to the challenge without a complaint even with the onset of the Covid-19 conditions during the two intervening years.

The College prepares its own academic calendar each year based upon the 'general calendar guidelines' laid down by the Directorate of Higher Education under the state government every year. The college adheres strictly to the academic calendar to ensure punctuality and discipline in the College premises. The faculty abides by a continuous evaluation process laid down by the University by means of written assignments, project work, practical, presentations, dissertations and field reports. Besides, an informal continuous evaluation of the students on day to day basis and weekly basis is carried out in most of the disciplines. The marks of the formal Internal Examinations are duly compiled and the same is provided to the University. The data for the same is also maintained at the departmental level. The college is now beginning to use more and more ICT platforms across disciplines for recording and transmitting student marks, and maintaining a data bank at the college. The marks are directly uploaded to the on-line portal maintained by the University.

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: 0

File Description	Document
Institutional data in the prescribed format	[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: 0

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	0	0	0

File Description	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:

In a globalized world, the institution and the faculty fully acknowledge the fact that the question of Professional ethics, Gender, Human Values and Ethics, the Environment and Sustainability constitute the 'End and Aim' of higher education in the present times of social, political and economic fluidity, and the myriads of theoretical viewpoints that beset the world as a transitory phase, towards a more stable and agreeable state of affairs. The institution is invariably led to integrate the above issues into the curriculum dispensed by the different disciplines so as to nurture a global citizen. These topics are also reflected in the literary contributions made by the students and teachers to the yearly college magazine and newsletters.

Professional Ethics

So far the professional ethics are concerned there are broadly, science/research/experiment ethics, ethics related to Intellectual Property Rights (IPR), and the ethics manifest in the day to day behavior of professionals in any field. The foremost are taken care of across disciplines largely through papers on Research Methodologies. The IPRs, as they have become more important in recent years are addressed to in the papers on Research Methodologies as well as through the co-curricular activities such as workshops, seminars; special lectures etc. the behavior of the faculty towards each other and the institution can be said, to be exemplary as they are always prone to assist the other. Such an attitude cannot fail to be transmitted to the students.

Gender

Culturally remote areas from the economic centers of the world display varying orders of gender status. The institution is sensitive towards the gender equations playing out in the culture specific areas in the Himalayan state. Largely, with an equal number of women represented to the total of either students or teachers in the institution, the gender relations between the two have been of mutual understanding and respect. Gender issues are dealt with through diverse courses in the curricula and the various events such as lectures, presentations, workshops and seminars from time to time.

Human Values and ethics

Imparting of human values and ethics is necessarily a part of higher education so as to build a sustaining local and global society, and is addressed through the teacher-student interaction, and is also dealt with through co-curricular and extra-curricular activities such as NSS, Namami Gange etc.

Environment and Sustainability

The development and progress of mankind in our times cannot be arrested now, but which nevertheless, has a direct effect upon the environment endangering the sustainability of the human species. The institution situated in the environmentally most sensitive zone of the Himalayas, is aware of its obligations towards building sensitivity with regard to the matter amongst the students and the community alike. For this there is a mandatory paper on 'Environmental Science' that needs to be cleared by every student. Many disciplines have devoted papers to this end and the issue is addressed to through the various events such as lectures, presentations, workshops and seminars.

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: 19.01

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

Response: 111

File Description	Document
Upload supporting document	[View 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](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 24.98

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
299	282	261	378	341

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1250	1250	1250	1250	1250

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 26.88

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
117	130	105	141	128

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
462	462	462	462	462

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 12.43

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:

1. As has been entered elsewhere, Government PG College, New Tehri caters to students from semi-urban or remote rural areas with minimal exposure to the modern day life and experience. Therefore, it is vital that student centric methods, such as experiential learning, participative learning and problem solving methodologies are utilized in imparting the courses. These are the methods customarily resorted to by the teachers in their classes in the college.

2. The teachers have to use examples set in the students' background, sometimes use concepts from their language and experience and then gradually bring them to understand the subtle concepts of the syllabus. These methods entirely depend upon the understanding of the respective teachers.

3. The Covid-19 worldwide epidemic has had a significant influence on the way education is delivered to the students. It has put up challenges before the teaching fraternity which has inspired them to adopt means to face up to these challenges.

4. Due to the social distancing realities of the pandemic the college switched to a hybrid and virtual learning environment and has continually assisted the students in adopting the digital platforms.

5. A college committee was constituted to keep track of the online delivery of education to the students through the various virtual platforms. A daily/weekly report of online classes for every faculty was maintained by the committee.

6. All faculty members provided reports for online delivery of teaching which was collected and monitored by the designate committee. Constant efforts are made by the various departments in the college to inculcate the culture of experiential learning in their methods of learning.

7. The post-graduate students are encouraged to use ICT technologies like power-point presentations for departmental seminars, presentations and group discussions. The students in the science streams prepare models and posters on the given themes and topics which are later displayed in the respective departments.

8. Information and Communication Technology (ICT) tools such as GOOGLE MEET, ZOOM APP, GOOGLE CLASSROOM and Youtube were effectively used both by the faculty and the students to exchange learning and information during these transformative times.

