



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
K.L.B.D.A.V.COLLEGE FOR GIRLS
C-11472**

**Palampur
Himachal pradesh
176061**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	K.L.B.D.A.V.COLLEGE FOR GIRLS Palampur Himachal pradesh 176061	
2.Year of Establishment	1974	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	5	
Programmes/Course offered:	11	
Permanent Faculty Members:	54	
Permanent Support Staff:	23	
Students:	930	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. College caters the educational needs of girl's students, primarily from rural and remote areas around Palampur 2. Financial assistance to students for promoting women education 3. Extension activities are carried out in the neighborhood for holistic developments of students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-05-2025 To : 28-05-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SHRIKANT CHAUDHARI	Professor-HAG (Higher Academic Grade pay of Level 15 of 7th CPC),Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon
Member Co-ordinator:	DR. GEETA SINGH	Director,CENTRE FOR PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION CPDHE UNIVERSITY OF DELHI
Member:	DR. APURBA SAIKIA	Principal,Furkating College
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment College offers undergraduate and postgraduate courses in Humanities, Management, Commerce, Technology, and Education • Follows the Choice Based Credit System (CBCS) • Focuses on expanding higher education opportunities for girls • Emphasizes placement support for students • Primarily serves girls from rural, semi-urban, and remote areas around Palampur
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i> • Curricula are developed by affiliated universities: Himachal Pradesh University and Sardar Patel University, and are fully followed by the college. • Each academic session starts with planning meetings involving the Academic Council, IQAC, and other committees to prepare the academic calendar and strategies. • Timetables are formulated in coordination with department heads, while faculty develop detailed instructional plans. • Supplementary classes, induction programs, and IQAC validation support effective curriculum delivery. • Teachers use both innovative and traditional teaching methods, incorporating technological tools like computers and smart boards. • Student performance is regularly monitored through tests, assignments, discussions, and quizzes. • Value-added courses are offered in painting, music, computers, and communication skills to develop additional competencies. • The curriculum integrates environmental sustainability, gender issues, human values, and ethics, supported by guest lectures and related activities. • Seminars, study tours, and industrial visits provide practical learning experiences. • Social responsibility is promoted through NSS, NCC, and various student clubs. • There is a need to strengthen interdisciplinary approaches and include cross-cutting issues in the curriculum or value-added courses.

Qualitative analysis of Criterion 1

The institution offers undergraduate and postgraduate courses in Humanities, Management, Commerce,

Technology, and Education under CBCS, focusing on expanding higher education and placement opportunities for girls from rural and remote areas around Palampur. Curricula, developed by Himachal Pradesh and Sardar Patel Universities, are fully implemented by the college. Each academic session begins with planning by the academic council, IQAC, and committees, preparing calendars and strategies. Faculty create instructional plans, supported by induction programs and IQAC validation. Teaching blends innovative and traditional methods using technology like smart boards. Student progress is tracked through tests, assignments, and discussions. Value-added courses in painting, music, computers, and communication enhance skills. The curriculum integrates sustainability, gender, ethics, and human values, complemented by seminars, industrial visits, and NSS/NCC activities. Interdisciplinary approaches and cross-cutting issues need strengthening. IQAC collects feedback but requires clearer post-feedback actions.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process • The college follows curricula prescribed by the affiliating universities for undergraduate and postgraduate courses. • Activities like field visits, study projects, and student seminars are organized to promote participative and experiential learning. • Support systems for advanced and slow learners need strengthening. • Co-curricular activities, including assignments, seminars, case studies, group discussions, and exhibitions, are conducted to enhance skill development. • An in-house internship program exists for technology students. • NSS, NCC, and student clubs actively promote experiential learning. • The college should increase the use of participative methods such as industrial training, social and research projects, and real-world problem-solving to enrich learning. • Faculty are encouraged to use ICT tools like PowerPoint presentations. • Students are motivated to develop computer skills. • The establishment of a Learning Management System (LMS) is recommended for more effective ICT-enabled learning.
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient Internal and External exams follow university guidelines, with grievance redressal mechanisms in place—though this needs strengthening, especially for internal exams. i.e., <i>to make the grievance redressal mechanism more robust & transparent, the college may redesign it.</i>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website CO's and PO's for all courses and programs are prepared and displayed, and communicated to students.
2.6.2 QIM	Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words Attainment of Co' and PO's are done by the college as per the directives of the affiliated universities and their own committee suggestions, but a more detailed Bloom taxonomy-based analysis is required to indicate program and course outcomes.

