SELF ASSESSMENT REPORT 2024-25

Submitted to

DEPARTMENT OF HIGHER EDUCATION
Govt. of Himachal Pradesh

GOVT. DEGREE COLLEGE BAROTIWALA
DISTRICT: SOLAN (H.P.)- 174103

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PREFACE

Nestled in the picturesque foothills of the Shivalik range, Solan district has evolved into a prominent centre of education in Himachal Pradesh, blending academic pursuit with the tranquility of its natural surroundings. The district hosts a vibrant network of educational institutions—from schools to universities—committed to fostering intellectual growth, skill enhancement, and community engagement. Its proximity to major industrial hubs further enriches learning by offering avenues for experiential exposure and employment.

Government College Barotiwala, affiliated with Himachal Pradesh University, stands as a vital institution in this academic landscape. Situated amidst a rapidly developing industrial belt, the college attracts a diverse student body not only from different parts of Himachal Pradesh but also from neighbouring states. This cultural and linguistic diversity enriches the academic environment and promotes mutual learning and inclusivity. The college offers undergraduate programs in Arts and Commerce, tailored to meet the educational aspirations of students while aligning with emerging industry and societal needs. Through internships, field projects, industrial visits, and collaborative initiatives, students gain practical insights that complement theoretical learning.

Guided by a vision of holistic education, social responsibility, and empowerment through knowledge, Government College Barotiwala continues to nurture individuals who are intellectually competent, ethically grounded, and professionally equipped to contribute meaningfully to both society and industry.

INTRODUCTION

Solan district has emerged as a prominent center of higher education in Himachal Pradesh, distinguished by its harmonious blend of academic excellence and industrial growth. Nestled in the foothills of the Shivalik range, the district offers an environment that is both intellectually stimulating and conducive to experiential learning, supported by a thriving industrial ecosystem that provides abundant opportunities for practical exposure.

Government College Barotiwala, affiliated with Himachal Pradesh University, holds a significant place in this educational landscape. Strategically located within the Barotiwala industrial area, the college attracts a diverse student community from various parts of Himachal Pradesh as well as neighbouring states, reflecting its inclusive and dynamic academic character. It currently offers undergraduate programs in Arts and Commerce, thoughtfully designed to meet the evolving educational and professional aspirations of students. Classroom instruction is effectively complemented with internships, industrial visits, field projects, and community outreach initiatives, ensuring that students acquire hands-on experience alongside theoretical learning.

Established through Government of Himachal Pradesh Notification No. EDN-A-Kha(1)-1/2015 dated 29th May 2015, the college commenced its academic journey on 10th June 2015 with the beginning of the 2015–16 session. For nearly seven years, the institution functioned within the premises of Government Senior Secondary School, Barotiwala, before shifting to its new, purpose-built campus at Buranwala. The new building was inaugurated in September 2022 by the then Hon'ble Chief Minister, Shri Jai Ram Thakur, and regular classes began in April 2023 following the formal inauguration by Hon'ble Chief Parliamentary Secretary, Shri Ram Kumar Chaudhary. The college campus presently spans an area of 2.72 hectares, offering a serene and well-equipped environment conducive to academic excellence and holistic development.

At present, the college imparts education in Arts and Commerce streams under the guidance of a well-qualified, experienced, and dedicated faculty. All academic programs are conducted in strict

accordance with the regulations and curricula prescribed by Himachal Pradesh University, Shimla, and as per the guidelines issued by the State Government of Himachal Pradesh.

PROFILE

Basic Information

NAME	GOVT. DEGREE COLLEGE BAROTIWALA
ADDRESS	GOVT. DEGREE COLLEGE BAROTIWALA, DISTRICT SOLAN H.P.
CITY	BAROTIWALA
STATE	HIMACHAL PRADESH
PIN	174103
Gmail Address	principalgcbarotiwala@gmail.com
Website	https://www.gcbarotiwala.edu.in

Status of the Institution

Institution Status	Government
Type of Institution:	
By Gender	Co-education
By Shift	Day

VISION

"☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐"

Our college envisions nurturing individuals who pursue knowledge as the path to immortality, guided by the vision **"☐☐☐☐☐☐☐☐☐☐☐☐☐☐"(Through knowledge, one attains immortality)**. We strive to cultivate wisdom, integrity, and excellence in every learner. By fostering innovation and moral values, we aim to create responsible citizens who contribute meaningfully to society. Our vision is to be a center of learning that transforms potential into purpose and knowledge into service.

MISSION

"☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐"

By focusing on the three essential pillars of education—discipline, harnessing the mind's potential, and fulfilling one's duties—the mission aligns with the vision of empowering students to become innovative leaders who contribute positively to a rapidly changing world. **"☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐" (Its foundation lies in penance, self-control, and righteous action)**, our mission is to instill discipline, dedication, and ethical conduct in every student. We aim to promote holistic development through academic excellence, moral strength, and social responsibility. By integrating knowledge with action, we seek to empower learners to lead purposeful and principled lives. Our mission is to build a community rooted in hard work, humility, and human values.

PROGRAMS

The College offers Under Graduation Degree Studies in B.A.(Pass Course) in Seven Subjects in the Faculty of Arts (Humanities) and UG Degree Studies in B.Com. (Pass Course) in the stream of Commerce. From the academic session 2018-19 the CBCS –UGC (RUSA)- Annual pattern has been followed according to HPU Norms.

Courses	Subjects
Bachelor of Arts (B.A.)	Economics, English, Geography, Hindi, History, Music, Political Science
Bachelor of Commerce (B.Com.)	Commerce and Management

STUDENT STATISTICS (Session 2024-25)

Class	Boys				Girls				Grand Total
	Gen	SC	ST	OBC	Gen	SC	ST	OBC	
B.Com 1st Year	21	9	2	1	33	11	2	1	80
B.Com 2nd Year	12	2	0	1	26	1	0	0	42
B.Com 3rd Year	8	3	0	0	16	1	1	1	30
B.A 1st Year	8	0	0	3	35	6	1	4	57
B.A 2nd Year	8	3	0	0	36	9	1	0	57
B.A 3rd Year	6	2	0	0	21	6	1	1	37
Total	63	19	2	5	167	34	6	7	303

TEACHING FACULTY

PRINCIPAL: Dr. Anjori Sharma, (MA, M. Phil, Ph.D.)

Department	Name of Faculty
Dept. of English	Dr. Anupama S Pathak, (B.Ed., BJMC, M.A., M.Phil., MMC, Ph.D) Dr. Shishu Bala (MA, Ph.D) Dr. Suneela (MA, Ph.D) Prof. Pallavi Chauhan (M.A., M.Phil.)
Dept. of Geography	Dr. Shalini Dharmani (M.A.,M. Phil, Ph. D,)
Dept. of Hindi	Dr. Shyam Singh (M.A., Ph.D)
Dept. of History	Prof. Krishna Prakash (M.A.,M.Phil.)
Dept. of Political Science	Prof. Visheshar Lal (M.A.)
Dept. of Commerce	Dr. Veshalee Singh (M Com, M Phil, Ph D) Dr. Ina Rani (M.Com, M.Phil, Ph.D)
Dept. of Economics	Vacant
Dept. of Music (Inst.)	Dr. Niti Gupta (M.A., M.Phil., Ph.D)
TablaVadak	Vacant

NON -TEACHING STAFF

Librarian	Vacant
Supdt. (Grade-II)	Mrs. Shally Mahajan
Senior Assistant (One Post)	Vacant
Jr. Office Assistant	Mr. Naveen Singh
Clerk (Two Posts)	Vacant
CLASS-IV	Mrs.Uma Devi (Peon) Mrs. Shanti Devi (Peon) Mrs. Lajo Devi (Peon)

INSTITUTIONAL STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND CHALLENGES (SWOC) ANALYSIS OF

GOVT. COLLEGE, BAROTIWALA

INSTITUTIONAL STRENGTHS:

Govt. College, Barotiwala, enjoys a strategic location in a thickly industrial area, providing students with ample exposure and job opportunities. The college is known for its dedicated and qualified faculty and a student body of good academic quality. Diversity is enhanced by students coming from various states, while the low student-to-teacher ratio ensures personalized attention. The safe and peaceful campus environment further supports learning and holistic development.

- Presence in a thickly industrial area, offering exposure and potential industry collaborations.

- Good quality of students with strong academic performance.

- Dedicated and qualified staff supporting teaching and student development.

- Students from other states, promoting diversity and cultural exchange.

- Low student-to-teacher ratio, allowing personalized attention and mentoring.

- Opportunities for job placements in nearby industries.

- Safe and peaceful environment conducive to learning.

- Potential for research and consultancy projects related to industrial development.

INSTITUTIONAL WEAKNESSES:

Despite its many strengths, the college faces some limitations. The relatively low number of students can restrict peer interaction and certain co-curricular activities. IT and digital facilities are limited, impacting modern teaching-learning methods. Additionally, extracurricular

infrastructure and industry-specific labs are still developing, and visibility outside the state is relatively low.

- Low number of students, limiting peer interaction and certain co-curricular activities.

- Limited IT and digital facilities, restricting modern teaching and learning methods.

- Lesser extracurricular infrastructure (sports, cultural facilities) compared to urban colleges.

- Limited visibility and recognition outside the state.

- Need for enhanced industry-specific infrastructure and labs**.**

INSTITUTIONAL OPPORTUNITIES:

The college has significant potential to expand its impact and outreach. Stronger industry-academia linkages can provide enhanced internships, skill development, and placement opportunities. Introduction of certificate courses, entrepreneurship programs, and digital learning platforms can improve employability and learning outcomes. Hosting workshops, seminars, and research projects offers opportunities to strengthen the institution's reputation and engagement with the wider community.

- Strengthening industry-academia linkages for internships, projects, and placements.

- Introduction of skill-based, certificate, and value-added courses to improve employability.

- Development of entrepreneurship cells or start-up incubation programs leveraging industrial contacts.

- Hosting regional/national workshops, seminars, and conferences to enhance visibility.

- Expanding digital learning platforms and IT infrastructure.

- Attracting more students from other regions to increase diversity and enrollment.

- Potential to secure research funding for environmental studies, industrial projects, and sustainability initiatives.

INSTITUTIONAL CHALLENGES:

Govt. College, Barotiwala, operates in a competitive educational landscape with private and autonomous institutions nearby. Retaining talented staff and students in a semi-urban location is a continuing challenge. Keeping pace with technological advancements, modern industry requirements, and infrastructure modernization demands careful planning. Balancing academic quality with industrial exposure and sustainable growth remains an ongoing concern.

- Competition from private and autonomous institutions in attracting talented students and faculty.

- Keeping pace with technological advancements and industry requirements.

- Retaining talented staff in a semi-urban/remote location.

- Ensuring sustainable growth despite limited student numbers.

- Balancing industrial exposure with academic curriculum while maintaining quality.

- Upgrading infrastructure and modernizing facilities within budget constraints.

- Encouraging students to stay in the region versus moving to bigger cities for jobs.

INTERNAL QUALITY ASSURANCE CELL (IQAC)

The Internal Quality Assurance Cell (IQAC) functions as the cornerstone of the institution's commitment to excellence. It plays a pivotal role in designing, monitoring, and sustaining quality benchmarks across all dimensions of academic and administrative activities. IQAC acts as a catalyst for fostering a culture of innovation, integrity, and continuous improvement. Through its systematic and participatory approach, it ensures that the institution's vision and mission are translated into effective academic practices. It facilitates the internalization of quality culture by promoting reflective teaching, outcome-based learning, and evidence-based decision-making. Regular academic audits, stakeholder feedback, and performance appraisals are integral to its functioning. IQAC also encourages inter-departmental collaboration, faculty development, and research-oriented activities. Workshops, seminars, and training sessions organized under its aegis nurture professionalism and institutional accountability. By ensuring transparency, documentation, and strategic planning, IQAC aligns institutional processes with NAAC quality parameters.

It also guides the preparation of AQAR and other quality-related reports with precision and authenticity. Through its sustained initiatives, the IQAC not only upholds academic standards but also nurtures an ecosystem of excellence, ethics, and holistic development.

STEPS TAKEN BY THE IQAC DURING THE SESSION 2024–25

During the academic session 2024–25, the Internal Quality Assurance Cell (IQAC) actively pursued several initiatives aligned with NAAC quality benchmarks to ensure continuous enhancement of academic standards, institutional efficiency, and student well-being.

(i) Curricular Aspects:
The IQAC promoted curricular enrichment through guest lectures, debates, and interdisciplinary learning approaches. Faculty members were encouraged to foster a culture of research and publication, integrating contemporary perspectives into classroom teaching.

(ii) Skill Development:
The Career Counseling and Placement Cell, under IQAC guidance, organized mock interviews, group discussions, and personality development workshops. Expert lectures on emerging topics such as cyber security and blockchain technology enhanced students' employability and digital literacy.

(iii) Student Support:
Comprehensive student support was ensured through counseling, mentoring, remedial classes, and financial assistance for deserving students. The library and ICT lab functioned as vital academic support centers, providing access to books, periodicals, and digital learning resources.

(iv) Community Engagement:
Extension and outreach activities were actively undertaken by NSS, Rovers & Rangers, and the Eco Club. Initiatives such as tree plantation drives, cleanliness campaigns, drug awareness rallies, and social outreach programs strengthened the institution's community engagement and civic responsibility.

(v) Infrastructure and Learning Resources:
The college continued to upgrade its academic infrastructure. Classrooms remained well-maintained; the library housed 1,340 books, seven daily newspapers, seven magazines, and one journal. The ICT lab, equipped with 20 modern computers, interactive panels, and projectors, facilitated technology-integrated learning. Inclusive facilities such as ramps and accessible washrooms supported specially-abled students. Sports and cultural activities flourished in the multipurpose hall, while music and geography laboratories enriched experiential learning. Staff rooms, examination halls, NSS and Rovers rooms, medical facilities, and a modern canteen ensured a conducive campus environment.

(vi) Governance and Leadership:
Institutional governance operated through well-structured committees including IQAC, NAAC, Scholarship, Fee Concession, Library, Career Counseling, and Discipline Committees. Participatory management was encouraged through student involvement in CSCA, NSS, Rovers & Rangers, and Eco Club activities, fostering leadership and responsibility. The Superintendent

and clerical staff provided robust administrative support, ensuring efficiency in record-keeping, salary processing, and policy implementation.

(vii) Innovative Practices:

- Eco-Friendly Initiatives: The Eco Club, in collaboration with HIMCOSTE, developed vermicompost pits utilizing canteen waste and installed plastic bottle collection cages for recycling.

- Digital Learning: Students were encouraged to access SWAYAM MOOCs and other ICT-based learning resources.

- Awareness Campaigns: Blood donation camps, anti-drug drives, road safety rallies, and environmental awareness programs nurtured social responsibility.

- Feedback Mechanism: Structured feedback from students, teachers, and stakeholders was collected through Google Forms, analyzed, and used for continuous institutional improvement.

Action Plan for the year 2025-26 for Achieving Excellence (Academic Session 2025–26)

I. Academic and Co-Curricular Excellence

Objective	Action Proposed	Responsible Committee/Cell	Expected Outcome
Curricular Enrichment	Introduce interdisciplinary, skill-based guest lectures, and industry collaborations; launch value-added and certificate courses.	Academic & IQAC	Enhanced academic quality and employability skills.
Research and Innovation	Establish Research & Innovation Cell activities; organize seminars and	Research Cell & IQAC	Improved research culture and visibility.

	promote publications.		
Quality Assurance	Conduct IQAC workshops on documentation and SAR; implement feedback mechanisms.	IQAC	Continuous quality enhancement and NAAC readiness.

II. Student Development and Extra-Curricular Enrichment

Objective	Action Proposed	Responsible Committee/Cell	Expected Outcome
Holistic Growth	Organize cultural and literary events, workshops on soft skills, and inter-college collaborations.	Cultural Committee & CC&PC	All-round student development and leadership.
Sports and Physical Well-being	Enhance sports facilities and introduce Yoga & Fitness sessions.	Sports Committee	Healthier and more active campus environment.
Recognition and Motivation	Institute awards for Best Volunteer, Innovator, and Eco Warrior.	IQAC & Principal Office	Increased student engagement and motivation.

III. Extension, Outreach, and Social Responsibility

Objective	Action Proposed	Responsible Committee/Cell	Expected Outcome
Community Engagement	Continue outreach through NSS, Eco Club; expand Solid Waste Management	NSS, Eco Club, RRC	Greater social responsibility and community linkage.

	Project.		
Environmental Initiatives	Maintain vermicompost and plastic bottle projects; aim for Green Campus Certification.	Eco Club & HIMCOSTE	Sustainable and eco-friendly campus.
Institution–Community Linkage	Develop MoUs with NGOs, hospitals, and industries for joint projects.	IQAC & Principal Office	Enhanced collaboration and experiential learning.