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: 95.62

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
51	50	50	50	50

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: 100

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
47	48	47	50	48

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[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:

- **Besides the annual examinations that were held once a year, before the period under review, the mechanism of internal assessment was largely informal.**

- **The external assessment was by way of annual system examinations conducted by the University and Viva-Voce for final year PG students assessed by an external examiner.**

- **After 2015, the CBCS pattern made it mandatory to carry out internal assessments through sessional assignments for 30% of its total marks for a semester. Sometimes, the faculty divided the 30 marks into two sessionals of 15 marks each.**

- **As a proper mechanism for such assessment began to fall in place, the SDS University introduced its own semester system with 20% marks for internal assessments. So, a homogenous mechanism for internal assessment across disciplines was difficult to employ.**

- **Then again the SDS reverted to an annual pattern of syllabus in 2020-21 with no formal mechanism for such evaluation. The semester employed/directed by the SDS University for PG students makes it mandatory to carry out continuous evaluation of the students through assignments and internal assessments.**

- **Internal examination is conducted for both UG and PG students according to university norms as well as the requirement of the course. The internal examinations of the students organized by the college are scheduled by the examination department jointly with different departments, and a timetable is prepared which is displayed on the notice board.**

- **In the higher semesters the University prescribes mandatory dissertations in some of the disciplines through which too, the evaluation process is strengthened.**

- **The students meet these assignments through lectures, debates, presentations, and written work. Apart from this, on a personal level too, the teachers try to continuously monitor and evaluate the weaker students. For the final year PG students again, viva-voce is carried out with the appointment of an external examiner by the University.**

- **The entire mechanism for internal or external examinations is absolutely transparent, as the teachers are committed to ensure impartiality towards students.**

- **Even the term end semester examinations or the annual final examinations are held in strict supervision and according to the rules laid down by the Directorate of Higher Education, Uttarakhand.**

- **The College Examination Committee is the responsibility centre for grievances related to student examinations. The grievances of any type are addressed to the Committee which efficiently deals with the same to the satisfaction of the student.**

- **The Convener of the Committee is one of the Senior Professor who works in due consultation with the Principal and University exam Controller. It is highly appreciated that the time bound robust model of the Examination Responsibility Centre has been running smoothly and no grievance has been left unattended.**

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 institution began projecting its programme outcomes (POs) and course outcomes (COs) only by the session 2017-18. Some of the faculty began to sketch these out by 2017-18 of their own volition, and these were posted on the college web-site for open display. More and more disciplines and faculty took cue and began to follow suit and is displayed on the web-site of the college from

year to year since 2017-18. Before the adoption of the NEP 2020, it was still being worked upon by the remaining disciplines.

All the courses of each program of the University have well defined learning outcomes. The stated learning outcomes of the courses reflect the skills and abilities that the students are required to develop in pursuance of the selected course, along with the disciplinary and interdisciplinary knowledge. Although not explicitly mentioned in the curriculum yet, the broad classification of learning outcomes can be as: the basic understanding of the concepts and theories, skill to observe the objective reality related to the course, differentiate between concept and reality, acquiring the necessary skill to use these concepts, development of analytic ability to perceive and comprehend field reality. Implicit in the course outcomes related to the broad objectives of overall education are: confidence building, development of personality and personal traits, development of professionalism and the development of ethical and social traits that go on to eschew communal and parochial tendencies, and lay down the foundations for a vibrant community with a strong national base with all its diversity.

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:

Attainment of programme outcomes and course outcomes are also evaluated regularly through feedback obtained from the students as well as the teachers. For this, feedback forms are provided to the students through various means and the students are required to fill the feedback-form incognito. The foremost measurement of the course outcomes and programme outcomes are the results obtained by the students under the different disciplines in the institution and their incremental participation in academic activities and events. The results are duly evaluated and subject rotation within the faculty of a discipline is also done on the basis of the results. The teachers are motivated to upgrade their subject knowledge and skills for imparting education taking due cognizance of the results. With the NEP 2020 it is hoped that all these outcomes will be clearly defined and shall be helpful to the faculty as well the teachers. Beside the usual query about the programme outcomes and the course outcomes the students have to also write suggestions with regard to their pressing requirements and be explicit about their expectations from the department as well as college. Such feedback forms are statistically analyzed and forwarded to the IQAC, which then takes it into account while forwarding their recommendations and suggestions to the Principal of the college. For a college of its standing these feedbacks are important instruments to review their progress and plan ahead. The experienced and highly qualified teaching faculty in the

college is very much aware of these expected course outcomes and is assiduously engaged in making it manifest. The course outcomes thus reinforced are then translated into the Programme outcomes that are duly displayed on the college web-site.

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: 83.26

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
125	135	208	292	314

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
168	207	263	297	355

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.34

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: 41.19

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
3.6	2.2	2.75	0	32.64

File Description	Document
Upload supporting document	[View 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:

The college in Uttarakhand Himalayas happens to be situated in an environmentally extreme sensitive zone. A committee by the name of 'Research and Innovation Committee' involving all the streams was instituted in the college in the academic year 2020-21 to create an atmosphere of innovation and to deal with the innovative ideas within the modern knowledge systems and the documentation of Traditional Knowledge Systems (TKS). Though the committee could not function to its full potential because of COVID.

The committee looks forward to document the resources of the area in natural, economic, social and technological spheres embedded and found in the TKS of the communities spread across the district. It envisages studying and contemplating the potential innovative ideas for their use in modern times for a possible sustainable future. The student representatives of the Humanities and Social   Sciences   Council   of   the   college   interviewed   Mr   Vijay   Jardhari,   eminent

environmentalist and social activist on 5th June 2022 sensitizing the students and faculty members on the traditional knowledge of the state with special reference to Beej Bachao Andolan. A lecture was given on 24th February 2022 by Dr Indira Jugran, Associate Professor, Department of Sanskrit on "Ayurveda anusar Aushadhiyan Padapon ke Gun aur Prayog." The lecture gave an insight into the benefits and use of medicinal plants in the ancient medical system of Ayurveda.