Qualitative analysis of Criterion 2

The college follows curricula from affiliated universities for undergraduate and postgraduate programs, promoting participative and experiential learning through field visits, study projects, and student seminars. Co-curricular activities like assignments, case studies, group discussions, and exhibitions help develop student skills. An in-house internship program for technology students, along with NSS, NCC, and club activities, further enhances experiential learning. Support mechanisms for advanced and slow learners need strengthening. The college should adopt more participative methods such as industrial training, social and research projects, and real-world problem-solving. Faculty use ICT tools like PowerPoint, and students are encouraged to improve computer skills; establishing an LMS would enhance ICT-enabled learning. Internal and external exams follow university guidelines, but the grievance redressal system, especially for internal exams, requires greater transparency. COs and POs are communicated, though a more detailed Bloom's taxonomy-based analysis is needed.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident • The institution should prioritize research by establishing a Research Cell, an IPR Cell, and an Incubation Center. • Ph.D. faculty in relevant postgraduate departments should be encouraged to become research supervisors. • Support should be provided to non-PhD teachers to pursue their Ph.D. degrees. • Developing an ecosystem for the Indian knowledge system is essential for the effective implementation of NEP-2020. • Innovative ideas should be promoted and nurtured through the Incubation Center. • Mechanisms for technology creation and transfer need to be formulated to ensure positive outcomes.
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years. • NSS and NCC teams are active and well-organized, focusing on holistic student development. • Sensitization on burning societal issues should be a two-way process, benefiting both students and the local community. • The college aims to positively impact neighborhood health, hygiene, food, water, and other societal concerns. • Extension activities include health camps, environmental initiatives, awareness rallies, and social campaigns through NSS and NCC. • Specific programs include International Yoga Day, eye and oral health checkup camps, tree plantation drives, AIDS awareness rallies, environmental conservation rallies, Swachh Bharat Abhiyan, Azadi Ka Mohotsav, anti-tobacco rallies, legal awareness, and water body cleaning. • The college actively addresses environmental and sustainability issues through various efforts. • Strengthening collaborations with NGOs and government agencies is recommended for faculty and student exchanges, internships, research, and MOUs.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies The number of awards and recognition for extension and extracurricular achievements are less in number and should be increased.

Qualitative analysis of Criterion 3

The institution should prioritize research by establishing a Research Cell, an IPR Cell, and an Incubation

Center. Ph.D. faculty in relevant PG departments should be encouraged to become research supervisors, while non-Ph.D. Teachers should receive support to pursue doctoral studies. An ecosystem promoting the Indian knowledge system is essential for NEP-2020 implementation. The incubation center must foster innovative ideas, with mechanisms for technology creation and transfer to ensure positive outcomes.

The NSS and NCC teams are active and well-organized, focusing on holistic student development. Sensitization on social issues should benefit both students and the local community. Extension activities include health camps, environmental initiatives, awareness rallies, and campaigns such as International Yoga Day, eye and oral health checkups, tree planting, AIDS awareness, Swachh Bharat Abhiyan, and anti-tobacco rallies. Strengthening collaborations with NGOs and government agencies for exchanges, internships, research, and MOUs is recommended. Awards for extension and extracurricular achievements should be increased.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and other facilities for, • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.) • K.L.B. D.A.V. College for Girls spans 8.42 acres Facilities include: 1. 32 classrooms 2. 7 teaching halls 3. 6 laboratories (including a language lab) 4. 2 smart classrooms 5. Seminar hall and conference room 6. 700-seat auditorium • Campus also houses a yoga center and an alumni-maintained art museum • Sports facilities include a playground, gym, indoor stadium, basketball and volleyball courts • IT infrastructure: • 140 computers (124 for academic use) • 26 printers, 2 laptops, 2 projectors, 5 scanners, and 3 photocopiers • ICT teaching supported by 5 ICT-enabled computer labs • Biometric attendance system in place • 150 Mbps Wi-Fi connectivity campus-wide • CCTV surveillance across the campus • Several labs need upgrades • IT equipment is maintained through an Annual Maintenance Contract (AMC)

4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i> • The library supports academic and research needs with 20,651 books • Books classified using the Dewey Decimal System • Managed via Koha and SOUL 2.0.0.9 Integrated Library Management System (ILMS) • Services offered: 1. OPAC (Online Public Access Catalogue) 2. NLIST for e-resources • Subscriptions to DELNET and NDLI databases • Additional subscriptions to 8 newspapers and 4 magazines • The library is open from 10 AM to 4 PM on working days • Provides digital access to students and staff • Maintains records of question papers and media coverage • CCTV-monitored environment for security • The library advisory committee and the maintenance team ensure smooth operations • Proposal for expanding the reading room is underway
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection <i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i> The college is wi-fi enabled and an internet facility is available in the college for all stakeholders. A timely upgradation is done to these IT facilities by the college.

Qualitative analysis of Criterion 4

K.L.B. D.A.V. College for Girls is spread over 8.42 acres and features 32 classrooms, 7 teaching halls, and 6 laboratories, including a language lab. The campus offers modern facilities such as 2 smart classrooms, a seminar hall, a conference room, and a 700-seat auditorium, along with a yoga center and an alumni-maintained art museum. Sports amenities include a playground, gym, indoor stadium, and basketball and volleyball courts. The college has 140 computers (124 for academics), 26 printers, 2 laptops, 2 projectors, 5 scanners, and 3 photocopiers. ICT-based teaching is supported by 5 ICT-enabled labs, biometric attendance, 150 Mbps Wi-Fi, and CCTV surveillance. Labs need upgrades, with IT equipment maintained under AMC. The library holds 20,651 books, managed by Koha and SOUL ILMS, and offers services like OPAC, NLIST, DELNET, and NDLI subscriptions. Open 10 AM–4 PM, it also provides digital access and plans a reading room expansion.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services • The Old Students Association (OSA) was established on March 1, 2011, and registered on May 14, 2013 under the Himachal Pradesh Societies Registration Act. • OSA connects alumni with the college, currently having 23 ordinary and 43 life members. • Members contribute financially and non-financially to support college activities. • Alumni assist with scholarships, financial aid, and infrastructure projects such as water harvesting and waste management. • OSA awards cash prizes to promote girls' education and organizes events to engage alumni. • Members act as ambassadors and mentors, enhancing the college's reputation and fostering a culture of excellence. • Alumni contributions have significantly supported the institution's growth and prestige. • There is potential to increase alumni involvement, especially in financial support and placement opportunities.