IV. Governance, Leadership, and Quality Culture

Objective	Action Proposed	Responsible Committee/Cell	Expected Outcome
Participative Management	Strengthen committees and clubs with annual action plans and documentation.	Principal & IQAC	Transparent and effective governance.
Faculty Development	Organize FDPs on OBE, research, and AI tools; encourage conference participation.	IQAC & Staff Club	Upgraded teaching and research competence.

V. Digital, Green, and Inclusive Campus

Objective	Action Proposed	Responsible Committee/Cell	Expected Outcome
Digital Initiatives	Upgrade website, digital attendance, and feedback systems; create	IT Committee & IQAC	Improved digital access and transparency.

	digital repository.		
Green Initiatives	Conduct annual Green and Energy Audits; continue conservation drives.	Eco Club	Environmentally conscious institution.
Inclusivity	Hold gender sensitization and inclusiveness programs; support differently-abled students.	Gender Cell & Equal Opportunity Cell	Inclusive and equitable learning environment.

SELF-APPRAISAL REPORT (SAR) for the Session 2024-25 :-

PREAMBLE OF SAR

The internal assessment and ranking of Government Degree and Sanskrit Colleges of Himachal Pradesh aim to promote healthy competition and enhance overall institutional performance. The initiative focuses on fostering creativity, critical thinking, and innovation in teaching–learning, along with ensuring proper documentation of academic, co-curricular and extension activities. It encourages optimal utilization of resources, collaboration among institutions, and the adoption of best practices to strengthen the quality culture. The process also supports NAAC accreditation efforts, enhances accountability among stakeholders, and motivates colleges toward continuous improvement. Colleges are further categorised into tiers based on student strength to ensure fair and systematic evaluation.

STATE INTERNAL RANKING OF GOVERNMENT COLLEGES OF HIMACHAL PRADESH

All the colleges falling under Director, Higher Education, Himachal Pradesh are ranked according to certain norms, criteria and rules. The guidelines and criteria have been provided by the Office of the Director Higher Education, Shimla, HP. The Internal Ranking of all the Government Colleges of HP is done annually and for this purpose various committees have been constituted at different levels as follows:

1. State Level Committee: Director of Higher Education as Chairperson and Additional director and joint Director as members

2. 6 Zonal Level Committees

3. 23 Cluster Level Committees with Chairperson, Vice Chairperson and 3 members each; which visits the colleges under them to verify all the records and documents.

4. All the colleges have been divided into 3 tiers,

   i. Tier 1, having a strength of more than 1000 strength of the students and running all the 3 streams, Science, Arts and Commerce.

   ii. Tier 2, having a strength of less than 1000 students and having 3 streams, Science, Arts and Commerce.

   iii. Tier 3, relatively newer colleges running only 1 or 2 streams.

5. A Self Appraisal Report is prepared constituting 7 criteria scoring 1100 points, Teaching and Learning (140), Student Support (280), Infrastructure (160), Institutional Management (220), Best Practices (80), Faculty Profile and Research (100) and Any other points (120).

The Self-Appraisal Report (SAR) serves as a comprehensive reflection of the institution's academic vision, governance, and quality culture. It encapsulates the collective efforts of faculty, departments, and administrative units in achieving institutional excellence. The report systematically documents curricular innovations, research pursuits, student progression, and community outreach activities. It provides a transparent account of the institution's strengths, challenges, and initiatives for continuous improvement. Prepared under the guidance of the IQAC, the SAR aligns institutional practices with NAAC's quality assurance framework. The process encourages introspection, evidence-based evaluation, and participative planning at every level. Beyond being a mandatory accreditation requirement, the SAR acts as an instrument of self-renewal, fostering accountability and institutional learning. Through this dynamic exercise, the college reaffirms its unwavering commitment to quality, integrity, and academic distinction.

GOVT. DEGREE COLLEGE, BAROTIWALA, DISTT SOLAN, HP

SELF ASSESSMENT REPORT: DETAILS AND OBJECTIVES:

Criterion I – Teaching and Learning

The objective of this criterion is to ensure an effective, inclusive, and student-centred teaching–learning environment that promotes academic excellence and holistic development. It aims to strengthen curriculum delivery through diverse pedagogical methods, ICT integration, and continuous evaluation. This criterion focuses on enhancing faculty competencies through training programmes and curriculum engagement, while providing adequate academic support such as remedial classes and mentoring. Overall, it seeks to create flexible, outcome-oriented learning aligned with the goals of higher education and the National Education Policy.

Criterion II – Student Support, Services, and Progression

This criterion aims to provide equitable academic, financial, and emotional support to all students, ensuring that they are able to pursue higher education without barriers. It seeks to enhance career readiness through skill development, counseling, and placement initiatives, while ensuring a safe and supportive campus through grievance redressal and anti-ragging mechanisms. The criterion also promotes student leadership and participatory governance through representation in various committees. Its core objective is to enable students to progress successfully into higher education, employment, and leadership roles.

Criterion III – Infrastructure and Resources

The objective of this criterion is to develop and maintain adequate, accessible, and modern infrastructure that supports quality teaching, learning, and research. It focuses on strengthening physical and ICT facilities, ensuring safety, sustainability, and inclusivity across the campus. This criterion also seeks to enhance resources for academic, co-curricular, and extracurricular activities while ensuring regular maintenance and upgradation. Additionally, it aims to extend institutional infrastructure for community services and public examinations, contributing to the institution's social responsibility.

Criterion IV – Institutional Management

The objective of this criterion is to establish a strong, transparent, and participatory governance system that aligns institutional functions with the college's vision and mission. It aims to ensure efficient planning, coordination, and monitoring through well-structured committees and feedback mechanisms. The criterion also emphasizes ethical leadership, professional accountability, and fair appraisal processes. Ultimately, it seeks to promote collaborative decision-making, institutional stability, and continuous improvement in academic and administrative processes.

Criterion V – Best Practices, Innovation, and Institutional Distinctiveness

This criterion aims to promote innovative, sustainable, and student-centric practices that enhance the overall quality and character of the institution. It seeks to institutionalize eco-friendly initiatives, gender-sensitization efforts, community engagement activities, and value-based

programmes. The objective is also to foster creativity, skill development, and global exposure through seminars, collaborations, MoUs, and club activities. Furthermore, this criterion highlights and strengthens the distinct identity of the college by showcasing its unique strengths and signature practices.

Criterion VI – Research, Innovations, and Extension

The objective of this criterion is to nurture a research-oriented academic environment that encourages faculty and students to engage in scholarly activities, publications, and innovative projects. It aims to strengthen research infrastructure through the Research Development Cell, promote eco-friendly and community-based initiatives, and encourage collaborations through MoUs. This criterion also emphasizes socially relevant extension work through NSS and other cells, ensuring meaningful engagement with communities and fostering problem-solving, responsibility, and civic awareness among students.

Criterion VII – Miscellaneous Criterion

The objective of this criterion is to document and highlight additional initiatives and achievements of the institution that fall outside the primary criteria but contribute significantly to institutional quality. It includes digitalisation efforts, staff development activities, welfare measures, community partnerships, and recognitions. This criterion seeks to capture the institution's broader contributions to society and its commitment to comprehensive development, innovation, and good governance.

By rigorously evaluating each criterion, the system ensures that we uphold high standards and foster continuous growth in every aspect of college life.

Detailed Report by SAR Cluster Committee/ Inspection Team (SAR 2023-24)

Recommendations/Suggestions/Shortcomings Identified by the Inspection Team in the Self-Assessment Report of Govt College Barotiwala (2023-24)

1. Prompt Communication of Internal Assessments

- **Action Required**:

    - ✓ Develop a robust mechanism to ensure timely communication of internal assessment results to students.
    - ✓ Utilize digital platforms like the college website, emails, or SMS for quicker dissemination of results.
    - ✓ Display results on notice boards to ensure accessibility for all students.

- **Outcome**: Improved transparency and enhanced student awareness of their academic performance.

2. Enhanced Publicity of Scholarship Schemes

- **Action Required**:
  - Increase efforts to publicize available scholarship schemes through:

    - ✓ Notice boards and posters.
    - ✓ Updates on the college website and social media platforms.

  - Conduct awareness sessions or workshops to guide students on eligibility criteria and application procedures.
- **Objective**: To ensure that maximum eligible students benefit from the scholarship schemes.

3. Comprehensive Record Keeping for Activities

- **Action Required**:
  - Maintain detailed records for each college activity including:

    - ✓ Copies of notices issued.
    - ✓ Geo-tagged photographs of the event.
    - ✓ Attendance records with student signatures.
    - ✓ Detailed outcome reports highlighting the event's success and impact.
    - ✓ Newspaper cuttings (if applicable) for activities covered in the media.

- **Implementation**: Develop a standardized format for documenting and archiving these records systematically.
- **Outcome**: Streamlined documentation will aid in inspections, audits and showcasing the college's achievements.

4. Increased Collaborations with Industries

- **Action Required**:

  - ✓ Establish partnerships with multiple industries to create opportunities for internships, research projects, and student exposure to real-world scenarios.
  - ✓ Organize interactive sessions where industry representatives can share insights on career opportunities and skill requirements.
  - ✓ Involve industries in curriculum enhancement for better alignment with market needs.

- **Outcome**: Stronger industry ties will enhance students' employability and provide practical learning experiences.

5. Organizing Placement Drives and Extending Invitations to Nearby Colleges

- **Action Required**:

    - ✓ Regularly organize placement drives on campus in collaboration with industries and corporate recruiters.
    - ✓ Invite students from nearby colleges to participate, enhancing the event's scale and appeal to employers.
    - ✓ Publicize placement drives through social media, the college website and regional networks to maximize participation.

- **Implementation**:

    - ✓ Create a dedicated placement cell to coordinate activities and engage with recruiters.
    - ✓ Document placement outcomes, including student placements, recruiters' feedback and participation statistics.

- **Outcome**: Placement drives will boost student employment prospects and enhance the institution's reputation.

Conclusion

By addressing the above recommendations**, Govt College Barotiwala** can strengthen its academic and career-support frameworks, ensuring greater transparency, improved documentation, and enhanced opportunities for students. Effective implementation of these suggestions will position the college as a hub for academic excellence and industry collaboration.

CRITERIA- WISE DETAILS OF SELF ASSESSMENT REPORT (SAR)

CRITERION 1: TEACHING–LEARNING (Score 140)

1. Mode of Teaching at Government Degree College Barotiwala

1.1 Blended Teaching Government Degree College Barotiwala primarily follows traditional face-to-face classroom teaching. However, faculty members effectively integrate ICT-enabled strategies to create a blended learning environment.

Teachers utilize platforms such as WhatsApp groups and smart boards to share audio–video educational content, links to high-quality lectures from reputed national and international universities, and other relevant e-resources. Students provide feedback on these materials during classroom interactions, helping teachers reinforce conceptual clarity.

Occasionally, group discussions and departmental seminars are conducted using digital applications. Smart classrooms and YouTube educational content are also used to supplement regular teaching, ensuring that instructional methods address both the course requirements and the diverse learning needs of students.

1.2 Curriculum Planning and Implementation

Himachal Pradesh University, the affiliating university, releases its academic calendar at the beginning of each academic session. The college aligns its academic and extension activities with this calendar to provide students with balanced exposure to academics, co-curricular engagements, and sports activities.

The IQAC prepares the institutional academic calendar by synchronizing it with the university schedule while considering institutional requirements. This calendar is disseminated through the college website, prospectus, notice boards, and digital platforms like Facebook and WhatsApp and occasional meetings of the staff is taken by the Principal to ensure the adherence.

Teachers design their course-wise teaching plans based on this calendar, ensuring systematic coverage of the curriculum. The college takes pride in reporting that all faculty members adhere to their teaching schedules diligently.

1.2.1 Teaching Schedule Followed

A well-structured teaching schedule is prepared at the commencement of every session in accordance with the academic calendar of Himachal Pradesh University and the directives of the Department of Higher Education, Government of Himachal Pradesh. All departments uniformly follow this schedule to ensure timely completion of syllabi.

1.2.2 Learning Outcomes Defined

Government Degree College Barotiwala clearly defines the Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) for all academic programs which is uploaded to the institute website also.

Students completing the three-year undergraduate degree are expected to demonstrate:

- ✓ A comprehensive understanding of their chosen discipline,
- ✓ Knowledge of various subfields and their practical applications,
- ✓ The ability to connect concepts across related subjects and interdisciplinary domains.

1.2.3 Curriculum Enrichment Practices

To enrich the curriculum and broaden student learning, faculty members adopt several innovative academic practices. These include:

- ✓ Promoting interdisciplinary learning,
- ✓ Organizing guest lectures and expert interactions,
- ✓ Conducting debates, discussions, and other participatory academic activities.
- ✓ Providing Internships to the students in various industrial units through industry-academia collaborations

Such initiatives enhance critical thinking, practical training, job opportunities, improve communication skills, and help students understand real-world applications of their theoretical knowledge.

1.2.4 Internal Assessment Mechanism Followed by All Departments (8 Marks)

The college ensures continuous and systematic internal assessment as is compulsory according to the HP University norms.

As per the internal evaluation pattern of Himachal Pradesh University, 30 marks of each course are allotted to internal assessment as follows:

Attendance: 5 marks
Assignments: 10 marks
House Tests: 15 marks

A minimum of 75% attendance is mandatory for students to be eligible to appear in the house tests and filling up examination forms. Strict monitoring of attendance and academic discipline is maintained.

Transparency is ensured through regular notifications on notice boards and digital communication via WhatsApp groups.

1.2.5 Prompt Communication of Assessment/Results (Within 7 Days) – 6 Marks

The college maintains a culture of punctuality and academic integrity. Evaluation of answer scripts of house tests and compilation of internal assessment marks are completed within seven days.

Students are informed through notice boards and WhatsApp groups to meet their respective teachers for review of their assessed work. Adequate time is provided for addressing concerns, ensuring transparency and fairness in the assessment process.

1.3 Add-on / Certificate Courses

During the academic session 2023–24, the college shifted to its own newly constructed campus. Prior to this, it functioned from the premises of Government Senior Secondary School, Barotiwala. Due to infrastructural constraints at the earlier location, the institution had to prioritize the smooth conduct of classes in its two existing faculties. Consequently, the introduction of Add-on/Certificate Courses is planned for future sessions as infrastructural expansion continues.

1.4 Student Feedback 2024-25 (Collected from Students with 80% Attendance)

(Based on 107 Student Responses)

1.4.i. Sample Size: The Student Feedback Survey for the academic session 2024–25 was conducted to assess student satisfaction regarding teaching quality, academic support, facilities, and campus environment. **A total of 107 students** (more than 35.55%) participated in the survey. the students having 80% of attendance were identified and asked to fill the Google- form for the survey. the questionnaire contained 22 parameters. The analysis highlights strong institutional performance in several areas while also identifying opportunities for improvement.

1.4.ii Analysis of the student Feedback Survey:

1. Teaching–Learning Quality

- o Majority of students reported being Extremely Satisfied or Satisfied with the teaching system.
- o Students expressed high confidence in the professional qualifications of faculty.
- o Teaching methods were rated positively, with widespread satisfaction.
- o 90–100% syllabus coverage was reported by most students.

2. ICT & Digital Support

- o Many teachers actively use smart classrooms and ICT tools; however, usage is not uniform across departments.
- o Digital content sharing is common but varies, indicating scope for consistency.
- o Departmental seminars and discussions are held, but not regularly in all departments.

3. Student Support & Engagement

- o Students confirmed strong encouragement for co-curricular participation.
- o Teachers contribute significantly to personality development and act as effective mentors.
- o Internal assessment marks were shared transparently.

4. Institutional & Administrative Facilities

- o High satisfaction with staff punctuality, campus discipline, and office staff behaviour.
- o Library facilities, timings, and availability of quality books received positive feedback, with minor suggestions for more flexibility.
- o Students are aware of the 75% attendance rule.
- o Grievance redressal was reported as effective.

5. Sports Facilities

Satisfaction levels were moderate; responses indicate a need for improved sports infrastructure and more activities.

Identified Strengths

- ➤ High-quality teaching and strong faculty commitment
- ➤ Excellent mentoring and student guidance
- ➤ Good syllabus completion and academic transparency
- ➤ Cooperative staff and effective grievance redressal
- ➤ Well-stocked library and supportive academic environment
- ➤ Encouragement of student participation in co-curricular activities

Areas Needing Improvement

- ➤ Uniform use of ICT and digital tools across departments
- ➤ Regular and structured departmental seminars, discussions, and debates
- ➤ Upgrading sports facilities and increasing sports activities
- ➤ More flexible library timings
- ➤ Standardising digital content uploading across all subjects

Conclusion

Student feedback is collected at the end of each academic session through Google Forms. Feedback pertains to teaching–learning quality, classroom environment, infrastructure, and other facilities. The data collected is analyzed objectively, and an action plan is formulated to address student concerns and improve institutional functioning. The survey reflected high student satisfaction in teaching, mentoring, syllabus coverage, staff behaviour, and overall academic support. According to the students, the college maintains a positive, disciplined, and student-friendly environment, but Strengthening ICT usage, sports facilities, and academic enrichment activities will further enhance the learning experience.