The Intellectual Property Right Cell is established in the academic year 2020-21. Uttarakhand Council of Science and Technology (UCOST) has been supporting the Cell by funding its establishment and related activities. The Cell organized/conducted a one-day workshop on spreading awareness on Intellectual Property Rights on 5th March 2021 . Such workshops on spreading awareness on IRP were also recommended by the IQAC of the college in October 2020.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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: 7

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
3	2	2	0	0

File Description	Document
Upload supporting document	[View 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: 0.26

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
6	2	5	1	9

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](#)
Links to the papers published in journals listed in UGC CARE list or	[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: 0.28

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
11	7	3	3	1

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

- **It is difficult and unthinkable to carry out meaningful and enduring extension activities for the wider community, by a government college that is constrained by time, resources, and code of conduct, systemic restrictions and the required support.**

- **However, the NSS wing of the college through its mandatory camps in the villages and other activities engages the communities in extending information, awareness and useful assistance through addressing social issues which include cleanliness, tree plantation and water conservation, 'Shramdan', Social interaction, Group discussion Eradication of superstition, Beti Bacho Beti Padhao, Environmental awareness, Women empowerment, National Integrity and other such relevant issues.**

- **NSS wing of the college in collaboration with Red Cross organised an AIDS awareness program on 2nd December 2017.The invited medical professionals informed the students regarding the deadly disease and created awareness among them.**

- **A cleanliness drive (under Swachh Bharat Mission) was also undertaken by the student volunteers of NSS in the college campus during the academic session 2017-18. These two extension initiatives became routine activities which are undertaken on an annual basis.**

- **Electoral Literacy Club was established in the academic session 2018-19 in order to create awareness among the students about their right to vote and the ability to make an informed decision.**

- **The NSS wing of the college in collaboration with Nehru Yuva Kendra also celebrated National Integration Day in the same session.A run for unity was organised in order to create awareness among students regarding national integration. This also sensitized the community on national integration.**

- **The NSS wing of the college has also been involved in organsing camps in the nearby villages. The students are sensitized about social issues, disaster management, community service, etc.**

- **In academic year 2019-20, the NSS wing of the college in collaboration with IQAC conducted an online quiz on Gandhi Jayanti to keep the students involved even during the pandemic.**

- **The NSS wing of the college in collaboration with Mahila Shakti Kendra legal cell, Axis Bank also organised a program on women empowerment and also to sensitize the students on frauds related to banking sector.**

- **International Women's Day was celebrated by NSS in the session 2020-21.NSS has also been involved in spreading awareness programs on issues such as De-addiction, Crime Against Women, Traffic Rules , etc.**

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:

Dr Sanjeeb Negi, Assistant Professor, Department of Hindi was awarded with Best Trainer Award by the District Magistrate for conducting training for election personnel in 2019. In the same session, one of our student also received a certificate for participating in the Zila Yuva Parishad Mahotsav(Debate Competition) by Ministry of Youth Affairs and Sports, Govt. Of India.

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: 5

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
1	2	0	1	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[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: 2

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[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 college ensures that the teaching-learning process is maintained at an optimal level by providing adequate infrastructural arrangements. The Institution has established procedures for utilization of infrastructure available. Every year our institution demands a budget for the overall maintenance of infrastructure facilities including academic and support facilities. On the basis of our demand, the Directorate of higher education sanctions finance for the development of our institution. Physical infrastructure constitutes one administrative block, thirty nine class rooms and sixteen laboratories for UG and PG classes, a computer lab, a mini ground for sports, and a multipurpose hall for indoor games.

Some of the facilities provided by the college for teaching-learning are as follows-

Class Rooms and Laboratories:

- **The college has 39 spacious and well-ventilated classrooms with adequate infrastructure befitting a smooth teaching- learning process. The institution has 16 labs for students.**

- **For the maintenance of laboratories, the college has lab technicians. Directorate of higher education sanctions annual grants for the purchase and maintenance of computers and chemicals required.**

- **All 16 laboratories of the college(Physics, Chemistry, Botany, Zoology, Geology, Geography, Anthropology, Home Science and Defense and Strategic Studies) have requisite tools, instruments and equipment.**

- **All the departments are provided with the computer and internet facilities. The campus is also Wi-Fi enabled for everyone.**

- **The college has provided a LCD projector and printers with scanning and xerox facilities.**

- **To ensure protection for students and staff, the campus is equipped with CCTV cameras with an overall viewing facility at the Principal's Office.**

Sports:

- **GPG College New Tehri provides adequate facilities for holistic development of students in the field of sports activities.**

- **For the year round conduct of various sporting events there is a sports in charge and sports committee (with representation from the teachers ,students and non-teaching members) who meet at regular intervals and plan various activities for the well being of the students.**

- **Some of the activities related to sports and games are inter-college sports activities and annual college sports day. The college hosts inter collegiate and inter faculty events in the multipurpose hall(for indoor game) and college ground(for outdoor games) every year.**

Cultural Activities:

- **There is a positive environment for cultural activities in the college. The Cultural Committee members (with representation from the students, teachers and non-teaching members) conduct various cultural events throughout the year.**

- **Some of the cultural activities which are organized every year- cultural competition (music, dance, recitation, painting, essay competitions, extempore, debates, one act plays), celebration of Uttrakahand foundation day, International Women's Day etc., prizes for the winners of the competition are given to the students.**

- **The cultural activities are organized in the auditorium of the college. The teachers of our college train students for cultural programs and competitions.**

Yoga:

Yoga sessions are organized in the college premises for the physical, mental and spiritual well-being of the students and faculty members. Every year International Yoga Day is celebrated on the 21st day of June by the Institution.

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: 21.99

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
1.5999	1.60913	2.1805	0.4078	2.2928

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[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 is partially automated through an integrated library management system e-Granthalaya 4.0 having reference books ,journals and textbooks.**

- **A total of 32,023 books are available in the library and all are registered in e-granthalaya portal.**

- **The students can access the books, question banks and syllabus in the library through e-granthalaya.**

- **They also have access to the e-resources of other libraries through e-granthalaya.**

- **The per day usage of the library by the students and the faculty members is duly maintained manually by the library staff.**

- **Some departments of the college have dedicated departmental libraries for use by their students and teachers**

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:

GPG College, New Tehri has updated its IT infrastructure facilities with time and need. From the year 2017 onwards there has been a significant change in this regard. Department of higher education allocates fund for the upgradation and maintenance of computers and its accessories.