Qualitative analysis of Criterion 5

The Old Students Association (OSA) of the College, established on March 1, 2011, and registered on May 14, 2013 under the Himachal Pradesh Societies Registration Act. It connects alumni to the college, having 23 ordinary and 43 life members. Pride OSA members enhance the college activities through financial and non-financial contributions. Alumni support scholarships, financial aid, and infrastructure projects like water harvesting and waste management. OSA awards cash prizes to promote girls' education and organizes events to engage alumni. Members serve as ambassadors and mentors, boosting the college's reputation and fostering a culture of excellence. Their contributions significantly enhanced the institution's growth and prestige. Further, alumni contributions can be enhanced in the fields of financial support and placements at greater levels.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i> • The institution is committed to fulfilling its Vision and Mission through a well-organized governance structure. • The governing body includes a distinguished local educationist as President, along with a Vice President and other members. • The Director cum Principal, Vice Principal, and IQAC oversee departmental functions. • Heads of Departments (HoDs) manage academics and discipline. • Various committees support governance, including the Academic Council and Board of Studies for academic matters. • The Examination Committee manages all examination-related activities. • Dedicated committees focus on student welfare, grievance redressal, and extracurricular activities. • The placement cell offers career services to students. • Faculty members actively participate in teaching, mentoring, and decision-making processes. • Communication and leadership are facilitated through class representatives and student councils. • Regular reviews and audits ensure accountability and continuous improvement. • All efforts align with the college's vision of fostering an inclusive educational environment.
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i> • The strategic plan (2019-2024) focuses on infrastructure development, safety, improved learning environments, and the introduction of master's programs. • Implementation of the National Education Policy (NEP) supports holistic student development. • Key committees include career guidance, discipline, and women's empowerment. • IQAC ensures quality education through consultation with advisory bodies and stakeholders, emphasizing teaching-learning enhancement, ICT facilities, sports, and eco-friendly initiatives. • Advisory and specialized committees promote workplace equity and address issues related to SC/ST communities and women's empowerment. • Social security programs are in place to support employees.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<i>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</i> • The college has formal service rules, but sufficient appointments of permanent faculty and non-teaching staff on the UGC pay scale should be appointed.. • Only a few faculty members meet UGC norms and the affiliated university's approval for

	appointments. • Adequate permanent faculty and non-teaching staff on the UGC scale are essential for effective teaching and learning. • Enhanced welfare measures for both teaching and non-teaching staff are necessary to foster a productive work environment.
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external) • Revenue primarily comes from tuition fees, with financial needs determined in management meetings. Meticulous record-keeping and transparent financial transactions, audited internally and externally, ensure efficiency. Mobilization of funds from government and non-government resources is lacking. However, MOUs with partners and community contributions aid infrastructure improvement, with PTA and OSA supporting development and student aid. Partnerships with NGOs enhance women's empowerment efforts.
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities • Since 2015, IQAC has enhanced academic and administrative performance by integrating quality into institutional processes. • Promotes student participation and holistic development through diverse initiatives. • Focuses on gender equity, industry partnerships, and green campus initiatives. • Contributes significantly to the college's NAAC accreditation success. • Advances an environment of excellence and empowerment within the institution. • Despite various initiatives, IQAC needs to take a more concrete role in fostering a conducive environment for learning outcomes. • Suggested alignment and improvements are required as per NEP-2020 guidelines.

Qualitative analysis of Criterion 6

The institution is committed to realizing its Vision and Mission through a structured governance system. The governing body includes a local educationist as President, supported by the Vice President, principal, vice principal, and IQAC. HoDs manage academics and discipline, while committees oversee academics, exams, student welfare, and placements. Faculty, along with student councils, actively participate in decision-making. The strategic plan (2019–2024) prioritizes infrastructure, safety, enhanced learning, and master's programs, alongside NEP-aligned holistic development. IQAC ensures quality by consulting stakeholders and focusing on teaching improvements, ICT, sports, and eco-friendly initiatives. Despite these strengths, the college needs more permanent faculty and non-teaching staff appointed on UGC scales and better welfare measures. Revenue is mainly fee-based, with limited external funding, supplemented by PTA, OSA, and NGO support. Since 2015, IQAC has enhanced quality and NAAC accreditation, but should further strengthen learning outcomes as per NEP-2020 guidelines.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i> • The college promotes gender equity by fostering an inclusive and empowering environment for women. • Initiatives include awareness programs on women's rights, financial literacy, and self-defense. • Anti-discrimination policies are strictly enforced to maintain a safe environment. • Grievance cells and CCTV surveillance ensure student safety and support. • Empowerment is reinforced through events such as slogan writing and debates. • Collaborations with NGOs like Jagori address relevant women's issues. • Facilities include a counseling cell, a common room, and sanitary napkin vending machines. • The girls' NCC wing, hostel, and gym support their development, safety, and confidence. • These efforts collectively nurture an atmosphere of confidence, inclusivity, and empowerment.
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words) • The college aims to instill values of discipline, tolerance, and cultural heritage preservation. • Admissions follow university reservation norms, supported by an active SC/ST cell for awareness. • The Electoral Literacy Club and IQAC promote constitutional awareness through activities and national celebrations such as Republic Day and Independence Day. • Students engage in social missions, including environmental conservation and the Swachh Bharat campaign. • Awareness programs focus on critical issues like the drug menace and road safety. • Official events conclude with the national anthem to foster patriotism. • Initiatives like Hindi Pakhwada and cultural programs emphasize linguistic diversity and national identity. • The college magazine promotes both local and national languages. NSS and NCC activities further patriotism, with active participation in national events like the Republic Day parades
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual The college reported two best practices as: Best Practice 1: Financial Assistance for Promoting Women's Education. To promote women's education by offering financial aid through scholarships, fee concessions, and free books to