1.4.iii. Action Taken Report: Yes (Action initiated based on feedback)

Based on the student feedback of Session 2024–25, the college strengthened ICT-enabled teaching by conducting faculty training and ensuring regular digital content sharing. Departments were instructed to organise seminars, debates, and academic activities more frequently. Sports facilities were enhanced through the purchase of new equipment and better event planning. Library services were improved by extending timings and adding new books. A

structured mentorship programme was introduced, and grievance redressal and administrative support were further streamlined to create a more student-friendly environment.

1.5. Examination Results:

The academic results for the session 2024–25 have been notable and reflect the sincere efforts of both students and faculty.

Class	Students Appeared	Students Passed
B.A. III	43	43
B.A. II	30	30
B.A. I	77	56
B.Com. III	31	31
B.Com. II	30	29
B.Com. I	59	41

1.5.i. The overall pass percentage is 85.19%,

1.5.ii. More than 20% of students securing an A grade or above. These results reflect the academic commitment of both students and faculty. The college, however, continues to strive for further improvement in academic excellence.

CRITERION 2:

STUDENT SUPPORT, SERVICES AND PROGRESSION (SCORE 280)

At Government Degree College Barotiwala, we emphasize the importance of extensive student support services throughout all phases, from pre-admission to post-admission. This approach guarantees a seamless transition into academic life and promotes overall development.

2.1 Pre and Post Admission Counseling

i. The schedule for admissions, the courses offered, the capacity for student intake, and the eligibility criteria are conveyed via the college's website, Whatsapp group and the notice boards located within the college.

Website link: https://www.gcbarotiwala.edu.in/

Website link of college prospectus: https://www.gcbarotiwala.edu.in/Prospectus.asp

ii. Pre-admission counseling sessions were arranged to assist students in making well-informed choices regarding their courses and prospective career paths. We guide them on telephone, online admission portal and face to face communication.

iii. After admission, students receive an orientation regarding the institutional facilities, which encompasses the library, an introductory session with faculty and staff, the academic calendar, credit requirements for each course, as well as CCA and other post-admission requirements. This orientation program aids in their seamless integration into the college environment. During the orientation program, the college's scholarship committee, anti drug committee, anti ragging committee, and examination portals were introduced to incoming students, with each unit providing a brief overview of its purpose, eligibility criteria, and support services; the scholarship committee explained the various merit based and need based awards available, while the anti drug and anti ragging committees outlined campus policies, preventive measures, and confidential reporting channels to ensure a safe, inclusive environment, and the examination portal team demonstrated how to register for exams, access results, and use the online resources, giving students a clear roadmap for academic success and a sense of community from day one.

2.2 Scholarships

Scholarship Awareness and coverage

    i.   The college guarantees that eligible students are informed about various scholarship programs, achieving complete coverage of 100% for government scholarships. The National Scholarship Portal (NSP) is the central gateway for Indian students to apply for a wide range of government funded scholarships. For students from Himachal Pradesh, the portal also links to state run schemes that complement the central awards, creating a comprehensive support system for higher education. These are Himachal Pradesh specific scholarships:- Himachal Pradesh Merit Scholarship – for undergraduate students based on Class 12 results. Chief Minister's Scholarship Scheme – merit based aid for professional and technical courses. Post Matric Scholarship for SC/ST Students – state funded assistance for SC/ST pupils pursuing higher studies.

    ii.   Scholarships other than Government Schemes

        Students are being informed that besides government schemes, private coaching institutes such as Nimbus and Crack Academy also offer merit based scholarships to help deserving learners pursue their academic goals. These scholarships typically cover tuition fees, study materials, and sometimes even stipends, and are awarded on the basis of entrance exams, previous academic performance, or demonstrated potential in

competitive subjects. Interested candidates are encouraged to visit the respective academy websites, register for their scholarship tests, and stay tuned for awareness sessions that will explain eligibility criteria, application procedures, and important deadlines. By tapping into these private sector opportunities, students can supplement government aid and reduce the financial burden of higher education.

2.3 Sports and Cultural Activities

i. and ii) To foster comprehensive development, we guarantee student involvement in a variety of sports and cultural activities. The inter college athletic meet, organized by the institute in collaboration with local sports authorities, was successfully held. The college organized a series of vibrant activities—including a dance poster making workshop, a freshers' welcome, Teacher's Day celebrations, and a Holi festival—all designed specifically for the students to foster creativity, teamwork, and cultural appreciation; participants enjoyed hands-on poster design sessions that highlighted the spirit of the upcoming events, while the freshers' orientation helped new students connect with peers and faculty, the Teacher's Day program honored educators with heartfelt tributes and interactive games, and the Holi celebration filled the campus with colorful powder-colors, music, and dance, creating a lively, inclusive atmosphere that enriched campus life and strengthened the college community. The event featured a range of track and field competitions, including sprints, long distance races, relay events, and field disciplines

More than 20% of our students engage actively in sports and cultural programs.

2.4 Students Participating in NSS/NCC/Rangers& Rovers/ Clubs:

The Government Degree College Barotiwala promotes student involvement in a range of co-curricular activities via the NSS unit and a unit of Rangers and Rovers. These units are dedicated to the comprehensive development of students by nurturing community service and instilling discipline.

NSS (National Service Scheme)

The NSS unit was instrumental in cultivating a sense of responsibility and community service within the student body. Through NSS, students engaged in various initiatives, such as cleanliness drives and environmental awareness campaigns. These activities enabled students to acquire vital skills, including leadership and teamwork. On 24/09/2024 "NSS day" was celebrated to recognise the efforts and contributions of all NSS volunteers in community service and nation building. Play on "Save the Girl Child" was enacted by NSS volunteers. All volunteers actively participated in cultural performance, which included Natti, Bhangra, Gidda, Solo dances, patriotic and folk songs etc. On 28/09/2024 under "Swachhta Hi Seva Pakhwada"

NSS unit of GC Barotiwala in collaboration with Rovers & Rangers organised one day special camp to clean the college campus both inside and outside.

Rangers and Rovers

The Rangers and Rovers unit emphasizes self-sufficiency and community engagement. The Rovers unit of our college has actively participated in a variety of activities during the academic session 2024-25, showcasing their dedication, discipline, and spirit of service. 1. Mock Drill on Fire Safety on 15/10/2024: A mock drill on fire safety was organized in collaboration with the Disaster Management Committee. 2. Nipun Testing Camp: Our Rovers enthusiastically participated in the Nipun Testing Camp held at the State Training Centre (STC) Rewalsar from 10/11/2024 to 14/11/2024. This camp provided them with an opportunity to enhance their skills and achieve higher proficiency in Rovering. Under the Swachhta Pakhwada, on 30th September 2024 a one-day cleanliness drive was jointly organized by the NSS unit and the students of Rovers and Rangers in Government College Barotiwala. 2. Fire Safety Awareness Programme on 15th October 2024, was conducted in collaboration with Disaster Management Committee. 3. On the occasion of World AIDS Day (1st Dec.2024), Rangers unit of GC Barotiwala along with active participation conducted a meaningful awareness campaign

Clubs and societies

Government Degree College hosts three vibrant clubs: the Eco Club, the Anti-Drug Club, and the Red Ribbon Club. Each of these clubs is committed to raising awareness and encouraging positive behaviors among students. The Eco Club, in particular, advocates for environmental sustainability by conducting tree plantation initiatives aimed at cultivating a sense of responsibility towards nature. Himachal Pradesh Council for Science, Technology and Environment (HIMCOSTE) identified Govt Degree College, Barotiwala for developing and demonstrating a SOLID WASTE MANAGEMENT PROJECT by the Eco Club of the College on 22nd February 2025. A plantation drive "Ek Ped Maa ke Naam" was organized by Eco club on 13th June, 2025 as per a letter from the Office of the Commissioner, Municipal Corporation, Baddi, in college campus at 11:00 am. The drive was an awareness program under the National Clean Air Program (NCAP) through My bharat Platform. Students and teachers participated in the event and Mango, Peepal, Neem and Amla trees were planted in the honour of our mother's and Mother-Nature, symbolising the nurturing and life-giving qualities shared by both trees and mother.

The Anti –Drugs Club addresses the dangers of substance abuse through lectures cum counseling sessions, encouraging students to adopt healthy drug-free lifestyles.

The Red Ribbon Club is dedicated to raising awareness about HIV/AIDS by organizing a range of competitions like pledge, flash Mob and reel making activity aimed at educating students on safe practices.

2.5 NSS/NCC/Rangers and Rovers participated in State camps/ Parade

The Rovers unit of our college has actively participated in a variety of activities during the academic session 2024-25, showcasing their dedication, discipline, and spirit of service. Nipun Testing Camp: Our Rovers enthusiastically participated in the Nipun Testing Camp held at the State Training Centre (STC) Rewalsar from 10/11/2024 to 14/11/2024. This camp provided them with an opportunity to enhance their skills and achieve higher proficiency in Rovering. Pre-RDC Parade Selection Camp: A group of 5 Rovers represented the college at the Pre-Republic Day (Pre-RDC) Parade Selection camp at STC Rewalsar from 27/11/2024 to 01/12/2024. One of our students was selected for the State Level Republic Day Parade Preparatory Camp also.

2.6 **Anti-Drug Awareness Programmes**

The Anti-Drugs Club tackles the risks associated with substance abuse by conducting lectures combined with counseling sessions, motivating students to embrace healthy, drug-free lifestyles. The drug prevention team at our college has arranged these lectures. A lecture on "Substance use among youth: uncovering the issues and exploring solutions", was organized by Antidrug club and Innovation, Research and Support cell of the on 28th February 2025. The guest speaker for the occasion was Ms. Jyoti Sharma Bhardwaj, an expert in substance use disorder counselling associated with Gunjan Organization based in Dharamshala.

2.7 Gender Equity:

i. Women Cell organized a guest lecture on 25th February 2025. The distinguished speaker for the session was Dr Promil Diwan from School of Law, Agrasen University. The program focused on key issues related to Gender Equality and women's empowerment.

ii. The cell organized a program on "Intergenerational Bonding" on 7th march 2025 The interactive session was conducted by Dr Anupama S Pathak and was appreciated by the students.

iii. Women Anti sexual harassment committee constituted as per norms. The college has constituted an Anti-Sexual Harassment Committee in accordance with UGC guidelines to provide a safe environment for female.

iv. Grievances Redressal as per timeline. One complaint was registered during session 2024-25.

2.8 Mentor-Mentee Groups Colleges establish mentor-mentee programs in various forms to provide students with academic, career, and personal guidance. Mentor mentee programs give students a personalised support system that bridges the gap between classroom learning and real world application: a mentor offers guidance on coursework, helps set realistic goals, and shares insights from their own experiences, which can boost academic confidence and performance. At the same time, mentees gain access to networking opportunities, industry exposure, and

professional etiquette tips that are hard to acquire in a typical curriculum, while also developing soft skills like communication, time management, and resilience. This two way relationship not only accelerates the mentee's growth but also reinforces the mentor's leadership abilities, creating a mutually beneficial environment that enhances both personal development and future career prospects.

2.9 Coaching for National level competitive examinations/ HAS

The college has signed MOU with nimbus academy for providing coaching and study material to the students. In class room, all the teachers provide and motivate students for various competitive examinations and quite often guide students about books, magazines and with other study material.

2.10 Remedial classes/Bridge Courses: Colleges establish remedial classes to provide targeted support for students. Our college offers remedial classes each year to help students prepare for their exams: intensive review sessions are held throughout February to reinforce key concepts before the final examinations, giving participants extra practice, clarification of doubts, and personalized study strategies; then, in October, we run a second round of remedial classes focused on the supplementary exams, targeting topics that proved challenging in the previous term and providing targeted support so students can strengthen weak areas, improve their confidence, and increase their chances of success in the makeup assessments.

2.11 Capacity Building of Students

i. Government Degree college organized a lecture on navigating examination stress aimed at helping students manage pressure of exams periods. DEPARTMENT OF ENGLISH organised a workshop on writing skills (initiated by Dr. Suneela Sharma) on 24th December 2024. The Department of Commerce hosted a guest lecture on "Stress and Mental Health: Effective Coping Strategies," delivered by Dr. Anviksha Jagota, MBBS, on October 11, 2024. The session was attended by students from both the Commerce and Arts faculties.

ii. A workshop of Interview skills was organised by the CC&PC in collaboration with Nimbus Academy, Mohali on March 10,2025 in the college.

iii. A Yoga session was organized by the Innovation, Research and Support Cell on 17th June 2025.Smt Kalpana Devi and Sh. Dharamvir Singh working with Ayush Vibhag conducted the session for the staff of the college.

2.12 Career Counseling and Placement Cell

i. The Career Counseling and Placement Cell conducted multiple counseling sessions designed to assist students from diverse academic backgrounds in exploring career opportunities, fostering academic development, and addressing industrial requirements.

ii. About 70 students from BA final year and B Com final year have been registered as members of the cell.

iii. Industrial trip by our team for MOUs An Industrial trip led by Dr. Suneela, Prof. Pallavi, and Dr. Ina on April 19th 2024 was undertaken. This trip aimed to establish collaborative ties between Government College Barotiwala and local industries, fostering mutually beneficial partnerships.

iv. We aim to offer students hands-on experience through internships, Career Guidance Workshops, Lectures and Recruitment Drives. These diverse programs positively impacted over 50% of the students, guaranteeing extensive reach and a significant effect on their academic and professional development.

2.13 Student Progression:

Our college students often skip higher education because they come from low economic and income group families and are from other states. Percentage of Students opted for Higher Education was only up to 20%. as the students want to have a job to support their parents rather than to study further.

2.14 Number of Co-curricular and Sports Activities Organized:

The college organized a variety of intra-college activities, including the Annual Athletic Meet, Annual Function, Teachers' Day, Holi celebrations, and several cultural events. These initiatives aimed to enhance student engagement and provide a platform to showcase their diverse talents.

2.15 Annual Prize Distribution Function: The college effectively conducted the Annual Prize Distribution Function, acknowledging and honoring the academic and co-curricular accomplishments of the students.

2.16 College Magazine Published:

The college is proud of its dedication to cultivating a dynamic academic atmosphere, as demonstrated by the release of its yearly magazine, PRAYAS. This publication includes a diverse range of articles, creative pieces, and highlights from college events, providing a platform for students to articulate their thoughts and connect with the college community.

2.17 College website updated regularly or not: yes

Our college operates a vibrant and accessible website that is consistently refreshed to offer up-to-date information regarding academic programs, events, and accomplishments. From notifications concerning academic programs, events, and campus updates to information on admissions and examinations, the website acts as an all-encompassing resource for information. Frequent

updates also feature announcements about forthcoming seminars, workshops, and guest speakers, enabling students to remain informed and engaged in college activities.

Website link: https://www.gcbarotiwala.edu.in/

CRITERION 3

INFRASTRUCTURE AND RESOURCES (SCORE 160)

3.1 Classrooms:

Government College Barotiwala is equipped with 14 well-furnished and neatly maintained classrooms, theatre halls, and spacious lecture halls, providing an inviting and productive academic setting. The institution offers ample furniture, clean and well-ventilated rooms, whiteboards, blackboards, and smart classrooms, ensuring that both traditional and technology-enabled teaching are effectively supported. These thoughtfully designed spaces reflect the college's commitment to delivering a comfortable, modern, and learner-centric environment conducive to quality education..

3.2 Library facilities:

The library at Government College Barotiwala serves as a vital academic resource, supporting the intellectual development of both students and faculty. Despite limited financial resources, it houses over 1,500 books, along with an enriching collection of newspapers, journals, and magazines covering diverse areas in the Arts and Commerce streams. The library offers a quiet, well-maintained environment conducive to study, research, and self-learning. Faculty members further strengthen the reading culture by generously lending their own books to students. Looking ahead, the institution plans to automate the library in the near future to enhance accessibility, efficiency, and overall user experience.

3.3 ICT Facilities:

Government College Barotiwala has made notable advancements in its ICT infrastructure. The college now operates a fully functional ICT Lab, established after Dr. Reddy's Laboratories donated 20 computers and 3 printers, ensuring a favourable student–computer ratio for nearly 300 students. In addition, the institution has one smart classroom equipped with internet facilities, where teachers effectively use YouTube videos, movie clips, digital study material, and multimedia content through pen drives to enrich classroom teaching. The integration of these

digital tools supports interactive and engaging learning experiences. The college remains committed to further enhancing its ICT capabilities to strengthen technology-enabled education.