The college has 3 smart class rooms and a computer lab, 39 Classrooms with ICT facility cum internet connection.

The college has upgraded the Wi-Fi connectivity to 50 MBPS from 1 MBPS. To overcome the challenges of the pandemic, the institute also installed a Video Conferencing System.

Workshops and extension lectures , ICT based lectures, power point presentations are delivered by the faculty members.

Edusat Room in the college is available for the academic use of the students.

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: 18.25

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

Response: 32

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: 78.01

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
9.27612	3.18295	3.85801	6.55074	5.8277

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[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: 2.8

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
51	13	11	2	24

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[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](#)

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: C. 2 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](#)
Report with photographs on ICT/computing skills enhancement programs	[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](#)

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: 19.86

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
145	251	71	180	69

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: 15.55

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
17	36	33	41	40

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
125	135	208	292	314

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 1.25

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
3	2	5	3	1

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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
Upload supporting document	[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](#)

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: 1.8

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
3	02	0	0	4

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 institution is aware that an engaged alumni network allows any college to benefit from the expertise and experience of the former students, by the way of sharing experience and their support to the current generation of students and also their alma-mater. The past students, engaged in the hum of life-world with their vast variety of practical experience and expertise in certain fields can always share their knowledge and skill sets with the present generation through speeches, seminars, and other interactive activities. Well placed alumni in the social world can contribute in directing the affairs of the institution and at times make endowments towards certain events and activities.

Though, a formal alumni association could not be contrived earlier than 2019, either on the part of the students or the institution, yet informally, the former students have always contributed in the affairs of the institution through their influence or participation. However, after 2017 there was a decline in such direct activity and was restricted to the student elections alone. Some of the former students are vigorously involved in the larger political field and inspire the present students. They continue to show their concern towards the institution and make positive contributions by way of arranging furniture, library books, garbage bins, benches, aqua-guards and other materials. It is on account of their influence that some of the student unions have contributed their entire funds towards the institution. Likewise, the influence and engagement of the college alumni present locally, can be witnessed at most of the events of the college, be it sports, cultural events, elections, NSS camps, or any academic seminars and conferences. Indeed, these alumni take it as their honour to make an event successful.

Sincere efforts were taken up to form an alumni association in 2019 by the institution, but suffered due to the Covid-19 outbreak. But finally, in 2020 the institution was finally able to form an alumni association. The Alumni Association has been formed with the objective of bringing the former students together on a single platform and utilizing their energies, experience and expertise to aid and improve the lot of the institution. During the formalization of this association a substantial number of the former students available locally were present at the event together with the faculty and college administration and pledged to offer all the support required by the institution. The aim is to garner their support for the college in all the areas and to involve them in the development and advancement of the institution.

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:

- **The institution aspires to become a centre of academic excellence by imparting knowledge and employable skills to the students .**

- **The aim is to provide a platform to the students to develop their academic competence as well as extra co-curricular abilities which is essential for their holistic personality development that results in the economic, social, cultural as well as their spiritual enrichment.**

- **The vision of the institution is not just to impart education but to instill skills within available resources among the youth which empowers them from within and makes them capable of making significant value-based contributions to the society which will be helpful in nation-building.**

- **The administration of the Institution ensures that the governance is done in a decentralized manner by involving all the major stakeholders in important decision making.**

- **The Proctorial Board, Admission Committee, Examination Committee, Grievance Redressal Committee, etc are among the various committees functional in the college. These committees are operational throughout the year. They are formed for a fixed tenure of three years with adequate representation from the various departments of the college.**

- **Apart from the above, all the departments of the college have formed departmental Councils. These Councils consist of groups of students nominated to conduct various departmental activities.**

- **The students are encouraged to take up roles of both leaders and team members in various co-curricular and extra-curricular activities conducted in the college as prescribed in the mission of the college.**

- **The faculty members from all the departments are being involved in various committees formed to conduct sports, cultural, academic, NSS related and other activities in the college. The involvement is not just limited to implementation but extends further to making important decisions.**

- **The Departments are given adequate autonomy to implement the plans for their overall**

development. In recent times, the Departments are further given free hand in innovation, research practices and fostering futuristic MoUs with industry.

Thus the principles of decentralization and participative management are followed at the level of administration, faculty members as well as students. These principles are now backed by an ICT based evolution.

The COVID-19 pandemic induced lockdown posed several challenges to impart higher education to the students residing in the hilly region.But the institution took appropriate measures for immediate switch to the process of online teaching which facilitated uninterrupted delivery of lectures. The process of monitoring the online classes in order to ensure accountability was decentralized. As all the faculty members belonging to various departments sent the report of online classes to the nodal officer appointed by the college administration and this information was further sent to the directorate.

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 Institution is governed by the Directorate of Higher Education, Uttarakhand under the supervision of Department of Higher Education.The appointment and service rules are set by the state government of Uttarakhand. The Principal is the head of the Institution who works under the Directorate of Higher Education and is appointed under departmental promotion. The Principal is the administrative and academic head of the Institution who has the final say in all financial matters as well.The Principal is vested with the day to day running of the college with a team of Department Heads, IQAC Convener, Committee Heads, Chief Administrative Officer , faculty members and non-teaching staff.The recruitment rules for the teaching staff are as per eligibility criteria prescribed by the UGC, that for the non-teaching staff is as per Government of Uttarakhand . The promotional policies for teachers are according to UGC regulation and for non-teaching staff according to state government rules.

Apart from various Committees formed to govern the academic and co-curricular activities being organised in the institution, there are several Grievance Redressal Mechanisms including the Anti-Sexual Harassment Cell ; the Anti-Ragging Cell; a Grievance Redressal Cell with complaints boxes prominently placed and the full implementation of the Right to Information.