	academically deserving students facing economic hardship.
	Best Practice 2: Contributing Towards Environment Conservation, to raise awareness about environmental issues, promote resource-wise behavior, and encourage active student participation in conservation efforts.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words • The college is distinctive, being the first college established in 1969 for girls in and around Palampur. • It focuses on empowering women, especially those from underprivileged backgrounds. • Emphasis is placed on quality education, academic excellence, and holistic development. • The college has achieved great success in improving student placements. • Enrollment numbers have increased steadily over time. It cultivates socially responsible women leaders in various fields such as politics, law, teaching, and government service

Qualitative analysis of Criterion 7

The college promotes gender equity by fostering an inclusive environment and empowering women through awareness programs on rights, financial literacy, and self-defense. Anti-discrimination policies and safety measures like grievance cells and CCTV surveillance are in place. Welfare facilities include a counseling cell, a common room, and sanitary napkin vending machines. The girls' NCC wing, hostel, and gym foster inclusivity and confidence. The college upholds values of discipline, tolerance, and cultural heritage, with admissions following reservation norms, supported by an active SC/ST cell. The Electoral Literacy Club and IQAC raise constitutional awareness through national events. Students participate in social missions such as environmental conservation and Swachh Bharat. Best practices include financial aid for women's education and environmental conservation initiatives. Established in 1969 as the first girls' college in Palampur, it has empowered underprivileged women, achieving success in placements, increasing enrollment, and nurturing socially responsible leaders in diverse fields.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

1. Located at the heart of the city & so easily accessible from all corners of the state.
2. The college runs a diverse range of courses with ICT-enabled classrooms.
3. Availability of infrastructure for academic & extracurricular activities.
4. Teachers at the college update their knowledge & skills by participating in professional development programs.
5. Initiatives taken for the promotion of environment awareness, gender equity & for inculcating values among the students.

Weaknesses:

1. **The college is self-financed and hence has inadequate funds for academic and research development.**
2. Limited academic flexibility.
3. Lack of government sanction for teaching and non-teaching faculty.
4. Less number of research publications and fewer books published.
5. No research projects are completed or ongoing.
6. The placements of students need to be strengthened.
7. The contribution of the Alumni Association to the overall development of the college is found to be inadequate.

Opportunities:

1. Women's empowerment through education and awareness.
2. Funding from government agencies for research projects and developments.
3. MOUs and Linkages with industries, Government sectors, NGO's for internship, research, and placement activities.
4. Offering multidisciplinary, skill, and career-oriented courses for holistic development and placement of the students.
5. Environmental awareness with the philosophy of life and a yoga facility.

Challenges:

1. To get funding from the government for teaching faculty, non-teaching staff, and infrastructure developments.
2. To increase professional and vocational courses.
3. To introduce more P.G. Programs.
4. To encourage students to appear in various competitive exams.
5. To motivate students to participate in state, national & international sports events.
6. To upgrade the college into a multidisciplinary institute as per the provisions of NEP-2020.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Permanent faculty members and non-teaching staff should be appointed on the UGC scale.
- A road map should be designed to implement NEP-2020.
- Senior faculty members with experience in research should be encouraged to prepare research proposals for fundings.
- Necessary infrastructure should be created & the Students Support System should be strengthened to motivate students for participation in games & sports.
- Prospects of academic-industry linkage should be explored to provide placement for its students.
- More books & online resources should be purchased for the library & the number of subscribed journals should be increased.
- New Programs in emerging areas should be introduced.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SHRIKANT CHAUDHARI	Chairperson	
2	DR. GEETA SINGH	Member Co-ordinator	
3	DR. APURBA SAIKIA	Member	
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date

NAAC

Institutional Assessment and Accreditation

(Effective from July 2017)

Accreditation - (Cycle: 1)

K.L.B.D.A.V.COLLEGE FOR GIRLS, Palampur, Himachal pradesh

Track ID : HPCOGN114842

AISHE-ID : C-11472

Graphical Representation based on Quantitative & Qualitative Metrics



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Graphical Representation based on Quantitative & Qualitative Metrics