3.4 Facilities for specially-abled students:

Government College Barotiwala has taken considerate steps to ensure accessibility and inclusivity for specially-abled students. A well-constructed ramp on the ground floor facilitates smooth movement for students using wheelchairs or those with mobility challenges. The college also provides separate washrooms, ensuring comfort, dignity, and ease of access. These provisions demonstrate the institution's commitment to fostering an inclusive learning environment where all students can participate fully. Looking ahead, the college aims to extend similar accessibility features to the second and third floors, further enhancing support for specially-abled students in the future.

3.5 Sports Facilities:

Government College Barotiwala, despite facing limitations in dedicated sports infrastructure, remains committed to promoting physical activity and holistic development. The college has a sprawling playground, along with facilities such as a badminton court, basketball court, and a cricket pitch, which provide students with essential spaces for recreation and practice. Although the institution does not have a full-time Physical Education teacher or coach, it utilizes the services of PTI teachers from nearby schools to conduct sports activities and guide students. An Annual Athletic Meet is organized every year, encouraging students to showcase their talents and fostering teamwork, fitness, and psychological well-being. The college continues to work towards strengthening its sports ecosystem to enhance student participation and overall development.

3.6 Auditorium/ Hostels/Seminar Hall/Staff Quarters:

Government College Barotiwala is equipped with a well-furnished Multi-Purpose Hall (MPH) that serves as the institution's auditorium, seminar hall, and indoor activity space. This versatile facility accommodates a wide range of academic, cultural, and co-curricular events, including seminars, workshops, meetings, examinations, and indoor sports or recreational activities during unfavorable weather. The MPH thus plays a central role in enhancing the overall academic and extracurricular experience, supporting the college's commitment to holistic education, interactive learning, and community engagement.

3.7 Laboratories with adequate equipments according to syllabi:

Government College Barotiwala has established two well-equipped laboratories catering to the specific academic requirements of the Geography and Music (I) departments. The Geography Laboratory is furnished with essential instruments and teaching aids, enabling students to engage in practical exercises, map reading, cartography, and other hands-on activities that reinforce theoretical concepts. The Music (I) Laboratory offers a variety of musical instruments and audio

equipment, allowing students to practice and explore music practically, develop their skills, and gain experiential learning in performance and theory. Both laboratories serve as vital extensions of classroom learning, providing students with opportunities for experimentation, practical application, and skill development, thereby enhancing the overall quality of education in their respective disciplines.

3.8 Computer facility:

Government College Barotiwala has a well-established ICT Lab with 20 computers, generously donated by Dr. Reddy's Laboratories, providing a good student–computer ratio for the college's strength of around 300 students. In addition, a smart classroom with internet facilities allows teachers to use multimedia tools, online resources, and interactive content to enhance teaching and learning. These facilities ensure that students have effective access to technology for academic assignments, projects, and skill development. The institution remains committed to maintaining and upgrading its ICT resources to support quality education and digital literacy.

3.9 Canteen, Staff Room/Faculty Room, Space for NCC, NSS, Rangers and Rovers, Examination Room, Medical facilities:

Government College Barotiwala is well-equipped with a range of facilities to meet the needs of both students and faculty. The spacious, well-furnished staff room fosters collaboration, relaxation, and focused workspaces. Dedicated areas for NSS, Rangers, and Rovers, CSCA room, MI room, IQAC room, and other rooms which support extracurricular programs, meetings, and activities effectively. The college also has a designated examination room to ensure smooth conduct of various examinations. Student well-being is prioritized through a student services room and a dedicated medical room, ensuring prompt attention to health-related needs. All these facilities collectively contribute to a supportive, organized, and student-centric campus environment.

3.10 Student Academic Achievement and Achievement of the faculty members):

Government College Barotiwala places strong emphasis on the systematic documentation of academic, co-curricular, and extracurricular achievements of both students and faculty. A significant number of students secure employment soon after graduation, benefiting from the college's proximity to an industrial environment. The presence of interstate students fosters a diverse and healthy learning atmosphere, promoting cultural exchange and mutual growth. The college takes pride in its highly qualified, dedicated, and PhD-holding faculty, who mentor students, many of whom come from lower economic strata, ensuring they gain both academic knowledge and practical skills. A highlight of the institution is its Career Counseling Cell, which

works rigorously to facilitate internships, skill-development workshops, campus interviews, and lectures by eminent industrial professionals, thereby preparing students for professional success and enhancing their employability.

CRITERION 4:

INSTITUTIONAL MANAGEMENT (SCORE 220)

4.1 Institutional Management

4.1.1 Vision of the College

VISION OF THE COLLEGE

"□□□□□□□□□□□□□□□□□□"

The college envisions nurturing individuals who regard knowledge as the pathway to enlightenment and timeless growth, inspired by the ideal **"□□□□□□□□□□□□□□□□□"** **(Through knowledge, one attains immortality).** We strive to cultivate wisdom, integrity, and academic excellence in every learner. With a focus on innovation, moral values, and critical thinking, the institution aspires to develop responsible citizens who contribute meaningfully to society. Our vision is to evolve as a centre of learning where potential is transformed into purpose and knowledge is translated into service.

MISSION OF THE COLLEGE

"□□□□□□□□ □□□ □□□□□□□ □□□□□□□□□"

Anchored in the guiding principle **"□□□□□□□□ □□□ □□□□□□□ □□□□□□□□□"** **(Its foundation lies in penance, self-control, and righteous action),** our mission is to foster discipline, dedication, and ethical conduct among students. We aim to promote holistic development by nurturing academic excellence, emotional maturity, and social responsibility. By integrating knowledge with thoughtful action, the college seeks to empower learners to become confident, competent, and compassionate individuals. Our mission is to create a learning

community rooted in hard work, humility, and human values, preparing students to lead purposeful and principled lives in a rapidly changing world.

4.1.2 Institutional Development Plan (IDP)

The college has developed a comprehensive Institutional Development Plan (IDP) that outlines specific strategies to achieve the goals stated in the Vision Document. This plan includes Physical infrastructure, Digital Infrastructure, Research and Intellectual Property Infrastructure, Supportive and Facilitative Infrastructure, Networking and Collaboration, Effective Governance, Achieving the target for Accreditation. A IDP has been prepared in the form of short term goal for the period of (2 years), Midterm goal (5 years) and Long term goals (10) years.

4.1.3 Plan of Action (for 2024-25)

The Institutional Development Plan 2024–25 focuses on upgrading physical and digital infrastructure, including smart classrooms, enhanced internet connectivity, and phased improvement of ICT systems. Green initiatives such as waste-to-compost, rainwater harvesting, and energy conservation are being strengthened alongside expanded CCTV surveillance and digital library facilities. Sports infrastructure, including playgrounds, courts, and a gymnasium, is planned for development, along with the establishment of a canteen and botanical garden. The college aims to promote research culture through seminars, FDPs, consultancy encouragement, and non-teaching staff training. Student-centric learning will be enriched through clubs, interaction sessions, and expanded industry visits and internships. Strengthening alumni networks, MoUs with industries and HEIs, and regular conferences form key areas of collaboration. Governance measures focus on a functional IQAC, feedback analysis, safety guidelines, and preparation for NAAC accreditation. a detailed Annual Plan according to IDP has been made.

4.2 IQAC

4.2.1 Meetings Conducted

The Internal Quality Assurance Cell (IQAC) of the college remained actively engaged in quality enhancement initiatives throughout the year. More than four IQAC meetings were conducted to review progress, plan activities, and allocate responsibilities related to academic and other activities.

4.2.2 IQAC Workshop

The IQAC of Government Degree College Barotiwala organized 3 one-day workshops. The workshop aimed at strengthening understanding of SAR parameters and enhancing preparedness for accreditation mostly.

4.3 Management of Institutional Funds

The institution ensures the effective management of funds from various sources such as Building Fund (BF), Amalgamated Fund (AF), and Parent-Teacher Association (PTA), which are utilized for the overall institutional development and student welfare.

4.3.1 Funds Utilization:

Annually, around 90% of the allocated funds are utilized for institutional development activities, ensuring that resources are directed towards improving academic infrastructure and student facilities.

4.3.2 Periodic Audits:

The institution conducts periodic audits of PTA fund to maintain transparency and accountability in the utilization of funds. a committee is constituted by the Principal for this purpose.

4.3.3 Settlement of Bills/Advances:

The college ensures the timely settlement of bills and advances, in a specified time frame. This practice contributes to the smooth functioning and proper management of finance avoiding unnecessary delays or discrepancies in fund management.

4.4 Grievance Redressal of Students and Employees

Grievance Redressal Cell resolve urgent matters within a week and within a month for others, depending on the complexity, which shows institution's commitment to the welfare of its students and staff and to create positive environment. No Complaints or grievances were registered by employees but students grievances related to subject change,   migration, result related and registration were solved with in week.

4.5.1 Green and Clean Campus

A clean and green college campus is on the top priority. The institution is taking various initiatives to maintain a green and clean campus environment. The following measures have been implemented:

Green Initiatives:

(i) Environmental and Sustainability Initiatives

1. Tree Plantation Drive:

The NSS Unit of GC Barotiwala organised a plantation drive on 14th August 2024, during which a variety of saplings were planted to enhance campus greenery.

2. Awareness Programme on Ozone Protection:

An awareness session was conducted on 26th September 2024 to observe International Ozone Day and to sensitise students about the importance of ozone protection and environmental sustainability.

3. Cleanliness Drive:

As part of 'Swachhta Hi Seva Pakhwara', a large-scale cleanliness campaign was carried out, encouraging active participation of students and staff in maintaining a clean and healthy campus environment.

4. Eco Club Activities:

Under the Eco Club, several green initiatives were undertaken, including a plantation drive, an expert lecture on vulture conservation, and the implementation of a Solid Waste Management Project within the campus.

5. Plastic-Free Campus Initiative:

The college continued its efforts towards reducing plastic use by promoting a plastic-free campus, aimed at minimising plastic waste and promoting eco-friendly practices in and around the institution.

4.5.ii. Cleanliness of the campus.

The institution has appointed a part-time sweeper through the PTA to ensure regular cleaning of washrooms, buildings, and the campus. In addition, NSS volunteers actively contribute to maintaining cleanliness through various cleanliness drives and day-to-day support. Together, these efforts help the college uphold a high standard of hygiene and a well-maintained campus environment.

4.5.2 Cleanliness in washroom, buildings/campus:

The cleanliness of the college's washrooms, buildings, and overall campus is done on regular basis to maintain proper hygiene and sanitation across the premises.

4.6 Facilities for Students

4.6.1 Common Room for Girls:

A common room is available for girls students offering them an exclusive and comfortable space and sufficient capacity.

4.6.2 Adequate Toilets:

To ensure hygiene and comfort to the students there are sufficient toilet facilities available according to the strength.

4.6.3 Sanitary Napkin Vending Machine/Incinerator:

A sanitary napkin vending machine and incinerator is installed in girls washroom

4.6.4 CSCA Room:

The institution has a dedicated CSCA (College Student Central association) room

4.6.5 Student center for co-curricular activities and its regular usage:

The college has a Multi-Purpose Hall to organize all activities including. co-curricular activities

4.6.6 Playground Usage:

The college has a big play ground for sports and other recreational activities

4.7 Regular Updation of Service Books / Service Records

Service books and service records of all staff members are regularly updated by the College Office

4.8 Timely Submission of ACRs

The College Office ensures that all ACRs are submitted timely

4.9 Prompt Response to Official Records.

The office staff of the college respond/do all official correspondence with in specific time limit.

to ensure smooth and efficient communication with higher authorities of the department

4.10 Proper maintenance of official records (cash books/stock registers, Fund registers, leave records, fine fund etc.)

The College Office ensures that official records, such as cash books, stock registers, fund registers, leave records, and fine funds, are properly maintained and updated.

4.11 Proper Record of student's attendance and CCA

Yes, the institution maintains a proper record of students' attendance and Continuous

Comprehensive Assessment (CCA) as per the guidelines of the HPU.

4.12 Whether ranked by NIRF, other agencies.

The institution is currently not ranked by NIRF or any other ranking agencies.

4.13 Whether accredited by NAAC

The institution is not accredited by NAAC.

4.14 Whether AQARs are being submitted as per timeline annually or not.

No, AQARs are being submitted.

4.15 Recognition for Exemplary Contributions of the Staff and Students

The college received recognition for the exemplary contributions of its staff and students. Ms. Priya (B.Com III), Kumari Bavita (B.Com III), and Seema Rao (B.Com II) successfully completed the "Learn with Google Tools" course under CAMAl Ka Camp 2025 on 28 June 2025, organized by the Pratham Education Foundation, enhancing their digital literacy and online tool proficiency. Ms. Uttam Kumar, a BA III student, participated in the National Integration Camp held by the Regional Directorate of NSS, Chandigarh, Ministry of Youth Affairs & Sports, Government of India, at Chandigarh University, Mohali, from 5–11 February 2025, under the theme "Mera Bharat – Sashakt Bharat – Viksit Bharat @2047." Additionally, the NSS Unit of Government College Barotiwala received an appreciation certificate from the Pradhan of Barotiwala Panchayat for adopting Ward No. 3 and carrying out commendable community service there.

4.16 Involvement of Stake Holders

4.16.1 PTA

The PTA for the session 2024–2025 was constituted as per norms on 5th October 2024 and remains highly supportive and contribute significantly in each and every matters related to college and students. The PTA funds were utilized for essential needs, including ensuring the cleanliness of the internal and external areas of the college campus, maintaining and updating the college website, and hiring a chowkidar on a need basis to safeguard the college building, as was decided by the PTA body in its meeting.

4.16.2 OSA

OSA is being constituted as per norms and the work of registration is under process.

4.17 Feedback from Stakeholders other than students and action taken thereon

<u>Parental Feedback</u>

<u>Overall Interpretation of Parental Feedback</u>

The parental feedback survey provides a comprehensive understanding of stakeholders' perceptions regarding academic quality, institutional support, communication systems, and overall student development. The responses reflect both strengths and areas requiring strategic improvements, offering valuable directions for planning the next academic year.

1. Overall Satisfaction and Representation

Parents expressed a high level of satisfaction with the college's functioning, faculty commitment, and student-centric approach. Participation was well-distributed across programs and academic years, with first-year parents contributing the largest share of responses—indicating strong early involvement and trust in the college.

2. Academic Quality

A majority (75–90%) of parents rated the quality of teaching and academic standards as Good or Excellent. More than three-fourths observed meaningful academic and personal growth in their children, validating the effectiveness of the college's holistic and supportive learning environment.

3. Communication and Engagement

Around 76% of parents expressed satisfaction with communication regarding student progress, while 81% reported awareness of academic and career support services. Parents emphasized the need for increased digital modes of communication, timely updates, and greater transparency in institutional processes.

4. Infrastructure and Facilities

Approximately 80–85% of respondents were satisfied with the college's infrastructure, safety, and campus environment. Feedback highlighted that the college provides a secure and conducive environment for learning.

5. Learning Resources and Extracurricular Activities

Parents appreciated the availability and quality of learning resources, including the library, ICT tools, and co-curricular activities. However, sports facilities received comparatively lower ratings, with nearly 25% suggesting improvements—indicating the need for greater investment in sports infrastructure and student participation.

6. Internship and Placement Opportunities

Nearly two-thirds of respondents were satisfied with internship and placement opportunities. However, many parents recommended stronger industry linkages and structured career development initiatives to enhance employability prospects.

7. Parent Engagement and Suggestions

Open-ended responses highlighted the desire for:

- ✓ Stronger teacher–parent communication and regular PTMs
- ✓ Increased use of digital engagement tools
- ✓ More opportunities for parents to participate in college events
- ✓ Closer monitoring of student performance, discipline, and skill development

Key Challenges Identified Based on the feedback, the following challenges emerged:

1. Inconsistent communication and feedback mechanisms

2. Limited sports infrastructure and participation

3. Need for modernization and maintenance of facilities

4. Insufficiently structured internship and placement framework

5. Requirement for skill-oriented and employability-focused programs

6. Scope for enhanced community engagement and student welfare initiatives

Action Taken and Future Plan

1. Communication and Feedback: Regular PTA meetings are conducted to ensure effective communication. Parents receive real-time updates on student performance and college activities via mobile apps, WhatsApp groups, the college website, e-newsletters, and feedback forms.

2. Sports and Physical Activity: Sports facilities have been upgraded, including badminton and volleyball courts, and new equipment has been purchased. A Physical Education teacher has been requested, and the college volleyball team participated in state-level competitions. Partnerships with local sports academies promote overall fitness.