During the period 2017-18 to 2021-22, the formation of the IPR Cell and MoU of Department of Zoology of the college and Department of Fisheries of Govt. of Uttarakhand are two major landmarks achieved through deployment of strategic plan.

The Intellectual Property Right Cell is established in the academic year 2020-21. Uttarakhand Council of Science and Technology (UCOST) has been supporting the Cell by funding its establishment and related activities. The Cell organized/conducted a one-day workshop on spreading awareness on Intellectual Property Rights on 5th March 2021 . Such workshops on spreading awareness on IPR were also recommended by the IQAC of the college in October 2020. Under this MoU, Database centre of Himalayan Fisheries, New Tehri was established with the financial support received from the state government as part of the "Mukhya Mantri Navachar Yojana '' of the Govt. Of Uttarakhand.The objective of this centre would be to help the students in their research for Himalayan fisheries, to enhance entrepreneurial mindset amongst the students, to attract the tourists and learners from different areas of the country to study the Himalayan fishes.A brainstorming workshop on Development of Database Centre for Conservation of Biodiversity was organized by the Database centre, Department of Zoology on 25th and 26th March 2022.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[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 institution has taken the following welfare measures for teaching and non-teaching staff:

- **Child care leave and maternity leave for regular female teaching as well as non-teaching staff.**

- **Medical reimbursement facility for teaching and non- teaching staff.**

- **Paternity leave is also sanctioned for regular male employees.**

- **A staff club has been formed in session 2020-21 to organise welcome and farewell ceremonies for faculty members and also celebrate other occasions together.**

- **A welfare fund exists for assisting the non-teaching staff in case of any emergency situation.**

Self appraisal form is filled by teaching faculties and other non-teaching staff of the college which is checked and forwarded by the Principal to the Directorate of Higher Education on the basis of which Annual Confidential Report is generated.The Self-Appraisal forms can be filled online from the session 2021-22 onwards and the ACRs can also be viewed online.

While applying for the senior pay grade under CAS (Career Advancement Scheme), Score is claimed by the teachers. The CAS files with supporting documents are thoroughly examined by an internal committee supervised by the Principal.Duly checked and completed CAS files of faculty

members are sent to the Directorate of Higher Education for further process.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[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: 15.04

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
16	11	17	12	15

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
46	44	44	45	53

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](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 Institution utilizes funds from the budget allotted under various heads by the government. Thus the institution has limited authority as far as mobilization of funds is**

concerned.

- **The available assets are utilized and new assets procured according to the demands of the various departments and committees.**

- **In order to ensure optimal utilization of resources, a committee is formed for the purchase of articles.**

- **The physical verification committee is formed yearly to ensure transparency and accountability in the utilization of funds.**

- **The Institution conducts external financial audits regularly. The audit is conducted by the Auditor General.**

- **The physical verification committee is also vested with the responsibility of physically verifying the assets procured during the academic year.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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 IQAC of the college made significant contributions to ensure that maintenance and improvement of the teaching learning processes, especially during the pandemic and the post-COVID period.**

- **In the post- COVID period, IQAC recommended a blended mode of teaching in the institution as the faculty members and students had already got used to the online mode of teaching.**

- **This was done as per UGC's recommendation of introduction of blended mode of teaching in higher education institutions in which up to 40 percent of the course can be completed through online mode .**

- **The blended mode of teaching is much required in this hilly terrain where offline teaching is often hindered due to difficult weather conditions in monsoon and winter season.Some of the departments adopted this mode of teaching.**

- **IQAC of the college played an active role in ensuring that COVID protocols are being strictly followed in the post-lockdown period. The cell also organized a COVID awareness program on 27th July 2020 which included distribution of masks and gloves in the campus as well as in the nearby areas.**

- **IQAC also conducted a training program to assist the faculty members in the process of online teaching. The training was given by TCSiON Classroom on 28th July 2020. All the faculty members got registered with this online teaching platform and also availed free services for one year.**

- **IQAC recommended formation of faculty-wise Councils in the institution. Humanities and Social Science Council was formed which organizes monthly lectures and publishes e-newsletter. These lectures are being organized monthly and the students are being involved in publishing the e-newsletter.The organisation of a national seminar on traditional knowledge systems is under consideration by the Council. The Council has also started a Reading Club from the next academic session onwards.**

- **The members of IQAC collaborated to conduct coaching classes for competitive exams for the interested students of the college. Under this , various subjects like Indian Polity, Indian Economy, General Hindi, etc were covered.The classes are usually conducted in the morning hours before the official college hours. The students have been showing immense interest in attending these classes and benefited from them.**

- **IQAC recommended that feedback should be taken through forms from students and faculty members of different disciplines and analyzed for quality improvement.**

- **Parent Teacher Association and Alumni Association was formed on the recommendation of IQAC.**

- **IQAC proposed introduction of mentor-mentee program in the Institution to help students cope up with the pandemic related stress and acquire employable skills. Accordingly, the program was introduced from March 2021 onwards.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View 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:

The Government PG College New Tehri firmly believes in the principles of gender equality and strives to inculcate a nurturing atmosphere for the same in the college campus without any discrimination. The college cannot disregard the question of 'gender equity' and its efforts to resolutely address it in its activities, if it is to rightfully dispense higher education. Such obligation, rather a necessity, emanates from its historicity. Not so long ago, it was generally believed that the economic wheel of the state of Uttarakhand was kept whirling by the womenfolk of the state by their back-breaking work at subsistence farming, as the men-folk were forced to travel out and seek a livelihood in the greener pastures due to the push-factors immanent in the life conditions. The economy of the state was characterized as the 'money-order economy' due to the remittance made by the emigrant. The cultural factors did not offer many opportunities to women, to express their experiences or pursue their individual aspirations. This has evidently led to a sustained low esteem of the self in women and works as a stumbling-block towards the desired development of the state. Such conditions rendered women as a liability rather than equal partners in creating life-worlds or equal inheritors of the earth. So, it is vital that the required confidence is restored in women-folk and they become equal participants in the development effort. Women students comprise the majority of the total student strength in the college, and are encouraged to actively participate in all the activities of the college, besides scoring well in academics. The college is aware and attuned to the task of guiding the students towards a sense of an honorable freedom. The obligatory empathy of the faculty towards the region can be seen translated in their daily actions and behavior towards the girl students. In addition the college organizes programs and workshops on a regular basis to promote values on gender equality, human rights, women's rights, and tries to highlight social evils like domestic violence and dowry in these programmes in collaboration with various agencies. The college has an operational women cell named "Mahila Utpidan Nivaran Cell" to deal with the various women-centric issues.