Metrics(Q_nM & Q_iM) Weightage scored by the institution in percentage

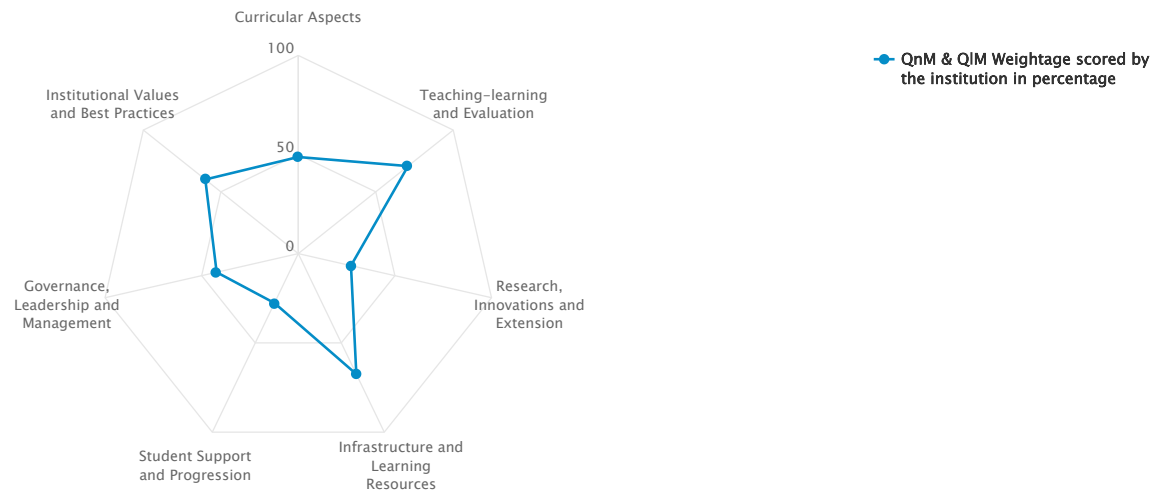
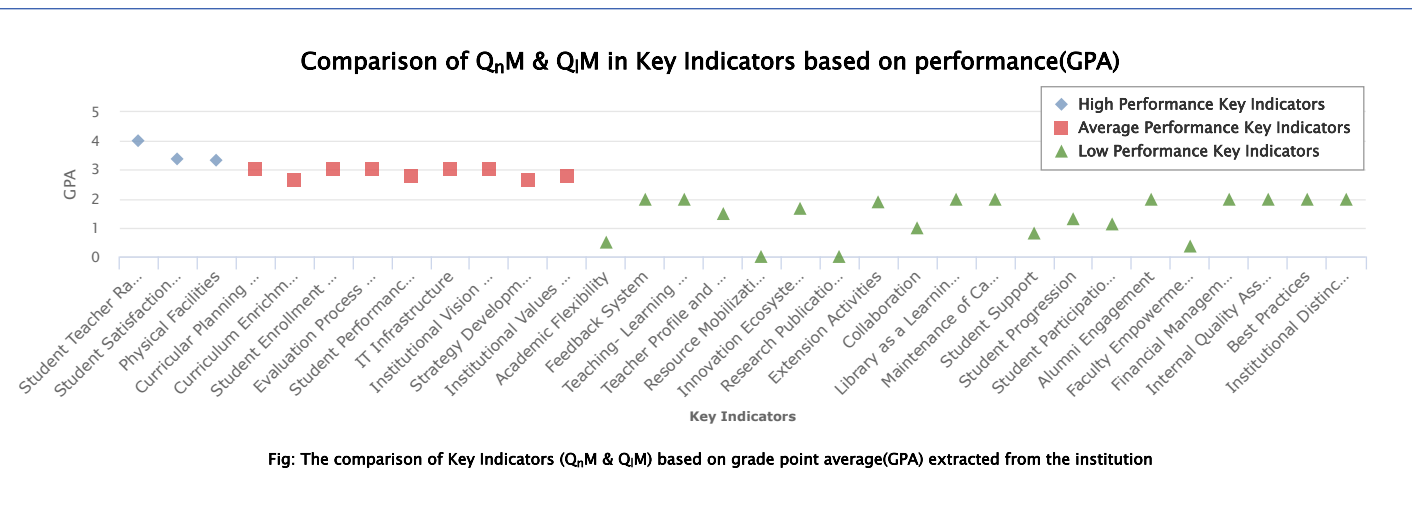


Fig: The criterion wise distribution of weighted scores (Q_nM & Q_iM) for the institution



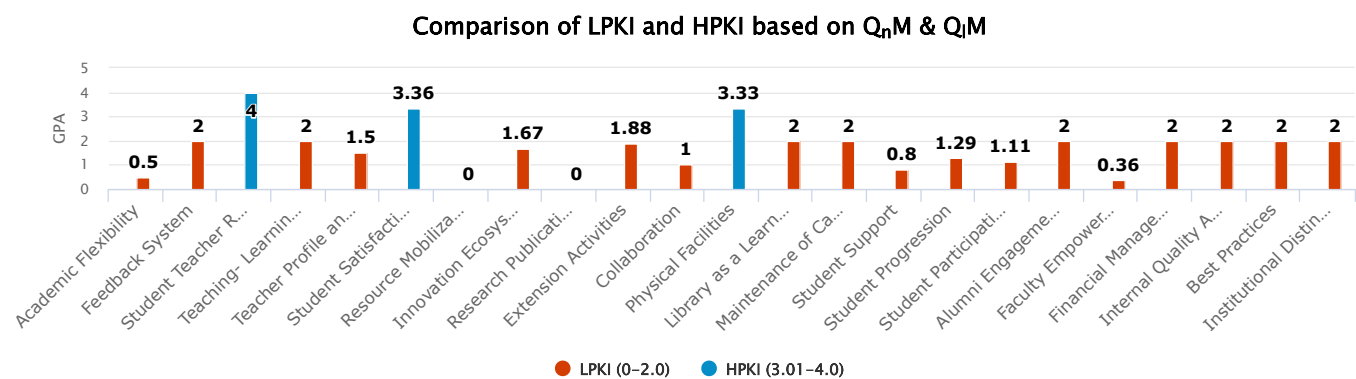


Fig: Comparison of LPKI(0-2.0) and HPKI(3.01-4.0) based on Q_nM & Q_iM

Distribution of High Performance Key Indicators (3.01–4.0)