3. Infrastructure and Facilities: Classrooms, laboratories, and ICT tools have been modernized. Annual stock verification, maintenance, and hygiene improvements ensure a safe and conducive learning environment.

4. Career, Internships, and Placements: The Career Counselling and Placement Cell (CCPC) organizes internships, career fairs, expert talks, and skill-development workshops. MOUs with industries such as Vrindavan Ayurveda Chikitsalam, Agrestal Organic Pvt. Ltd., and Nirmal Spinning Mills enhance industry exposure.

5. Skill Development and Employability: Skill-oriented programs and soft skills sessions are integrated with academics to enhance student employability.

6. Community Engagement and Student Welfare: Outreach initiatives include cleanliness drives, campus beautification, awareness rallies, health camps, and cultural activities. Mentoring and counseling workshops on inclusivity, discipline, and gender sensitivity support overall student well-being.

Conclusion

The actions taken demonstrate the college's commitment to addressing parental concerns and continuously improving academic quality, infrastructure, and student support services. By promoting transparent communication, improving facilities, and expanding career development initiatives, the institution aims to create a more inclusive, modern, and student-centered ecosystem—reinforcing trust among parents and ensuring holistic student growth.

Faculty Feedback

Summary of Faculty Feedback Survey

The faculty feedback for the year reflects a generally positive academic environment supported by committed staff and responsive administration. Teachers appreciated the well-designed curriculum and syllabus, noting that classroom delivery, timetable management, and overall academic functioning were smooth and well-coordinated. Most faculty expressed that they were able to teach effectively and engage students meaningfully.

In terms of infrastructure, classrooms and basic facilities were rated highly. The administration's transparency, cleanliness of the campus, and approachability of the principal and office staff were also appreciated. However, several faculty members highlighted the need for stronger digital support, particularly improved internet connectivity and better access to ICT-enabled teaching tools.

Faculty members reported feeling encouraged to participate in FDPs, workshops, and training programmes, which reflects the institution's commitment to professional development. They also acknowledged a healthy academic culture where inviting guest speakers, organising seminars, and collaborating on academic events were supported. Most felt respected and valued within the institution, contributing to a positive work environment.

Despite these strengths, certain challenges were identified. Excessive non-teaching duties and heavy documentation work were reported to affect teaching time. Single-teacher departments faced particularly high workload pressure. Limited digital resources and inconsistent internet access were seen as barriers to effective ICT-based teaching and research work. Additionally,

faculty expressed the need for more streamlined administrative processes to help balance teaching, research, and administrative tasks more efficiently.

Overall, the feedback reflects a supportive institutional atmosphere with strong academic practices, while also emphasising the need for improved digital infrastructure, reduced administrative burden, and strengthened support for small departments.

Action Taken

To address the concerns raised by faculty members, several measures were undertaken to improve administrative efficiency, reduce workload, and strengthen digital infrastructure. Standardized formats were developed for frequently used administrative processes—such as permissions, sanctions, quotations, comparative statements, and supply orders—thereby minimising repetitive documentation. This helped streamline office procedures, ensured uniformity across departments, and significantly reduced the burden of non-teaching work.

Recognising the challenges faced by single-teacher departments, a formal request for additional teaching staff was forwarded to the Department of Higher Education, Himachal Pradesh. This step aims to balance departmental workload and maintain academic quality.

To enhance ICT support and address issues related to limited digital resources, computer facilities were upgraded in the IQAC room, examination room, and staff room, including the installation of a dedicated printer. Additionally, the ITC lab was strengthened with more than 20 computers equipped with internet access, improving the overall digital environment for teaching, learning, and administrative tasks.

These actions collectively contribute to improving academic efficiency, reducing administrative stress, and fostering a more supportive and technology-enabled work environment for faculty.

4.18 Annual review meeting on students' outcomes in academics, co-curricular, extracurricular and extension activities and action taken during next academic session for achieving excellence.

Detailed Result Analysis (Session 2024–25)

The results for B.A. and B.Com for 2024–25 indicate a strong academic performance across senior classes. In B.A., the pass percentage rose from 63% in 1st year to 90% in 2nd year and 100% in 3rd year, showing excellent retention and academic consistency. Similarly, in B.Com, results were encouraging, with higher-year students demonstrating strong performance and steady progress. However, both streams showed comparatively lower results in 1st year,

indicating challenges in academic adjustment, weak foundational skills, and the need for early academic intervention.

To address these gaps, the college will implement a Bridge/Induction Programme for freshers, conduct diagnostic tests, and organise remedial and tutorial classes for slow learners. Continuous internal evaluation, mentor–mentee support, and regular feedback will be strengthened to track student progress more effectively. ICT-enabled teaching, interactive learning activities, and faculty development workshops will further enhance classroom engagement. For 2025–26, the institution aims to achieve ≥80% pass rate in 1st year, ≥92% in 2nd year, and maintain 100% in final-year classes of both streams. Focus will also be placed on academic counseling, attendance monitoring, and skill-based learning to support weaker students and sustain overall academic excellence.

Analysis of Co-curricular, Extra-curricular & Extension Activities (2024–25)

Throughout the academic year 2024–25, the college actively conducted a wide range of co-curricular, extra-curricular and extension activities to promote holistic student development. **Co-curricular initiatives** included orientation programmes, guest lectures, workshops on communication skills, entrepreneurship, income generation, interview skills, SAR training, skill development sessions with Jio and HCL TechBee, and industrial visits to Vrindavan Chikitsalaya, Agrestal Organic Pvt. Ltd., and Nirmal Furnishing & Fabrics. Multiple academic enrichment activities such as debate competitions, declamation contests, wall magazines, poster-making, slogan writing, quiz competitions, and online essay contests further strengthened academic learning.

Extra-curricular activities were conducted across the year, including the Annual Athletic & Sports Meet, PTA formation, disaster management mock drills, food fests, art and craft fest, reel-making competitions, cultural participation in Har Ghar Tiranga, Hindi Diwas celebration, International Bonding with Grandparents Day, and various club-based events by NSS, Rovers & Rangers, Red Ribbon Club, Anti-Ragging Cell, Road Safety Club, Gender Sensitization Cell, and Eco Club.

Extension and outreach activities formed a major component of the year. The college organized plantation drives, cleanliness campaigns under **Swachhta Hi Seva** and **Swachhta Pakhwada**, AIDS/HIV awareness rallies, pamphlet distribution, flash mobs, nukkad nataks, road safety awareness rallies, anti-drug awareness programmes, and community service at Gurudwara Haripur Sahib. Large-scale initiatives like the Seven-day NSS Camp, Eye and Health Awareness programs, and the completion of Solid Waste Management Projects (Vermicompost Pit and Plastic Bottle Cage) under Eco Club and HIMCOSTE also strengthened community engagement.

Overall, the academic year witnessed a vibrant blend of academic enrichment, cultural participation, sports activities, health and safety awareness programmes, and meaningful

community outreach, ensuring all-round growth and active engagement of students.

<u>**Action Plan for 2025–26**</u>

Next year, the college will streamline its activity calendar for better planning and documentation. More student-centric workshops—on digital skills, mental health, career readiness, and competitive exams—will be introduced. Collaborative projects with industries, NGOs, and government departments will be expanded to strengthen experiential learning. Extension activities will focus on sustainability, road safety, and community service through enhanced NSS/Eco Club initiatives. Additional inter-college competitions, exhibitions, and cultural events will be organised to boost visibility and participation. Industrial internships will be increased across departments. IQAC will continue organising SAR workshops, strengthening feedback systems, and promoting outcome-based academic practices for continuous quality improvement.

<u>CRITERION 5</u>

<u>BEST PRACTICES, INNOVATION AND INSTITUTION DISTINCTIVENESS (SCORE 80)</u>

<u>5.1.1 Best Practice – 1</u>

Industry–Academia Collaboration: Bridging the Gap for Student Growth and Institutional Development

Located in one of the most vibrant industrial belts of North India, the college effectively leverages its geographical advantage by establishing strong Industry–Academia linkages. This collaboration aims to enhance infrastructure, enrich student learning, and create meaningful employment pathways.

1. Infrastructural Support Through CSR and Industrial Collaboration for Skill Enhancement & Employability

The college receives substantial CSR assistance from nearby industrial units, contributing significantly to the improvement of campus facilities. Since shifting to its new building in April 2023, the institution has received around 300 benches, four computer tables, ten office chairs,

and two air conditioners, among other resources. This sustained support strengthens the academic environment and improves student comfort and accessibility.

To boost students' practical exposure and job readiness, the college has strengthened its industry partnerships through MOUs, skill-building activities, and placement-oriented programs.

 a) MOUs for Knowledge Sharing & Skill Empowerment

The Career Counselling and Placement Cell (CC&PC) has formalized collaborations with:

 Vrindavan Ayurveda Chikitsalam
 Agrestal Organic Pvt. Ltd.
 Nirmal Spinning Mills & Nirmal Furnishing Fabrics

These partnerships support training, industrial orientation, internships, and expert interactions.

 b) CC&PC Activities (2024–25)

Under the leadership of Dr. Anjori Sharma, CC&PC implemented a planned, systematic framework covering registration, guest lectures, industrial visits, resume building, mock interviews, internships, and a job fair. Around 70 final-year students registered at the start of the session.

 Key Employability Initiatives:

 Expert Lectures on communication skills, income generation, entrepreneurship, Wellness Industry careers, and textile technology (Sept–Dec).
 Career Counselling Sessions by HCL TechBee and Jio focused on emerging job markets.
 Skill Workshops including Interview Skills and Mock Interviews conducted by Nimbus Academy (March 2025).

 Industrial Exposure:

 Industrial Visit to Vrindavan Ayurveda Chikitsalaya (December 2024 – 31 students).
 Industrial Visit to Agrestal Organic Living & Nirmal Furnishing Fabric (February 2025 – 49 students).

These visits enabled students to observe real-time processes in HR, Export Logistics, Production, and Textile Designing.

 Placement Opportunities:

Scheduled Job Fair (March 2025) to provide a platform for students to engage with employers and explore job opportunities.

Continuous internship support through MOU partners and local industrial units strengthens employability prospects.

Overall Impact

This best practice has significantly bridged the gap between classroom learning and industrial expectations. The dual support—infrastructure through CSR and employability initiatives through MOUs and CC&PC—has elevated the college's ability to deliver practical, skill-oriented education. Students are now better exposed to industry workflows, career opportunities, and workplace skills, resulting in enhanced confidence, preparedness, and employability.

5.1.2 Best Practice – 2

Sanskriti Setu: Folk Song Preservation and Inter-State Cultural Understanding

Sanskriti Setu is an innovative cultural initiative aimed at preserving traditional folk heritage and fostering inter-state cultural harmony. Its primary objective is to document disappearing folk songs of local dialects, connect the younger generation with their cultural roots, and promote respect and pride for regional traditions. The initiative also strengthens cultural exchange among students from diverse states studying in the college, thereby nurturing national integration.

1. Preservation of Local Folk Songs

Under the guidance of Dr. Niti Gupta, a group of five students conducted month-long visits to nearby villages in the Barotiwala region.

Students interacted with elderly villagers to collect information on traditional hill folk songs and cultural practices that are on the verge of extinction.

They documented the lyrics, melodies, and historical context of each folk song, preserving valuable oral traditions for future academic and cultural use.

2. Inter-State Cultural Exchange Initiative

The college hosts students from Uttar Pradesh, Bihar, Uttarakhand, Punjab, Haryana, and Himachal Pradesh, giving rise to a rich multicultural environment. To promote mutual understanding across these diverse backgrounds, the Music Department introduced a unique cultural exchange project.

Students were grouped and assigned to research, document, and present folk arts, traditional songs, musical instruments, and dance forms from one another's states.

This initiative helps students connect with their roots, appreciate the cultural wealth of different regions, and understand the importance of preserving intangible heritage.

This dual approach not only sensitizes students to each other's cultural identities but also encourages them to take pride in their own traditions. It is a meaningful step towards fostering national unity through cultural awareness.

Results of the Initiative

Enhanced Student Engagement: Students developed a deeper understanding of Pahari culture and regional musical traditions.
Preservation of Folklore: Several traditional songs and associated stories were systematically collected and documented.
Community Participation: Villagers expressed immense satisfaction that their cultural practices are being acknowledged and preserved by the younger generation.

Future Plans

The initiative will be expanded to include more villages, additional folk songs, and broader documentation, ensuring continuous preservation of cultural heritage.

5.2(ii) Solid Waste Segregation and Management

The college follows an integrated approach to the management of biodegradable and non-biodegradable waste, including solid, liquid, and e-waste. A key initiative is the establishment of a vermicompost unit for processing organic waste generated on campus.

Government Degree College, Barotiwala successfully implemented a Solid Waste Management Project, funded by the Himachal Pradesh Council for Science, Technology and Environment (HIMCOSTE). An amount of ₹25,000 was received on 11 March 2024 via RTGS for the development and demonstration of this project under the Eco Club.

Waste is segregated into two major streams:

1. Non-Biodegradable Waste:

Plastic bottles are collected separately in a Recycling Waste Cage and later sold to authorized recycling units.

Remaining non-biodegradable waste is disposed of through Municipal Committee (MC) dustbins.

2. Biodegradable Waste:

Canteen leftovers, tiffin scraps, and fruit/vegetable peels are used for vermi-composting.

A shaded and accessible site was selected for constructing the vermi-compost pit (approx. 6 ft × 4 ft × 4 ft), which was secured with a protective boundary.

Layering involved green leaves, cow dung, shrubs, manure, and pre-existing vermicompost, followed by the introduction of earthworms.

Students, teachers, and non-teaching staff actively participated in the construction process, fostering awareness and shared responsibility for sustainable waste management. The community is encouraged to regularly feed biodegradable waste into the pit, ensuring continuous compost production for use in the college gardens—demonstrating a complete ecological cycle on campus.

5.2 (iv) Plastic-Free Campus Initiative

Government Degree College Barotiwala is committed to promoting an environmentally responsible, plastic-free campus through the dedicated efforts of the Eco Club. Recognizing the growing concern of plastic pollution, the college has strengthened its waste management practices to cultivate sustainability and civic responsibility among students and staff.

Strategic Plastic Waste Management:
A dedicated Recycling Waste Cage has been installed on campus to support systematic segregation of plastic waste. Students and staff are encouraged to deposit plastic bottles, wrappers, and other non-biodegradable items only in this cage, ensuring that plastic does not enter general waste streams or landfill pathways.

Recycling and Resource Recovery:
The collected plastic is periodically weighed and handed over to authorized recycling agencies. This ensures proper recycling and promotes circular use of resources. The revenue generated is reinvested in Eco Club activities, including environmental awareness programmes and campus green initiatives.

Through regular awareness drives, sensitization campaigns, and student participation, the Eco Club is embedding the principles of Reduce, Reuse, Recycle into the campus culture. This

initiative not only maintains a clean and sustainable environment but also empowers students to become responsible environmental stewards.

Appreciation Letter for Adopting Ward No. 3 by Pradhan, Gram Panchayat Barotiwala, Dated: 06/01/2025

The Gram Panchayat Barotiwala expresses heartfelt gratitude to Government Degree College Barotiwala and its NSS Unit for adopting Ward No. 3 and for carrying out commendable social welfare activities in the area. Under the NSS activities conducted during the academic session 2024–25, the cleanliness drive, public awareness programmes, and the seven-day NSS Special Camp held from 2 January 2025 greatly benefited the local residents. The eye-checkup camp organized during the NSS camp provided direct health services to villagers and motivated them to contribute actively towards village development. The Gram Panchayat appreciates our humanitarian and inspiring efforts and looks forward to our continued cooperation in the future as well.

5.3. Social Impact of Extension Activities

The community feedback reflects a strong and positive social impact of the various extension activities conducted by the college's clubs. The Red Ribbon Club's flash mob, street play, and pamphlet distribution effectively raised awareness about HIV/AIDS and encouraged safe health practices. The Road Safety Club's awareness rally sensitized the public about responsible driving, traffic rules, and accident prevention. Additionally, the Fire Safety Awareness Programme equipped students and local residents with essential knowledge on emergency response, safe evacuation, and the use of fire-fighting equipment. Together, these initiatives have significantly enhanced community awareness, promoted safer habits, and strengthened the bond between the college and the surrounding society.

1. Flash mob and Drama (Red Ribbon)
2. Pamphlet Distribution (R&R)
3. Awareness Rally (Road Safety Club)
4. Fire Safety Awareness Program

1. Flash Mob and Drama (Red Ribbon Club)

The Red Ribbon Club of Government College Barotiwala organized a powerful HIV/AIDS awareness campaign through an energetic flash mob and a compelling drama performance on the campus and in nearby public areas. The initiative aimed to sensitize students and the local community about HIV/AIDS, emphasizing the importance of prevention, early detection, and safe health practices.