The Institution duly celebrates/organizes all the national and international commemorative days, events and festivals on a regular basis each year. Although these are an obligatory adherence for a government college, they offer a joyful and celebratory occasion for the teachers and the students to mix informally, apart from the times of regular formal classes. These commemorative days provide an opportunity to the students to learn about the topics in issue with a historical perspective and the state of affairs with regard to certain burning issues at national or international levels such as the struggle for national independence, historical personalities, the nation, the environment, certain global health issues etc.

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: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[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](#)
Policy document on environment and energy usage Certificate from the auditing agency	[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:

It is fortunate, that the hilly areas of Uttarakhand since historical times have been a mix of people of diverse backgrounds who came in waves and settled down in the peaceful country, though retaining their external characteristics yet, inseparably assimilated into the culture of the land, be it by way of language, cultural practices or religious observations. Reviewing the historical accounts it can be surmised that the entire population of Uttarakhand represents people who arrived here from outside. In time, the miniscule natives either merged into the incoming cultures or gradually petered out. This is as true of the district Tehri, where the PG College is situated.

Dev-Bhoomi, the Land of Gods - Uttarakhand usually projects a picture of the high Himalayas, an undulating mountain country with highs and lows of land and harsh conditions of life in extreme weather conditions. Indeed, it was so in historical times. Yet, what is generally overlooked is the fact that these very areas were very active due to trade and religious activities, and had prominent trade routes and pilgrim routes. The pilgrim-routes provided access on foot, to the famous temple shrines of Badrinaath, Kedarnaath, Yumonotri and Gangotri constituting the famous Char-Dhaam. Besides, there were other, equally important temples and shrines strewn all over the land, which were also significant centers for Sanskrit learning. People from all over the nation flocked to these shrines year after year and this influx provided a seasonal surge in economic activity of the region and also facilitated intermingling of various cultures, faiths, traditions and customs throughout the country. On the other hand the regular trade routes also provided settlements where people mixed and built a composite culture. Certain goods were traded across the undefined political borders through the extremely rugged mountain passes then, usually to Tibet, China, and from thence to nether regions. The trade routes were resorted to by the travelers and explorers too. Therefore, it can be said that students coming from these regions are generally found to be above the fissiparous parochial considerations.

But, with the revolution in the communications systems, digital media, the social platforms and the easy access to information, there is always the fear of fissiparous tendencies taking root and coming up to the surface. In order to contain this prospective occurrence materializing in future it is imperative that the generations be sensitized towards the values, rights, duties and responsibilities of citizens inherent in the constitution of India that are on the one hand crucial for an integrated nation and on the other point to the vision of vasu-dhaiv-kutumbkam. Apart from the informal awareness events and activities at the level of departmental councils, the Institution regularly holds events, programmes, seminars and workshops each year in which external resource persons and specialized agencies are also invited to inform and interact with the students.

File Description	Document
Upload Additional information	**View 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:

1. Title of the Practice

'Establishment of a Humanities and Social Sciences Council' (HSSC)

2. Objectives of the Practice

As per the Memorandum of Association (Unregistered) of the Council (HSSC) the following are the primary objectives of the Council.

- **To inculcate inter disciplinary approach of learning among students and teachers by organizing academic lectures, seminars, workshops, etc through offline and/or online mode while involving resource persons from both within and outside the college.**

- **To promote research and action based projects and publication of periodic newsletters, journals and magazines.**

The driving objective of the council could be cited as the promotion of academic excellence amongst the teachers and the students alike.

3. The Context

Though a district headquarter in the Himalayan region, New Tehri offers only restricted transportation to remote areas, and inadequate communications, whether ICT or otherwise, to the nether regions of the district from where most of the students come. Academic activities or enlivening entertainment in the district beyond the precincts of the college are negligible, except the presence of a small campus facility of the HNB Garhwal (Central) University about 12 kms away. This has a morose and debilitating effect upon the teachers as well as the students. The fresh and young entrants as faculty became acutely aware of this and felt the need to have a mechanism whereby this could be addressed. At the insistence of the IQAC they came together to establish the HSSC and the senior faculty readily supported the effort.

4. The Practice

The Humanities and Social Science Council was formed on 10th November 2021 as most of the faculty members of the Faculty of Arts came together to formalize their joint efforts towards interdisciplinary approach towards academics, inculcate research based study habits in students, conduct academic events, etc. The Executive committee members were nominated from the members of the Governing Body for a term of one year.

1. The Council duly drew up and adopted the 'Memorandum of Association' and the 'Articles of Association'.

2. All the teachers and the students from Humanities and Social Sciences are members of the General Body by default.

3. The funds and Resources for the council activities are exclusively contributed by the teachers.

4. There is a General Body, Governing Body, Executive Committee and sub-committees through which the activities of the Council are undertaken.

5. As per the Articles, 7 students are represented in the Governing Body and 2 students are taken in the Executive committee.

6. The meetings of the Council are held regularly and the Minutes of the meetings are maintained.

7. The council works according to the directives set in the Memorandum and the Articles.

5. Evidence of Success

The activities undertaken by the Council from November 2021 till the period under review can be summarized in the following points:

- Monthly lecture series by faculty representing all the Humanities and Social Science disciplines and some from the Sciences too. The topics included Economy, Gender,

Literature, Medicine systems, Ayurveda, Environment, and Global Warming.