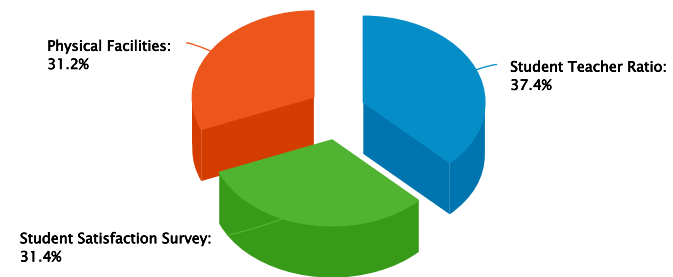


Fig: High Performance Key Indicators(3.01–4.0) for the institution

Distribution of Average Performance Key Indicators (2.01–3.0)

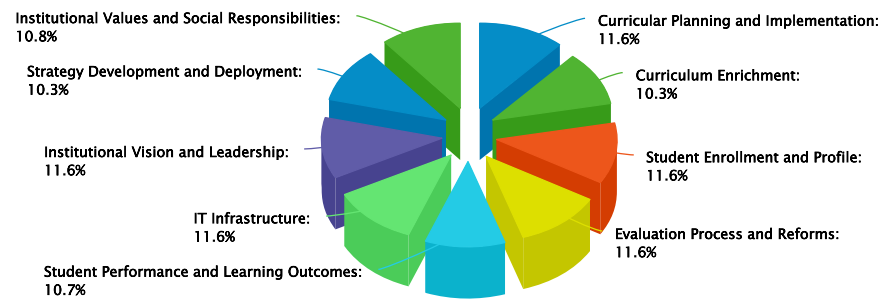


Fig: Average Performance Key Indicators(2.01–3.0) for the institution

Distribution of Low Performance Key Indicators (0–2.0)