2. Pamphlet Distribution (R&R)

The Rangers unit of College conducted a vital AIDS awareness drive, focusing on pamphlet distribution in nearby community areas. The objective was to educate local residents on the modes of HIV transmission, effective prevention methods, and the importance of timely testing. Rangers engaged with the public, handing out professionally printed leaflets containing clear, concise information in the local language. This grassroots approach proved effective by providing a tangible takeaway resource and facilitating crucial one-on-one interaction to address doubts and combat social stigma. The activity successfully raised community knowledge levels, promoting a more informed and responsible approach to health within the society.

3. Awareness Rally (Road Safety):

The Road Safety Club organized a Road Safety Awareness Rally on 28th February 2025, with around 100 students and faculty members participating to promote safe road practices. Students interacted with local residents, highlighting the importance of helmets, seat belts, avoiding mobile use while driving, and respecting pedestrians. They also visited banks and government offices to distribute road safety calendars featuring important traffic guidelines. Carrying meaningful slogans and placards, the participants created a strong visual impact, and the initiative was well-received by shopkeepers, office staff, and community members, many of whom pledged to follow road safety norms.

4. Fire Safety Awareness Program:

The Disaster Management Committee, along with the NSS and Rovers & Rangers units of Government College Barotiwala, organized a Fire Safety Awareness Program featuring a mock drill conducted by the Fire Station Baddi team under Fire Officer Hemraj. Students and faculty received hands-on training in using fire extinguishers, handling firefighting equipment, and following emergency evacuation procedures, along with guidance on fire prevention and common causes of fire.

Here is a refined and concise version:

5.4.(i) Models & Charts on Musical Instruments

During the 2024–25 session, Dr. Niti Gupta introduced an engaging project in which students created miniature models and charts of Indian and contemporary musical instruments such as the Tumbi, Ektara, Tabla, Xylophone, Harmonium, Flute, and Guitar. The activity blended artistic creativity with technical understanding, helping students learn the structure, components, and cultural significance of each instrument. Working in teams, students used materials like wood, cardboard, plastic, and wires to replicate features such as the Tabla's drum set and tension straps, the Xylophone's bar arrangement, and the Guitar's body, strings, and frets. The project significantly enhanced practical learning, cultural appreciation, and

teamwork. The final display showcased the students' craftsmanship, accuracy, and deep understanding of musical heritage.

5.4.ii. Food Fest

The Rangers Unit of Government College Barotiwala, led by Ranger Leader Dr. Niti Gupta, organized a vibrant Food Fest on December 23, 2024, on the college campus. The event was inaugurated by Officiating Principal Dr. Anupama Pathak, who appreciated the initiative and highlighted the importance of such activities in fostering teamwork, creativity, and overall student development. Students set up a variety of food stalls featuring both traditional and modern cuisines, showcasing their culinary talent and organizational skills. The fest celebrated cultural diversity and community bonding, and was widely appreciated by all, concluding as a memorable and successful event.

5.4.iii. Art and Craft Fest

The Rangers Unit of Government College Barotiwala organized an impressive Art and Craft Fest on December 31, 2024, under the leadership of Dr. Niti Gupta. The event showcased a wide range of student creativity, including paintings, sketches, handmade jewelry, decorative items, and innovative crafts made from recycled materials promoting sustainability. Principal Dr. Anjori Sharma praised the students' artistic efforts and encouraged them to continue nurturing their talents. The fest received enthusiastic participation and appreciation from students and staff, emerging as a successful platform for celebrating creativity and craftsmanship.

5.4.iv. E-Newsletter – Reflections

The inaugural biannual e-newsletter of Government College Barotiwala, launched under the guidance of Principal Dr. Anjori Sharma and edited by Dr. Anupama Pathak, effectively showcases the institution's vibrant progress over recent months. The publication highlights academic excellence, featuring outstanding student performances in examinations and various competitions. It also captures the richness of campus life through reports on cultural events, seminars, and activities that promote an inclusive and engaging environment.

5.5.(i) MOU with Government College Arki

This Memorandum of Understanding (MoU) establishes a collaborative partnership between Government Degree College Arki (Utkrisht Mahavidyalaya) and Government Degree College Barotiwala, Tehsil Baddi, District Solan. The primary aim is to promote cooperation in areas of mutual interest, create opportunities for meaningful academic and cultural exchanges, and

support the advancement of knowledge through shared efforts. The collaboration is based on reciprocity, mutual benefit, and frequent interaction, with a focus on strengthening technological, social, and cultural ties between the two institutions.

5.5.(ii) MOU with Nimbus Academy, Chandigarh

This Memorandum of Understanding (MoU) establishes a collaborative partnership between Nimbus Academy, Chandigarh, and Government Degree College Barotiwala, Tehsil Baddi, District Solan. The purpose of this MoU is to promote cooperation in areas of mutual interest, create opportunities for enriched learning experiences, and support the advancement of knowledge through shared initiatives. The collaboration is built on reciprocity, mutual benefit, and regular interaction, with the broader aim of strengthening the technical, social, and academic engagement between the two institutions.

CRITERION 6

FACULTY PROFILE & RESEARCH ACTIVITIES (SCORE 100)

6.1 Percentage of teachers with Ph.D.

Year	No. of teacher with Ph.D.	% of Teacher with Ph.D
Number	08/10	80 %

6.2 Teachers as Research guides.

Since the college currently offers only undergraduate programmes in Humanities and Commerce, research work is not a part of the existing curriculum. Consequently, faculty members are not engaged as research guides at present. However, several teachers have expressed interest in guiding students at the postgraduate level. But the proposal of guiding students for research at the college level is under consideration by the higher authorities, and the college hopes to expand academic avenues in the future and get post graduation in our college so as to enable faculty involvement in research supervision.

6.3 No. of orientation programmes / Refresher programmes / Faculty Development Programmes and Workshops of one week or more attended by teachers (in last three years).

The college ensures continuous professional development through a range of programmes, including Orientation, Refresher, and Faculty Development Programs. During 2022–25, faculty participated in 2 Orientation Programs (2023–24), 5 Refresher/Orientation initiatives, 12 FDPs, and 10 Workshops, demonstrating a strong culture of upskilling and academic enrichment. These efforts strengthen teaching quality and support a progressive learning environment.

Sr No	Programs	2022-23	2023-24	2024-25
1	Orientation Program	-	2	-
2	Refresher Program	4	1	-
3	Faculty Development Program	5	4	3
4	Workshop	1	7	2

6.4 Projects / Patents / Fellowships / Associateships As the college is comparatively new and we have only undergraduate courses of humanities and commerce faculties here, getting a UGC project or patent is quite difficult.

6.5 No. of Papers presented in Conferences / Seminars / Symposia (in last three years)

Faculty members have actively participated in academic forums, presenting 2 papers in international conferences in 2022–23, 4 in 2023–24, and 1 in 2024–25. At the national level, 4 papers were presented in 2023–24 and 2 papers in 2024–25, reflecting growing engagement in scholarly dissemination.

6.6 Seminars, Workshops, Conferences and Trainings organized by the Institution.

During the assessment period, the institution was unable to organize seminars, workshops, conferences, or training programmes due to limited infrastructure and resource constraints. However, efforts are underway to strengthen capacities so that such academic activities can be conducted in future sessions.

6.7 No. of Papers published. one paper was published during 2022-23 in an International Journal.

6.8 Teachers' Innovative Teaching Practices

During the session 2024–25, the faculty adopted a range of innovative and student-centric teaching approaches to make learning more experiential, engaging, and outcome-oriented. The following practices significantly strengthened classroom learning and enhanced student participation.

1. Role-Play and Simulation-Based Learning

Departments used role-play to help students understand real-life situations and apply theoretical concepts.

- Political Science Department conducted a mock Parliament session to demonstrate legislative procedures.
- Commerce Department used role-play in personal selling, contract law, and company law, enabling students to learn through practical enactment of business scenarios.

This method improved critical thinking, communication skills, and experiential understanding.

2. Flipped Classroom & Digital Integration

Teachers shared study material—videos, PPTs, articles, and short lectures—before class. Actual class time was then used for:

- Discussions
- Case studies
- Doubt-solving
- Application-based exercises

Digital tools like YouTube lectures, short films, Google Classroom, and online quizzes were also incorporated. This approach shifted learning from passive listening to active participation.

3. Micro-Research Projects & Community-Connected Learning

Students of music were encouraged to undertake small research-based assignments such as:

- Surveys on local economic, social, or cultural issues
- Interviews with community members
- Documentation of local folk music, instruments, and oral traditions (Music & History Departments)

These projects introduced students to research skills, fieldwork, and local heritage.

4. Creative Expression & Model-Based Learning

Various departments promoted conceptual understanding through creative activities:

- Music Department guided students to prepare models of traditional instruments and interact with the local community to learn about folk music.
- Students created posters, charts, collages, handmade craft, and sustainable art models to express academic ideas creatively. various committees and clubs organised many poster and Slogan writing competitions for this purpose.

This method particularly benefitted learners with visual and practical learning styles.

5. Skill-Based Workshops & Experiential Events

- Practical workshops on writing skills, CV building, communication, and digital tools were organised by various committees, CCPC and departments.
- The Writing Skills Workshop organised by the English Department and Hindi Department enabled students to differentiate between news reporting and feature writing through hands-on tasks.
- The Rangers Unit Food Fest provided experiential learning in planning, budgeting, teamwork, and event management.

These activities strengthened employability, leadership, and organisational skills.

Overall Impact

These innovative practices transformed the teaching–learning environment, increased student engagement, strengthened practical understanding, and promoted holistic development. The use of community resources, creativity, technology, and experiential methods contributed to enriching the overall academic experience.

6.9. No. of Books Published/Chapters in Books 02 teachers have written chapters in books published in 2022-23 and 02 teachers have published chapters of books in 2023-24.

6.10. Teachers' Academic and Extension Activities:
i) Resource Person: one teacher was invited as a resource person and one teacher chaired 02 sessions in the conferences during the year.

ii) Member of Board of Studies/Subject Experts: one teacher of department of History is a Member of Board of Studies.

CRITERION 7

MISCELLANEOUS (SCORE 120)

During the academic session 2024–2025, the institution undertook a series of innovative, student-centric, and community-oriented initiatives that strengthened academic quality, promoted institutional values, and enhanced administrative efficiency. These initiatives, though not covered in the previous criteria, significantly contributed to the holistic development of students and reinforced the college's commitment to excellence.

7.1 Any Other Important Initiative Not Covered Above

Various departments undertook academic, cultural, and extension activities that contributed to the overall development of students and enriched departmental functioning:

- Hindi Department Organized academic discussions, literary activities, and student participation programmes aimed at enhancing linguistic skills and cultural appreciation among learners.
- History Department Conducted heritage-related activities, discussions, and student engagement programmes that promoted historical awareness and critical understanding of social developments.
- Commerce (B.Com) Department: Facilitated academic support, group discussions, moral as well as career oriented lectures, student seminars, and practical-oriented activities contributing to the professional growth of commerce students.
- The Music Department organised several heritage-conservation activities, including learning sessions on traditional musical instruments, preparation of instrument models, and interactive engagements with the local community to understand various forms of folk music.
- Govt College Barotiwala **Academic Audit** is also done by all the departments for the year for the holistic development of the students. (SWOT analysis of all classes, Result Analysis of all classes, register of all classes maintained for the academic analysis)

These departmental efforts aligned with institutional goals of fostering multidisciplinary learning and student engagement.

7.2 Spot Evaluation by Directorate of Higher Education

The institution participated in the spot evaluation process conducted by officers and representatives from the Directorate of Higher Education. Dr Harish, Deputy Director, Higher education visited the college to check the various documents regarding the affiliation of the college, Dr Vidya Sagar, Dyputy Director, Higher Education for checking the library and the new campus in general, etc and Dr Surender Singh Narta, Dean, HP University visited the college for the inspection of all required documents for "Affiliation of the College". All the academic records, and administrative data were furnished promptly. The evaluation helped in reviewing institutional practices and strengthening compliance with academic standards.

7.3 AG Audit Paras

AG Audit Status Audit by the Accountant General (AG) has not been conducted yet during the reporting period.

7.4 Local Audit Paras

 No Local Audit has yet been done.

7.5 Timelines for Submitting Replies (Court Cases / RTI / Public Grievances)

The institution strictly adhered to all prescribed timelines for responding to:

  - ➢ Court cases
  - ➢ RTI applications
  - ➢ Public grievances
  - ➢ Other official correspondence

All replies were submitted within the stipulated period, demonstrating transparency and efficient administrative functioning.

7.6 Invited Speakers

The institution invited subject experts, resource persons, and professionals from various fields to deliver lectures and interact with students. These sessions enriched academic

discourse, provided real-world perspectives, and motivated students to explore higher learning and career opportunities.

7.7 Skill Development Training (20% Students Benefitted)

Skill development initiatives were undertaken by the College CCPC Committee to enhance employability and practical competency among students like Workshops and training programmes focused on communication skills, soft skills, digital literacy, and other relevant areas. Mr. Muneesh Sehgal and Mr. Jaspal from JIO Co delivered a one-day workshop cum lecture for the skill development and work opportunities to the students. Its main objective was to provide part time job or jobs during festival season in JIO for atleast 2 months working 2 hours a day. students were chosen for the training for the same. At least 20% of the student strength benefited from this activities, fulfilling the requirement and ensuring wider student participation.

SUMMARY OF TOTAL SCORE OF GOVERNMENT DEGREE COLLEGE BAROTIWALA, Distt. SOLAN OF HIMACHAL PRADESH

The Internal evaluation and ranking of GDC BAROTIWALA, Distt Solan is made on the basis of following criteria:

Sr. No.	Criteria	Maximum Score	Score
1.	Teaching Learning	140	111
2.	Student Support, Services and Progression	280	204
3.	Infrastructure & Resources	160	135
4.	Institutional Management	220	185
5.	Best Practices, Innovation and Institutional Distinctiveness	80	72
6.	Faculty Profile & Research Activities	100	53
7.	Miscellaneous	120	115
	Total Score	**1100**	**875**

DETAIL OF CRITERIA WISE SCORE CARD OF GOVERNMENT DEGREE COLLEG, BAROTIWALA, DISTRICT SOLAN (Along with the links of documents uploaded on the website of the College):-

CRITERIA –I: TEACHING LEARNING (SCORE-140)

Sr. No.	ACTIVITY	DISTRIBUTION OF SCORES		TOTAL SCORE	LINK
1.	**Mode of Teaching**				
	Mode	i. Lecture method only			
		ii. Technology-based teaching only			
		0R **Blended teaching**	12		**https://www.gcbarotiwala.edu.in/docs/sar25n/1.1.ii.pdf**
		iv. Flipped Classroom	**8**		**https://www.gcbarotiwala.edu.in/docs/sar25n/1.1.iv.pdf**
		v. As per need of different groups of students	5		
		Total for Mode of Teaching		**25**	
2.	**Curriculum Planning and Implementation (45 Marks)**				

i. Teaching Schedule	-followed 100% -	10		**https://www.gcbarotiwala.edu.in/docs/sar25n/1.2.i.pdf**
ii. Learning Outcomes Defined	- 100% -	5		**https://www.gcbarotiwala.edu.in/docs/sar25n/1.2.ii.pdf**
iii. Curriculum Enrichment Practices Number of enrichment practices observed ($4.0 \times$ number of practices) = 16	1. Industry–Academia Interaction Industrial Trip 2. Educational Tour 3. Use of ICT and Digital Tools: you-tube, smart class teaching, videos in whatsapp group 4. Professional Development & Career Guidance: Invited Lectures. **5.** Integration of Cross-Cutting Issues: Gender sensitization, human rights, ethics, environmental sustainability, health and hygiene, and inclusivity themes integrated into classroom discussions and activities.	4x4= 16		**https://www.gcbarotiwala.edu.in/docs/sar25n/1.2.iii.pdf**
iv. Internal Assessment	-Followed by all departments-100% (Online) acc to HPU Norms	8		**https://www.gcbarotiwala.edu.in/d**

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	Mechanism			**ocs/sar2 5n/1.2.iv .pdf**
	V. Prompt Communication of Assessment/ Results to Students	Within 7 days	6	**https://w ww.gcba rotiwala. edu.in/d ocs/sar2 5n/1.2.v. pdf**
	Total for Curriculum Planning and Implementation		**45**	
3.	**Add-on/Certificate Courses (20 Marks)**			
	i. Number of Courses and Student Beneficiaries	None	0	
	ii. Percentage of Students Benefited (MOOCs, Spoken Tutorial, NPTEL, etc.)	None.	0	
	Total for Add-on/Certificate Courses		**0**	
4.	**Student Feedback (20 Marks)**			
	i. Sample Size	>25% (Analysis and Report)	**5**	**https://w ww.gcba rotiwala. edu.in/d ocs/sar2 5n/1.4.i. pdf**
	ii Student Satisfaction-Feedback from students with 80% attendance and above	91-100%- 10 (93 Respondents, Analysis and Report)	**10**	**https://w ww.gcba rotiwala. edu.in/d ocs/sar2 5n/1.4.ii**