- **The e-newsletter of the Council- Sanchetna is also published almost every month with contribution from both students and faculty members. This newsletter was also uploaded on the college website.**

- **The Council also celebrated Sanskrit Day.**

- **A 'You-Tube channel' of the Council is formed on which these lectures were uploaded.**

- **An exclusive email id is also formed for the Council.**

- **A successful proposal for holding a seminar on Traditional Knowledge Systems was formulated.**

- **The news regarding monthly lectures is published on print as well as online media.**

- **A Reading Club is also formed under the Council in which the members of the Council donated books, magazines and newspapers.**

Active participation and presence of students and teachers representing the entire college and efforts to set up such councils in other disciplines too manifestly speaks of the success of the council.

6. Problems Encountered and Resources Required

The Council (HSSC) has been constituted under a Government PG College and therefore, largely suffers from the usual institutional constraints of a government concern that hamper the rapid growth of the council to its full potential. Besides this the constraints related to hierarchical permissions, funds and resources, 9 to 5 college timings, geographical constraints, and social constraints discourage new initiatives to be taken up by the council.

7. Notes (Optional)

Some quarters of teachers insist upon the 'registration' of the council under some 'statute' of the state so that funds could be acquired from external sources and activities of the council could be expanded. But, the council is yet undecided on the matter and due to certain constraints desists from applying for registration.

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:

The structure of Higher Education in India may still be seen in a flux due to the rapidly changing global scenario with substantial infusion and introduction of ever new cutting edge technology. The difficulty primarily emanates from the enormity of the system to manage, within the given resources, human or otherwise. The exigencies of circumstance and the need to keep afloat in competitive times as necessitated by the homogenous global structure built upon the socio-industrial complex, forces the administrative authorities to respond accordingly from time to time. In the case of state run colleges there are two distinct administrative authorities, the state apparatus itself for major administrative regulations and the University for the Academic Tasks. The daily routine administrative tasks are carried out by the institution itself. It may not resonate very well but the reality is that it is very difficult to single out one distinctive area as per its priority and thrust in a provincial government run education system that is merely an implementing agency of the plans and policies promulgated by the administrative authorities.

The challenges and the exigencies of particular times have always had a direct bearing upon the 'aims and objectives, and the methods' of an 'education' that the society wishes to impart to its upcoming generation. The complexity of the entire system of education however, underlines the primary objective - as the 'individual and social well being' of its citizen. This involves awareness of the micro and the macro, curiosity with regard to the known and the unknown, will to learn with body and mind, skills to learn with the material and the non-material, expansion of the spirit, broadening of perceptions, recognizing threats and challenges to self and the surrounding environment, and the material manifestation of the positive ideas so that the individual, families and the societies may sustain and flourish in time locally and globally. In our time, humankind has transcended its natural limitations and has come to recognize the tremendous benefits of economics, organization and industry aided by that unique method of research, exploration and prying out answers we call 'Science'. Indeed, Science is the way to knowledge and wisdom.

All this, however, can no more be kept at a local or a regional level. Now, we have to embrace the 'global citizenship' and hence the 'Government Post Graduate College, New Tehri' has a host of committed and qualified teachers to engage the students with in as many as 19 major subjects. During the period 2017-18 to 2021-22, the institution can boast of an excellent student-teacher ratio which resulted in a commendable performance of the students in academics. Inspite of being located in a hilly terrain, the institution offers courses in maximum disciplines and most of the

Departments also have an adequate number of teaching and non-teaching staff. This imparts the institution with distinctiveness resulting in better academic delivery and can be highlighted through the points mentioned below:

1. A consistently high teacher-student ratio with most of the faculty members with PhD degrees and required qualifications as reflected in the table below:

A.Y.	Number of faculty members	Facultymembers with PhD	Number of Students	Teacher-Student Ratio
2017-18	48	45	879	1:18.31
2018-19	48	56	873	1:18.19
2019-20	47	41	678	1:14.43
2020-21	50	35	591	1:11.82
2021-22	48	40	584	1:12.17

2. The quantitative and qualitative abundance of faculty members resulted in better performance of the students in University examinations. The consolidated results for the five year period from 2017-18 to 2021-22 are as follows which reveal an overall average pass percentage of 77.36% for undergraduate courses and 88.09 % for the post-graduate courses.

Academic Year	Program	No. of Students Appeared	No. of Students Passed	Pass Percentage
2017-18	U.G.	220	193	87.73%
	P.G.	135	121	89.63%
2018-19	U.G.	188	184	97.87%
	P.G.	109	108	99.08%
2019-20	U.G.	168	123	73.21%
	P.G.	95	85	89.47%
2020-21	U.G.	138	75	54.35%
	P.G.	69	60	86.95%
2021-22	U.G.	95	70	73.68%
	P.G.	73	55	75.34%

3. The students have also been able to perform well in various competitive exams.

4. More than hundred students of the Institution were awarded with scholarship during this period.

5. The following students from the college participated in the National Youth Festival in the cademic year 2019-20:

S.No.	Name of the Student	Topics for Discussion	Remarks
1	Renu Topwal	-	Participated
2	Kajal Bisht	Global Terrorism	2nd Position

6. Five students of the college were awarded with gold medal for their excellent performance in the University examinations for the academic year 2019-21.