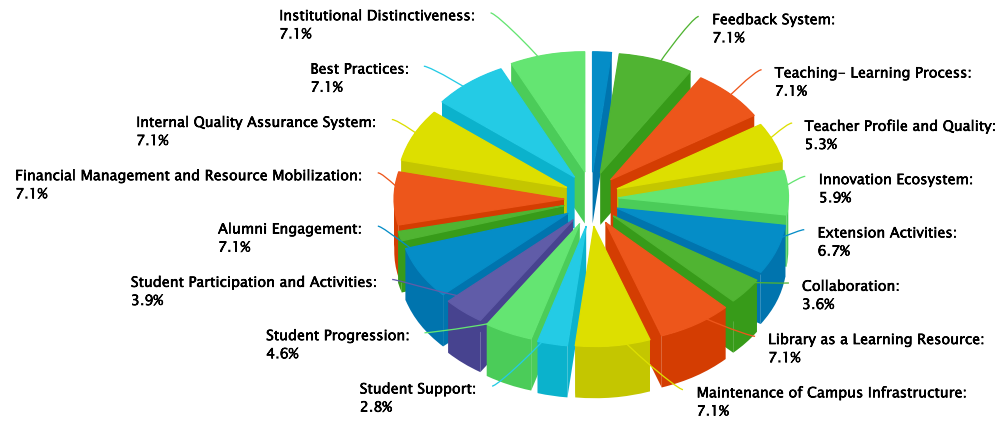


Fig: Low Performance Key Indicators(0–2.0) for the institution

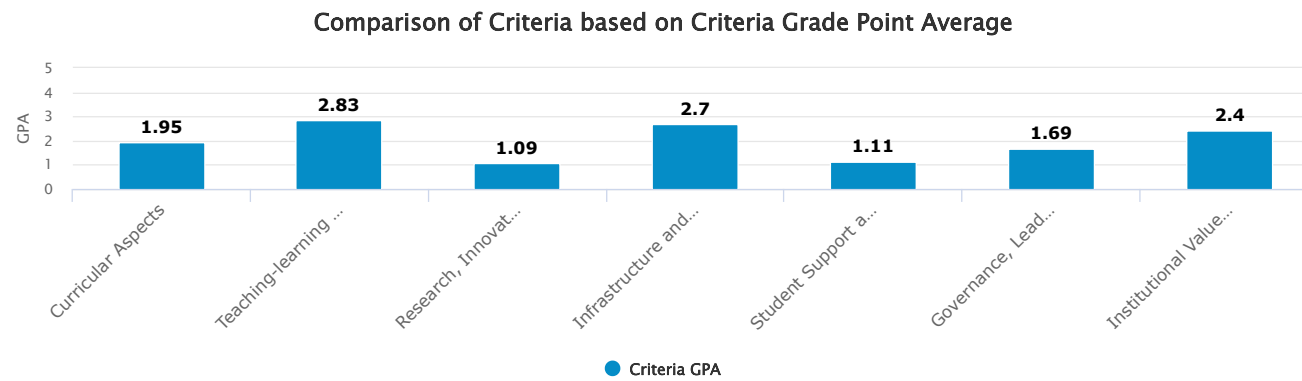
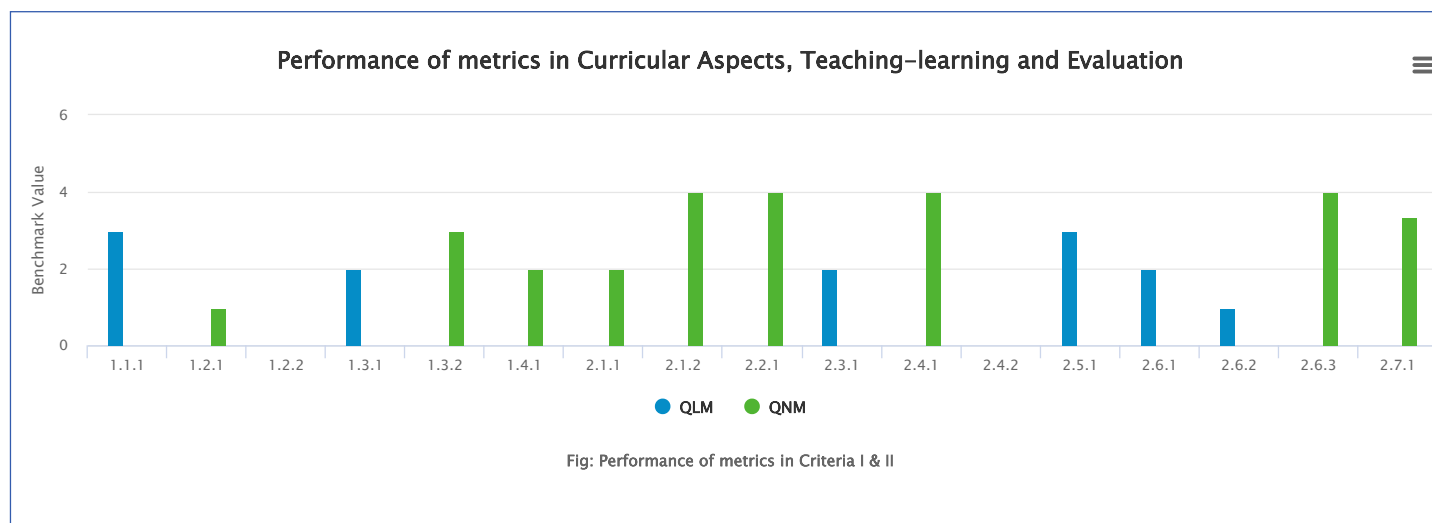
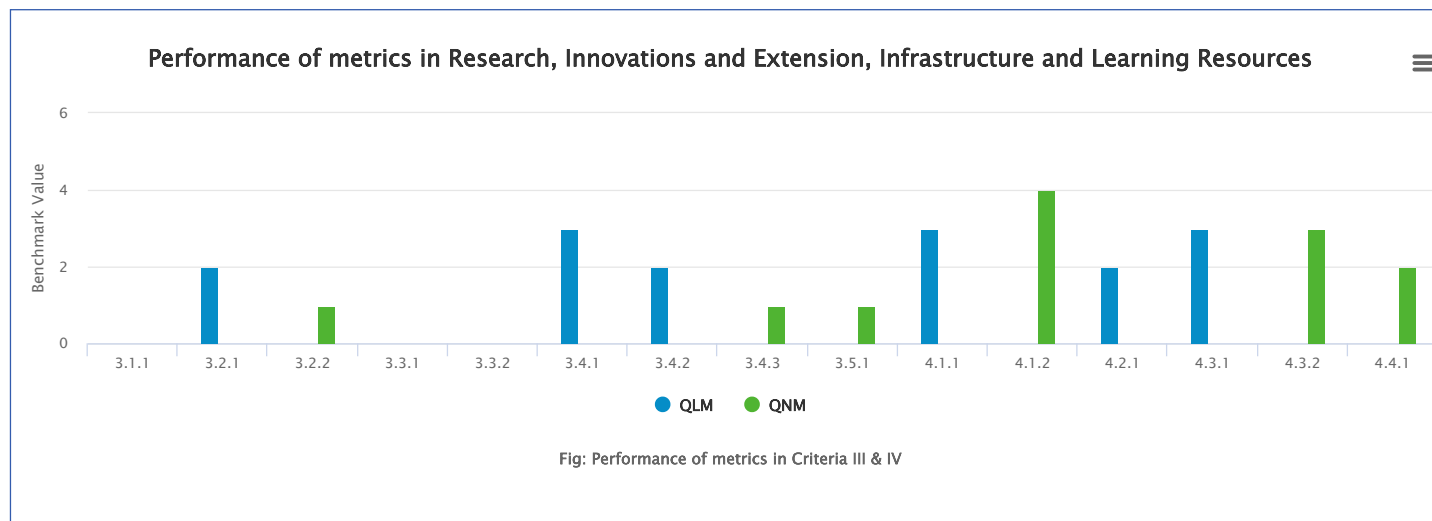


Fig: Comparison of Criteria based on Criteria Grade Point Average





Performance of metrics in Student Support and Progression, Governance, Leadership and Management, Institutional Values and Best Practices