					1.4.iii.pdf
	ii. Action on feedback	80-100%- 10	10		https://www.gcbarotiwala.edu.in/docs/sar25n/1.4.ii1.4.iii.pdf
	Total for Student Feedback			**25**	
5.	**Examination Results (30 Marks)**				
	i. Percentage of Students Passed	- 75% pass rate	**8**		**https://www.gcbarotiwala.edu.in/docs/sar25n/1.5.i.pdf**
	ii. Percentage of Students with A Grade and Above	More than 20% (24%)	**8**		
	iii. Number of Students in University Merit	None	0	0	
	Total for Examination Results			**16**	
	TOTAL FOR CRITERIA – I, Teaching Learning (140)			**111**	
	CRITERIA – II- STUDENT SUPPORT, SERVICES AND PROGRESSION: (280)				
1	**Pre and post Admission Counseling:**				

i. Admission schedule, courses available, student intake, eligibility, conditions communicated through various media	i. Publicity through any 3 means (College website (Photos), WhatsApp groups of college, college Notice Board)	i. 5	**(Link)**	**https://www.gcbarotiwala.edu.in/docs/sar25n/2.1.i.pdf** **https://www.gcbarotiwala.edu.in/docs/sar25n/2.1.i.pdf**
ii. Pre-admission counseling	Yes. Students come to the admission committees before online admission. We counsel and guide them. we guide them through whatsapp groups too.	10		**https://www.gcbarotiwala.edu.in/docs/sar25n/2.1.ii.pdf**
iii. Student oriented about: Institutions, students facilities, Library, Introductory session with faculty and staff, Academic calendar, requirements of credits per course and CCA and other requirements post admission	Post admission counseling/ induction done through a thorough Orientation program as well as in the classrooms.	10		https://www.gcbarotiwala.edu.in/docs/sar25n/2.1.3.pdf

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		Total of pre and post admission counseling	25		
2.	Scholarships:				
	i. Awareness about different Scholarship Schemes and 100% coverage of all eligible students	Yes. (Notice) (List of students getting scholarship)	5		https://www.gcbarotiwala.edu.in/docs/sar25n/2.2.pdf
	ii. Scholarship other than Government Schemes	No	0		
		Total of Scholarships:	5		
3.	Sports and cultural activities:				
	i. % of students participating in sports activities	>20%	10		https://www.gcbarotiwala.edu.in/docs/sar25n/2.3.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/2.3.1.pdf
	ii. % of students participating in cultural activities	>20% NSS, Rangers & Rovers, CSCA cultural function, Anti- drug, road safety, etc activities and many other activities.	10		https://www.gcbarotiwala.edu.in/Documents/sar_25/2.3.2.pdf

	iii. Medal /trophy won in sports activities, State/ inter college	None	0		
		Total of sports and cultural activities	**20**		
4.	**Students' Participation in clubs and R&R, NSS, etc**				
	Students participating in: NSS Rangers and rovers Road safety club Red Ribbon Club Eco club	NSS Rangers and rovers Road safety club Red Ribbon Club Eco club (4 points each)(List of all students)	4 4 4 4 4		https://www.gcbarotiwala.edu.in/docs/sar25n/2.4.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/2.4.i.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/2.4.3.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/2.4.4.pdf https://www.gcba

					rotiwala. edu.in/do cs/sar25n /2.4.5.pd f
	Total of Students' Participation in clubs and R&R, NSS, etc			**16**	
5.	NSS/NCC/Rangers and Rovers participating in i. National camps/ RD parade ii. State camps/parade iii. Award won in these activities	No Yes None	0 7 0		https://w ww.gcba rotiwala. edu.in/do cs/sar25n /2.5.2.pd f
			Total	**07**	
6.	**Anti –Drug Awareness Programmes:**				
	i. >4 programmes organized	YES. (reports)	04		https://w ww.gcba rotiwala. edu.in/do cs/sar25n /2.6.pdf
	ii. % of students benefitted	>50%	04		
	iii. Counseling of suspected addicts	Yes.	02		
			Total	**10**	
7.	**Gender Equity:**				
	i. No. of health/ sensitization	2 (Notice, report, list of students)	2		https://w ww.gcba

	programmes organized				rotiwala. edu.in/do cs/sar25n /2.7.i.pdf
	ii. % of students benefitted	> 20%	3		
	iii. Women anti sexual harassment committee constituted as per norms	Yes (Register)	2		https://w ww.gcba rotiwala. edu.in/do cs/sar25n /2.7.3.pd f
	iv. Grievances Redressals as per timeline	Yes. One complaint	02		https://w ww.gcba rotiwala. edu.in/do cs/sar25n /2.7.3.pd f
			Total	**9**	
8.	**Mentor-mentee Groups:**				
		> 4 Sessions	Yes	10	https://w ww.gcba rotiwala. edu.in/do cs/sar25n /2.8.pdf https://w ww.gcba rotiwala. edu.in/do cs/sar25n /2.8.i.pdf

				Total	10	
9.	**Coaching for National level Examination**	Yes. we provide regular guidance about books, coaching, method, syllabus discussion with the students.	05	05		
10.	**Remedial Classes/Bridge Courses**	>20% of Students benefitted	10	10		https://www.gcbarotiwala.edu.in/docs/sar25n/2.10.pdf
11.	**Capacity building of Students**					
	i. Life skills,	Special Lectures on Stress in daily life: how to deal with by Dr Anviksha Jagota by Commerce Department. (Report) Yoga Session	10			https://www.gcbarotiwala.edu.in/docs/sar25n/2.11.I.pdf
	ii. Language-cum-graduate attributes Development programmes	Communication skills organised by deptt of English	10			https://www.gcbarotiwala.edu.in/docs/sar25n/2.11.ii.pdf
	Total of Capacity building of Students			**20**		
12.	**Career counseling and placement cell**					
	i. No. of career counseling sessions organized for each group of student	More than 5 (Reports)	6			https://www.gcbarotiwala.edu.in/docs/sar25n/2.12.pdf
	ii. No. of	Yes > 2	4			

	placement drives			
	iii. Self-Employment Modules	Yes , (Report)	4	
	iv. No. of students benefitted	More than 50%	6	
	Total of Career counselling and placement cell		**20**	
13.	**Student Progression**			
	i.) % of Students posted for Higher Education	Upto 30-50% (Students records from direct telephonic mesages)	8	
	ii.) No. of students who cleared National Level examination	01- Selected in AgneeVir	05	
	Total of Student Progression		**13**	
14	**No. of Co-curricular and Sports Activities organized**			
	i. Inter-university events (zonal/National)	None.	0	
	ii. Inter-college events	None	0	
	iii. Intra-college Events)	Many events throughout the year (Annual Athletic meet and cultural Functions of CSCA, NSS, Freshers day, Farewell, Teachers day, Holi,etc. (Reports)	9	https://www.gcbarotiwala.edu.in/docs/sar25n

		(photographs)			/2.14.3.pdf
	Total of No. of Co-curricular and Sports Activities organized			**9**	
15.	Annual prize Distribution Function Organized	Yes.	10	**10**	**https://www.gcbarotiwala.edu.in/docs/sar25n/2.15.pdf**
16.	College Magazine Published	Yes.	10	**10**	**https://www.gcbarotiwala.edu.in/docs/sar25n/2.16.pdf**
17.	College website updated regularly or not	Yes.	10	**10**	**https://www.gcbarotiwala.edu.in/docs/sar25n/2.17.pdf**
	Grand Total Of Criterion 2, STUDENT SUPPORT, SERVICES AND PROGRESSION: (280)			**204**	
CRITERION 3, INFRASTRUCTURE AND RESOURCES (Score: 160)					
1.	Well maintained Class rooms	Yes (List of Infrastructure)	10	**10**	**https://www.gcbarotiwala.edu.in/docs/sar25n/3.1.pdf**

2.	**Library facilities:**				
	i. Whether adequate print books available	Books available in library= >1500 (Certificate of librarian)	3		**https://www.gcbarotiwala.edu.in/docs/sar25n/3.2.i.iii.pdf**
	ii Whether daily newspaper (minimum 5) magazines (minimum 3) Journals (minimum 3), available	Yes. Daily Newspapers= 07 Magazines= 06 Journals= 03 (Certificate of librarian) (Bills of newspapers and magazines and journals)	3		**same**
	iii. Whether access to e-resources available	No	0		
	iv. Seating Capacity in the library	More than 10% of total strength	4		
	v. Usage of library resources	100%	7		
	vi. Digital library having at least 5 computer systems with interest facility	02 computers available.	02		
	Total of Library facilities:		**19**		
3.	**ICT Facilities**				
	i. .No. of interactive Panels/Virtual classrooms multimedia Projectors/K-Yan	02 interactive panel	2		**https://www.gcbarotiwala.edu.in/docs/sar25n/3.3.pdf**

	ii.% of teachers using ICT facilities	100%	5	**same**
	iii. No. of students benefited from ICT facilities	100%	5	**same**
	iv. Internet Connections- Leased line/ fibre network / wi-fi campus (Yes/No)	Yes. BSNL- fibre network (Bill of Tariff)	5	**same**
	v. Use of ICT facilities	Yes. 100%	5	**same**
	Total of ICT Facilities		**22**	
4.	**Facilities for Specially abled Students**			
	i. Ramp	Yes. At the entrance	2	**https://www.gcbarotiwala.edu.in/docs/sar25n/3.4.pdf**
	ii. Special washroom	Yes.	2	**same**
	Total of Facilities for Specially abled Students		**4**	
5.	**Sports Facilities**			
	i. No. of games/ sports activity conducted	Yes. >5. Athletics Meets in college (20th and 21st December, 2024) and 3rd January, 2025, (Report) : i. Cricket Match between Arts and Commerce ii. Kabaddi Matches iii. Races iv. Jumps v. Discuss Throw vi. Badminton vii. Kho-Kho viii. Pithhoo	**8**	**https://www.gcbarotiwala.edu.in/docs/sar25n/2.14.3.pdf** https://www.gcbarotiwala.edu.in/docs/sar25n

					/3.5.ii.pdf
	ii Indoor sports facilities	No	0	**0**	
	iii. Adequate sports equipments	Yes.		**4**	
	iv.Gymnasium (operational)	No	0	**0**	
	Total of Sports Facilities			**12**	
6.	**Auditorium/ Hostels/ Seminar Hall/ Staff Quarters**				
	i. Auditorium	Yes- Multipurpose Hall	4		**https://www.gcbarotiwala.edu.in/docs/sar25n/3.6.pdf**
	ii. Hostels	No	0		
	iii. Seminar Hall	Yes- L 2	4		**same**
	iv. Staff Quarters	No	0		
	Total of Auditorium/ Hostels/ Seminar Hall/ Staff Quarters			**8**	
7.	**Laboratories**				
	i. Laboratories with adequate equipments according to syllabi	Yes. Commerce (ICT), Music and Geography	10		**https://www.gcbarotiwala.edu.in/Documents/sar_25/3.7.pdf**
	ii Usage of available lab infrastructure	100%	10		

		Total of Laboratories	**20**	
8.	**Computers**			
	i. Adequate numbers of computers	Yes. 20 computers: 300 students (1:15)	5		**https://www.gcbarotiwala.edu.in/docs/sar25n/3.8.pdf**
	ii Usage of computer hardware	Yes. 100%	5	
		Total of Computers	**10**	
9.	Canteen, Staff room, rooms for R&R, NCC, NSS, Exam Hall, Medicare care Facility				**https://www.gcbarotiwala.edu.in/docs/sar25n/3.9.pdf**
	i. Canteen	Yes	2	
	ii Staff room	Yes	2	
	iii. R&R Room	Yes	2	
	iv. NSS Room	Yes	2	
	v. Exam Hall	Yes	2	
	vi. Medicare care Facility Room	Yes	2	
		Total of 9.	**10**	
10.	Documentation of academic, co-curricular and extracurricular activities and achievements of students and	Yes (Annual Report, Teachers registers, Reports in IQAC, Annual Function Report, Documentation by various clubs and committees in their	20	**20**	**https://www.gcbarotiwala.edu.in/docs/sar2**

	staff on regular basis	respective registers.			**5n/3.10. pdf**
	Grand Total of CRITERION 3, INFRASTRUCTURE AND RESOURCES			**135**	
CRITERION 4, INSTITUTIONAL MANAGEMENT (Score 220)					
1.	**Institutional Vision:**				
	i.Vision Document	Yes (Document)	6		**https://www.gcbarotiwala.edu.in/docs/sar25n/4.1(i).pdf**
	ii. Institutional Development Plan	Yes (Document)	6		**https://www.gcbarotiwala.edu.in/docs/sar25n/4.1(ii).pdf**
	iii. Plan of Action for above	Yes (Document)	6		**https://www.gcbarotiwala.edu.in/docs/sar25n/4.1(ii).pdf**
	Total of Institutional Vision			**18**	
2.	**IQAC:**				
	i. No. of meeting per year	>4 meetings (Document)(Register)	6		**https://www.gcbarotiwala.edu.in/docs/sar2**

					5n/4.2(i)(ii).pdf
	ii. No. of Programmes organised (Training. workshops, IPR)	Three workshops (Document),	6		**same**
		Total of IQAC	**12**		
3.	**Management of Institutional Funds**				
	i. Funds(BF,AF,PTA etc) used/spent for institutional Development/student welfare	Yes. >90% (Office Document)	10		**https://www.gcbarotiwala.edu.in/docs/sar25n/4.3(i-iii).pdf**
	ii. Periodic audit	Only PTA Audit (Certificate)	2		**same**
	iii. Settlement of bills/advances within a specific time frame	All the bills/advances are settled within a specific time frame. (Document)	4		**same**
		Total of Management of Institutional Funds	**16**		
4.	**Grievance Redressal of students and employees**				
	i.Redressal within week	Yes. (Policy Document)	10		**https://www.gcbarotiwala.edu.in/docs/sar25n/4.4.pdf**
	i.Redressal within month	Yes			
	i.No redressal		0		
		Total of Grievance Redressal of students and employees	**10**		

5.	Green and clean campus:				
	i. Green initiative of institution(at least three)	**Green Campus Initiative (Bills, Reports)** ➢ awareness program on Ozone protection by NSS ➢ Tree Plantation drive by Eco Club, NSS and Rovers & Rangers ➢ Cleanliness drive by campus beautification and NSS annexure-n cell ➢ An expert lecture on vulture conservation by Eco Club ➢ the establishment of a Solid Waste Management Project in campus by Eco Club.	6		**https://www.gcbarotiwala.edu.in/docs/sar25n/4.5(i-ii).pdf**
	ii. Cleanliness in washroom, building/campus	All washrooms are properly cleaned twice a day daily	10		**Same**
	Total of Green and clean campus			**16**	
6.	**Facilities for students :**				
	i. Common room for girls	There is a common room for the girls in first floor.	3		**https://www.gcbarotiwala.edu.in/docs/sar25n/4.6(i).pdf**
	ii. Adequate toilets as per student strength	There are four toilets in each floor i.e. total 16 toilets in four floor.	3		**https://www.gcbarotiwala.edu.in/docs/sar25n/4.6(ii)**

					.pdf
	iii. Sanitary napkin vending machine/incinerator regularly put in use	Yes	3		https://www.gcbarotiwala.edu.in/docs/sar25n/4.6(iii).pdf
	iv. CSCA room with proper furniture	Yes.	3		https://www.gcbarotiwala.edu.in/docs/sar25n/4.6(iv).pdf
	v. Student centre for co-curricular activities and its regular usage	Yes.	3		https://www.gcbarotiwala.edu.in/docs/sar25n/4.6(v).pdf
	vi. Regular use of playground	yes	3		https://www.gcbarotiwala.edu.in/docs/sar25n/4.6(vi).pdf
	Total of Facilities for students :			**18**	
7	**Regular updation of service book/service records**	Yes (certificate)	3	**3**	**https://www.gcbarotiwala.edu.in/docs/sar25n/4.7,4.**