S	Name	Class	University Rank
1	Anjali Mishra	M.Sc. Mathematics	I
2	Mansi Negi	M.Sc. Botany	I
3	Manisha Chauhan	M.Sc. Anthrolpology	I
4	Smita	M.A. Home Science	I
5	Manisha	Anthropology	I

Apart from the above, since the year 2017-18 the dedication and commitment of the faculty members has been identified as one of the best practices of the institution. Also with the commitment and the dedication of the teachers in the Arts stream the "Humanities and Social Sciences Council" was constituted in November 2021 with the active participation of the teachers and the students alike. The Council regularly holds lectures, presentations and other events such as the publication of a monthly newsletter with contributions from the students and teachers. It may be pointed out that the entire funding of the council is borne out by the teachers themselves. The faculty of the institution have been its greatest strength on account of which the college has been able to cater to the diverse needs of the students even during the challenging times, whether it was to switch to online teaching in the post-pandemic period or reaching out to the students residing in a difficult and remote hilly region.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Government Post Graduate College (GPGC), New Tehri is located at latitude 30°.37'62"N and longitude 78°.43'53"E, in the heart of the semi-urban picturesque town of New Tehri situated in the lesser Himalayas, in the district headquarters of District Tehri Garhwal in the Himalayan state of Uttarakhand, India. Uttarakhand the 27th state of Republic of India was carved out of Uttar Pradesh on 9th November 2000. Out of the 13 districts of Uttarakhand, Tehri Garhwal constitutes one of the districts carved out of the erstwhile 'Tehri Riyasat', which was never under the British dominion and became a part of the Union of India in 1951.

Reviewing the historical accounts it can be surmised that the entire population of Uttarakhand represents people who arrived here from outside. In time, the miniscule natives either merged into the incoming cultures or gradually petered out. This is as true of the district Tehri, where the PG College is situated.These very areas were very active due to trade and religious activities, and had prominent trade routes and religious (pilgrim) routes. The religious-routes provided access on foot, to the famous temple shrines of Badrinaath, Kedarnaath, Yumonotri and Gangotri constituting the famous Char-Dhaam. Besides, there were other, equally important temples and shrines strewn all over the land, which were also significant centers for Sanskrit learning. On the other hand the regular trade routes also provided settlements where people mixed and built a composite culture. Certain goods were traded across the undefined political borders through the extremely rugged mountain passes then, usually to Tibet, China, and from thence to nether regions. The trade routes were resorted to by the travelers and explorers too. Therefore, it can be said that students coming from these regions are generally found to be above the fissiparous parochial considerations.

Concluding Remarks :

The institution is trying to do the best as any institution would within the given structure and resources. With the scientific and technological advancements within the grasp of humanity as never before, the overall socio-economic structure of the society is rapidly changing in the present times. Any society, micro or macro, cannot wish or cherish a desire to pursue an exclusive survival and exist in isolation from the overwhelming global order that forces humanity towards a homogenous existence. Although, the democratic principles eulogize and espouse the diversity of life and existence in consonance with the diversity of given natural conditions, yet the flow of socio-economic order can unmistakably be seen towards uniform generality. This is the new modernity, and major parts of India steeped in tradition need evermore to catch-up with the rest and match the pace of human advancement. There is a strife that is quite evident amongst the generations between the background they have grown up in and the new order they are faced up with. This can be cited as a trend for the hilly regions too this institution caters to. Armed with the latest technological gadgets that the market has to offer, the upcoming generations of students seem to wallow under the entertainment value these present, yet the true utilization of these towards human advancement is a point that requires close scrutiny and transformation. Nowhere else, can the seeds of desired potential

transformation be sown with much likelihood of success than in the education sector of society.

The Institution along-with the entire faculty cherishes a dream that the district headquarter where it is situated with an obligation to fulfill the education needs of an entire district erects some facilities where a large number of girl and boy students may be housed for at least a part of their undergraduate or post-graduate period of their education. This would enable the institution to carry out the praise-worthy goals of the education edifice of the nation under the NAAC such as – quality education, mentor- mentee relations, responsible and informed citizenship, skilled workforce, meeting interdisciplinary horizons and so on.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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*
	
	     Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	     Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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*
	
	   2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**
	    Answer before DVV Verification:
	
	    <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>120</td><td>131</td><td>106</td><td>142</td><td>128</td></tr></table>
	    Answer After DVV Verification :
	
	    <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>117</td><td>130</td><td>105</td><td>141</td><td>128</td></tr></table>
	   2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**
	    Answer before DVV Verification:
	
	    <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>

2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years**
	
	   2.4.1.1. **Number of sanctioned posts year wise during the last five years**
	    Answer before DVV Verification:
	
	    <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>51</td><td>50</td><td>50</td><td>50</td><td>50</td></tr></table>
	    Answer After DVV Verification :
	
	    <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>51</td><td>50</td><td>50</td><td>50</td><td>50</td></tr></table>

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)*

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	47	50	48

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47	48	47	50	48

Remark : Value updated as per 2.2

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)*

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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.6	2.2	2.75	0	32.64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.6	2.2	2.75	0	32.64

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

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**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list**

during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	7	2	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	5	1	9

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**

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	19	3	3	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	3	3	1

Remark : Value has been updated as per Data provided by HEI considering relevant AYs.

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.*

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	5	5	5

Answer After DVV Verification :

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

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 32 Answer after DVV Verification: 32
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* Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above
5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** 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** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
171	365	0	180	116 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
145	251	71	180	69	
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year**

wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	36	33	41	40

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	36	33	41	40

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
168	207	263	297	355

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
125	135	208	292	314

Remark : As per metric 2.6.3.1, the values have been updated

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** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---| | 0 | 0 | 1 | 0 | 0 | Answer After DVV Verification : | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 0 | 0 | 0 | 0 | 0 |

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**

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	06	0	0	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	02	0	0	4

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*

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	19	13	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	11	17	12	15

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	44	44	45	53

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
46	44	44	45	53

Remark : Multiple participation have been considered once only and values updated accordingly

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. Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
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** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : As per the supporting documents, any three have been considered (Sl. No. 1, 3 & 5)

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 79 Answer after DVV Verification : 90
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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48	48	47	50	48 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
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47	48	47	50	48	