					8,4.9,4.1 0.pdf
8	**Timely submission of ACRs**	Yes (Certificate)	3	**3**	**same**
9	**Prompt response of official correspondence**	Yes (Certificate)	5	**5**	**same**
10	**Proper maintenance of official records (cash books/stock registers, funds registers, leave records, fine funds etc.)**	Yes (Certificate)	10	**10**	**same**
11	**Proper records of students attendance and CCA**	Yes Registers are maintained by all teachers for all subjects. CCA record is online as it is mandatory record for the IA and final result.	10	**10**	**https://w ww.gcba rotiwala. edu.in/d ocs/sar2 5n/4.11. pdf**
12	**Whether ranked by NIRF or other agency**	Yes. by Deptt of Higher Education, HP-- State Ranking System through SAR.	10	**10**	
13	**Whether accredited by NAAC**	No	nil	**0**	
14	**Whether AQARs are being submitted as per timeline annually or not**	No	nil	**0**	
15	**Recognition for Exemplary Contribution of the**	Yes. i. NSS Unit ii. Uttam (Reports)	9	**8**	**https://w ww.gcba rotiwala. edu.in/d**

	Staff and Students				**ocs/sar2 5n/4.15. pdf**
16	**Involvement of stakeholders:**				
	1. PTA:				
	i. PTA is constituted as per norms	Yes (copy of formation of PTA 23-24)	1		https://w ww.gcba rotiwala. edu.in/do cs/sar25n /4.16(i).p df
	ii. PTA is very supportive	Yes	1		
	iii. Significant contribution of PTA		**10**		
	1. OSA				
	i. Framed as per Norms	Yes.	1		**https://w ww.gcba rotiwala. edu.in/os a.aspx**
	ii. Financial Contribution	None.	0		
	iii. Non Financial contribution	Meeting (25 April, 2024) website link	4		**https://w ww.gcba rotiwala. edu.in/p hoto- gallery- view.asp x?my=F +wOVk 3a2v1Q kizten40**

					dA==
	Total of Involvement of stakeholders:			**17**	
17	**Feedback from Stakeholders other than students and action taken thereon**	Yes (Analysis of Google forms)(Copy of Action Taken Report thereupon)	4	**4**	**https://www.gcbarotiwala.edu.in/docs/sar25n/4.17.pdf**
18	**Annual review meeting on students outcomes in academics, co-curricular, extra curricular and extension activities and action taken during next academic session for achieving excellence**	Yes (Report)	25	**25**	**https://www.gcbarotiwala.edu.in/docs/sar25n/4.18(2).pdf**
	Grand Total of criterion 4, Institutional Management (Score 220)			**185**	
	CRITERION 5, BEST PRACTICES, INNOVATION AND INSTITUTINAL DISTINCTIVENESS (Score 80)				
1.	Best Practices Description & Outcome of Best Practices (at least two)	1. Industrial Collaborative Opportunities 2. Sanskriti Setu-- Preservation of cultural heritage of the region	10 10		https://www.gcbarotiwala.edu.in/docs/sar25n/5.1.i.pdf
	Total of Best Practices			**20**	

2.	Special Initiatives Taken For :				
	i. Energy conservation/ use of solar energy	Yes	04		https://www.gcbarotiwala.edu.in/docs/sar25n/5.2.i.pdf
	ii. Solid Waste segregation / Management	Yes	04		https://www.gcbarotiwala.edu.in/docs/sar25n/5.2.i.pdf
	iii. Rain water harvesting and its use for gardening and cleanliness	Nil	0		
	iv. Plastic free campus	Yes	04		https://www.gcbarotiwala.edu.in/docs/sar25n/5.2.iv.pdf
	v. Blood donation camps	Nil	0		
	vi. Adoption of village/ educational institutions	Yes	04		https://www.gcbarotiwala.edu.in/docs/sar25n/5.2.vi.pdf
	Total of Special Initiatives Taken For			**16**	
3.	Social Impact of Extension Activities	Yes. >3	10	**10**	**https://www.gcbarotiwala.**

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		i. drama played in public place..Flash Mob- Drama ii. Pamphlet Distribution to public : awareness campaign by R&R for Road Safety iii. Awareness Rally by Road Safety Club for the awareness regarding Traffic rules and responsible road behaviour among the public iv. Awareness drill by Disaster Management Committee			**edu.in/d ocs/sar2 5n/5.3.i. pdf** **https://w ww.gcba rotiwala. edu.in/d ocs/sar2 5n/5.3.ii. pdf** **https://w ww.gcba rotiwala. edu.in/d ocs/sar2 5n/5.3.iii .pdf** **https://w ww.gcba rotiwala. edu.in/d ocs/sar2 5n/5.3.iv -1.pdf**
4.	Special New Innovation Initiatives or Ideas Adopted in the college, (Other than at Sr. No. 5.2 above) :	1.Modals & Charts on Musical Instruments : 2.Rangers hosted Food Fest promoting teamwork, creativity and development 3.R&R conducted an Art and Craft Exhibition showcasing artistic talent of teachers. 4. E- Newsletter by R&D and Innovation Club	4 4 4 4		https://w ww.gcba rotiwala. edu.in/do cs/sar25n /5.4.i.pdf https://w ww.gcba rotiwala. edu.in/do cs/sar25n /5.4.ii.pd

					f https://www.gcbarotiwala.edu.in/docs/sar25n/5.4.iii.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/5.4.iv.i.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/5.4.iv.ii.pdf
		Total of Special New Innovation Initiatives	**16**		
5.	**Collaborations :**				
	i. With Peer Educational / Research Institutions	With GC Arki.	5		https://www.gcbarotiwala.edu.in/docs/sar25n/5.5.(i)(1).pdf
	ii. Other Government Bodies / Industry	MOU with Nimbus Academy Chandigarh. (Report)	5		https://www.gcbarotiwala.edu.in/docs/sar25n

					/5.5.(ii)(1).pdf
		Total of Collaborations		**10**	
	Grand Total Of Criterion 5, Best Practices, Innovation And Institutional Distinctiveness (Score 80)			**72**	
CRITERION 6, FACULTY PROFILE & RESEARCH ACTIVITIES:					
1.	**% of Teachers with Ph.D.**	More than 70%	5	**5**	**https://www.gcbarotiwala.edu.in/docs/sar25n/6.1.pdf**
2.	**Teachers as Research Guides**	Nil	0	**0**	
3.	No. of Orientation Programmes, Refresher Programmes, Faculty Development Programmes, and Workshops of one week or more attended by teachers (in last three years)	More than 30% of faculty (List of individual Achievements with signatures)	10	**10**	**https://www.gcbarotiwala.edu.in/docs/sar25n/6.3.pdf**
4.	Projects/Patents/Fellowships/Associateships	Nil	0	**0**	
5.	No. of Paper Presented in Conferences/Seminars/Symposia (in last three years)	i. Internaational 06 ii. National / State level 07 papers (List with signs)	8	**8**	**https://www.gcbarotiwala.edu.in/docs/sar25n/6.5.pdf https://w**

					ww.gcba rotiwala. edu.in/d ocs/sar2 5n/6.6.p df
6.	Seminars, Workshops, Conferences, and Trainings organised by the Institution	Nil	0	0	
7.	No. of Papers Published:	UGC cared: 01	5	5	https://w ww.gcba rotiwala. edu.in/do cs/sar25n /6.7.pdf
8.	Teachers' Special Innovative Ideas	In the academic session 2024–25, GC Barotiwala further strengthened its commitment to innovative, inclusive, and outcome-based education. Building upon earlier initiatives, the faculty continued to adopt a student-centred and experiential learning approach, integrating smart classroom practices, digital tools, industry exposure, and skill-oriented activities to enhance academic engagement and employability. 1. Use of Smart Classes and Digital Pedagogy Teaching–learning processes were enriched through the effective use of smart classrooms, ICT tools, online resources, PPTs, educational videos, training on youtube videos and	5	**5**	https://w ww.gcba rotiwala. edu.in/D ocument s/sar_25/ 6.8.pdf

| | | virtual lectures. Faculty members blended traditional teaching with digital platforms to cater to diverse learning needs, improve conceptual clarity, and promote interactive learning.

2. Promotion of Critical Thinking through Debate and Discussion

The "Samvad" Debate Club continued to function as an active platform for intellectual exchange. Regular debates, group discussions, and panel interactions were organized on contemporary national and international issues, fostering critical thinking, communication skills, and informed citizenship among students.

3. Experiential and Project-Based Learning

Departments emphasized hands-on learning through projects, models, field activities, and creative assignments. For instance, students engaged in model-making, presentations, surveys, and case-based learning, enabling them to connect theoretical knowledge with practical application.

4. Sanskriti Setu – Folk Song Preservation and Cultural Integration

Sanskriti Setu is an innovative cultural initiative of GC | | | |

		Barotiwala aimed at preserving endangered folk songs of local dialects while promoting inter-state cultural understanding among students. The practice seeks to reconnect youth with their cultural roots and foster respect for India's diverse intangible heritage.			
		Under the guidance of Dr. Niti Gupta, students conducted field visits to nearby villages to interact with elderly villagers and document traditional hill folk songs, including their lyrics, melodies, and cultural significance. Simultaneously, students from different states researched and presented folk songs, musical instruments, and art forms from one another's regions, creating a vibrant platform for cultural exchange and national integration.			
		Outcomes: The initiative enhanced student engagement, preserved valuable oral traditions, encouraged community participation, and strengthened cultural sensitivity and unity among students from diverse backgrounds.			
		Future Plans:			
		The college plans to expand the initiative to more villages, digitally archive collected folk material, and organize cultural showcases to ensure sustained			

		preservation and awareness.			
		.5. Industry Collaboration and Employability Initiatives			
		The college made focused efforts to enhance student employability by collaborating with local industries, entrepreneurs, and skill-based organizations. Industrial visits, internships, expert talks, and interaction with industry professionals were organized to familiarize students with real-world work environments and career opportunities. Guidance was provided for skill development, resume writing, and career planning.			
		6. Internships, Training, and Job-Oriented Exposure			
		Students were encouraged to participate in internships, on-the-job training (OJT), and short-term skill programs. These initiatives aimed to bridge the gap between academic learning and industry expectations, thereby improving job readiness.			
		7. Incubation and Entrepreneurship Support			
		The college initiated efforts towards establishing and strengthening an Incubation and Innovation ecosystem. Students were motivated to develop entrepreneurial ideas, start-up			

		concepts, and income-generating activities. Mentoring support, awareness sessions on entrepreneurship, and guidance on self-employment opportunities were provided in collaboration with relevant agencies. 8. Holistic Development through Co-curricular Activities Various clubs, societies, NSS, NCC, and Eco-Club activities contributed to the holistic development of students by promoting leadership, teamwork, social responsibility, environmental awareness, and creativity.			
9.	No. of Books Published/Chapters in Books	Chapters in Books: i. Dr Suneela: 04 ii. Dr Veshalee: 01	10	10	https://www.gcbarotiwala.edu.in/docs/sar25n/6.9.pdf
10.	Teachers' Academic and Extension Activities	5x2=10 1.Dr Suneela as resource person: 02 2. Dr Veshalee Singh as Chairperson in technical Sessions: 03	10	**10**	https://www.gcbarotiwala.edu.in/docs/sar25n/6.10.pdf
11.	Awards by Recognised & Reputed Organisations	Nil	0	0	
	GRAND TOTAL OF CRITERION 6, FACULTY PROFILE & RESEARCH ACTIVITIES			**53**	

	CRITERION 7, MISCELLANEOUS (Score 120)				
1.	Any other important information or initiative	i. Academic Audit (SWOT analysis of all classes, Result Analysis of all classes, register of all classes maintained for the academic analysis) ii. R&D and Innovative Centre continuously monitored all the clubs and committees to explore new innovative ideas. iii. Internships by the students in actual Industrial Units. iv Green Audit v. Energy Conservation Activities	50	50	https://www.gcbarotiwala.edu.in/docs/sar25n/7.1.i.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/7.1.ii.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/7.1.iii.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/7.1.iv.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/7.1.v.pdf

2.	Spot evaluation of institutions by the Officers from the Directorate of Higher Education/ representative of the Director of Higher Education	Nominees from Department of higher education and HPU for the Affiliation:i. Dr Hareesh Joint Director, Higher Education, HP ii. Dr Vidya Sagar, Joint Director, Department of Higher Education, HP iii. Dr Surinder Singh Narta, Professor, HPU	20	20	https://www.gcbarotiwala.edu.in/docs/sar25n/7.2.pdf https://www.gcbarotiwala.edu.in/docs/sar25n/7.2.1.pdf
3.	AG Audit Paras settled upto date	Yes	0	0	https://www.gcbarotiwala.edu.in/docs/sar25n/7.3,7.4,7.5.pdf
4.	Local Audit Paras settled upto date	Audit of PTA accounts (Audit report)	5	05	https://www.gcbarotiwala.edu.in/docs/sar25n/7.3,7.4,7.5.pdf
5.	Timeline adhered to in filing reply of court cases/ RTI Applications/ public grievances etc.	Yes	10	10	https://www.gcbarotiwala.edu.in/docs/sar25n/7.3,7.4,7.5.pdf
6.	Invited Speakers on various themes relevant to holistic	Yes. (Reports of IQAC)	10	10	https://www.gcbarotiwala.

	development of students				edu.in/do cs/sar25n /7.6.pdf
7.	Skill development training	Yes	20	20	https://w ww.gcba rotiwala. edu.in/do cs/sar25n /7.7.pdf
	Grand Total of Miscellaneous			**115**	
	Total Grand Total			**875**	

DECLARATION BY HEAD OF INSTITUTE

I certify that the data included in this Self-Assessment Report (SAR) are true to the best of my knowledge. This SAR is prepared by the institution after internal discussions, and no part thereof has been outsourced. I am aware that the Cluster committee will validate the information provided in this SAR during the visit of Cluster committee.

It is also agreeable that the SAR has been displayed on the college website and all the Stakeholders can have open access to the document.

Dr Anupama Pathhak,
Off. Principal
G.D.C. Barotiwala (H.P.)-174103

Principal,
G.D.C. Barotiwala
District Solan (H.P.)

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CERTIFICATE OF COMPLIANCE

This is to certify that I, Dr. Anupama Pathhak in my capacity as the Principal of Govt. Degree CollegeBarotiwala, hereby declare that this Self-Assessment Report (SAR) has been prepared and submitted forinternal ranking of Govt. Colleges of Himachal Pradesh as per the guidelines vide letter No. _EDN - HE(3)-F(4)-55(2025)_ s dated 17 Oct 2025

The SAR has been compiled with the collective efforts of the faculty, administrative staff and stakeholders ensuring that it accurately reflects the institution's commitment to quality education and continuous improvement.

We are sure this initiative taken by Department of Higher Education, Himachal Pradesh will facilitate the process of NAAC accreditation of our institution and we will all contribute in the best of our capabilities in contributing for further improvement in quality parameters.

Thanking You

Sincerely,

Dr. Anupama Pathhak,
Officiating Principal
G. D.C.Barotiwala

District Solan (H.P.)-174103

SAR STEERING COMMITTEE OF GOVERNMENT DEGREE COLLEGE BAROTIWALA 2023-24

COORDINATOR: Dr. Veshalee Singh

CRITERION I – TEACHING AND LEARNING

Dr Suneela Sharma

CRITERION- 2. STUDENT SUPPORT, SERVICES, AND PROGRESSION

Dr Mamta Sharma

CRITERION-3.   INFRASTRUCTURE AND RESOURCES

Prof Visheshar Lal

CRITERION- 4. INSTITUTIONAL MANAGEMENT

Prof Krishna Prakash

CRITERION- 5. BEST PRACTICES, INNOVATION, AND INSTITUTIONAL DISTINCTIVENESS

Dr Niti Gupta

CRITERION- 6. RESEARCH, INNOVATIONS, AND EXTENSION

Dr Shilpa

CRITERION- 7. MISCELLANEOUS CRITERION

Dr Shyam Singh

Office Order of the SAR Committee

Staff Office Order No : 2025-26/

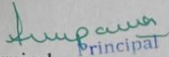O/o The Principal
Govt. College, Barotiwala, Distt Solan (HP)

Dated : 27/10/2025

Office order

     With reference to the letter issued from DHE Shimla No EDN-H(3)F(4)-55/2025 dated 17/10/2025 regarding ranking of GDC Barotiwala, the following committees are hereby constituted for the preparation of Institutional Self-Assessment Report (SAR) of GDC Barotiwala, Solan (HP). Committees are directed to follow the Ranking timeline as prescribed by the DHE. All concerned to note for compliance.

Criterion-1 (Teaching-Learning)	- Dr Suneela Sharma
Criterion-2 (Student Support, Services & Progression)	- Dr Mamta Sharma
Criterion-3 (Infrastructure and Resources)	- Mr. Visheshar Lal
Criterion-4 (Institutional Management)	- Ms Krishna Prakash
Criterion-5 (Best Practices, Innovation & Institutional Distinctiveness)	- Dr Niti Gupta
Criterion-6 (Faculty, Profile & Research Activities)	- Ms Pallavi Chauhan
Criterion-7 (Miscellaneous)	- Dr Shyam Singh

Principal
GDC Barotiwala

Principal
G.D.C.Barotiwala

Veshalentin.
Coordinator
IQAC