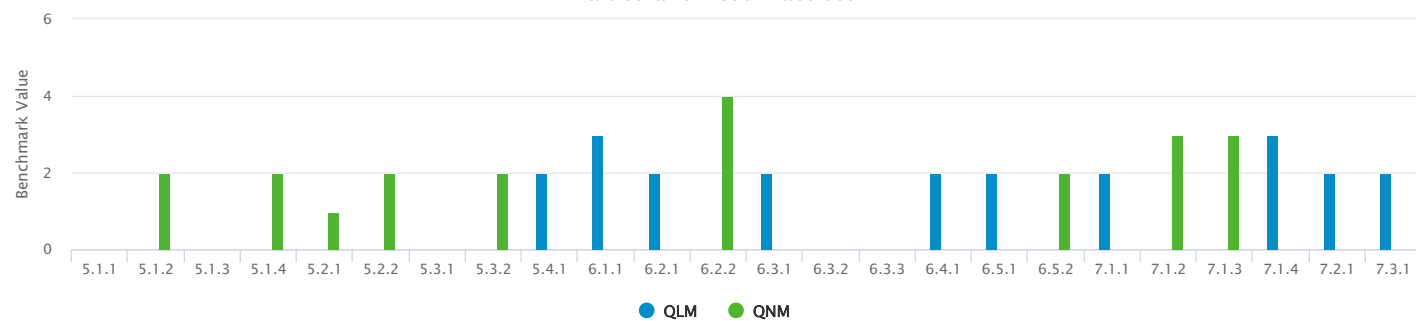
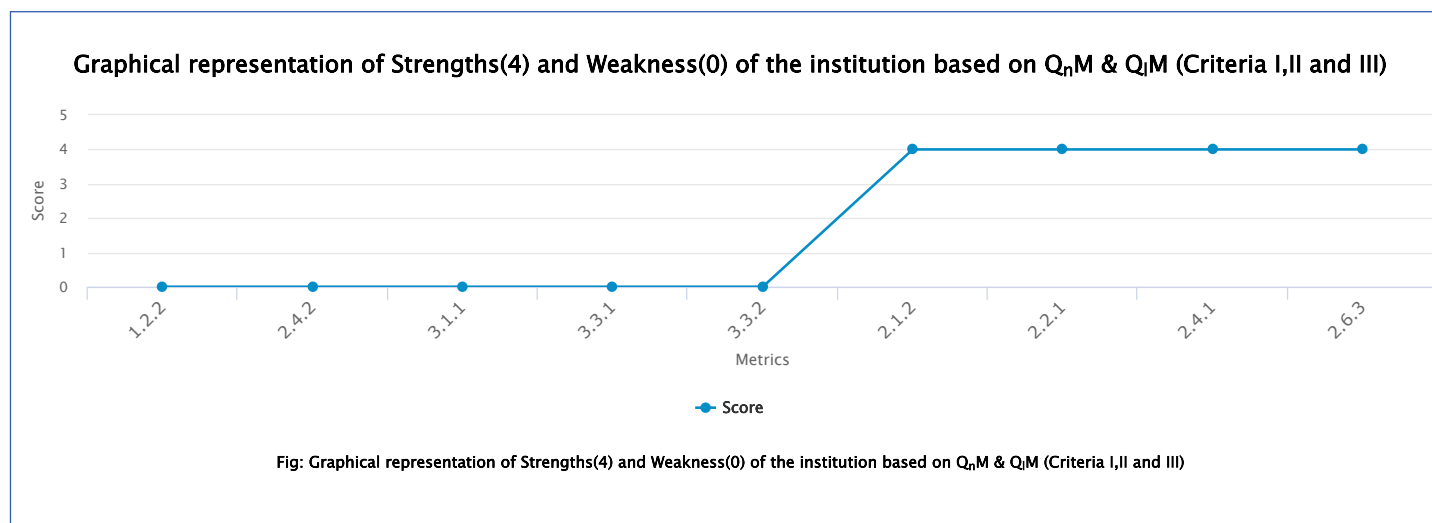


Fig: Performance of metrics in Criteria V, VI, VII & (VIII – Applicable only for Health Science Colleges)



Graphical representation of Strengths(4) and Weakness(0) of the institution based on Q_nM & Q_iM (Criteria IV,V,VI and VII)

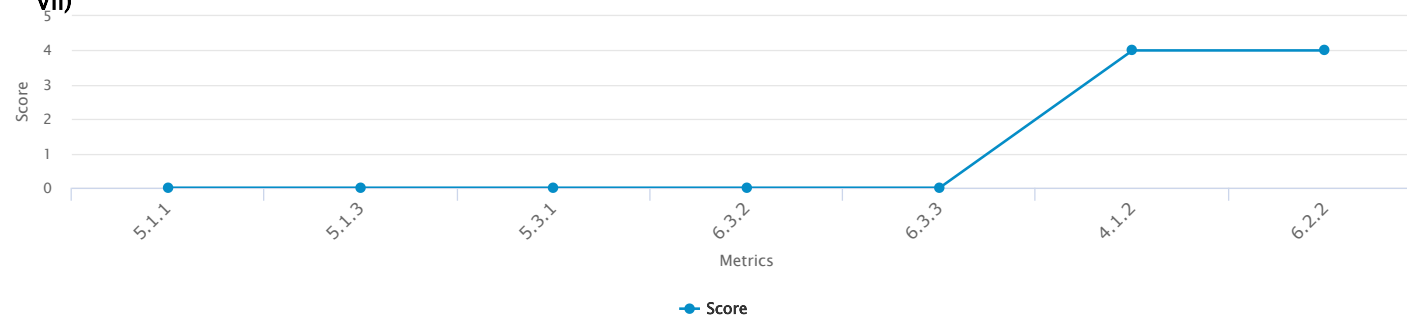


Fig: Graphical representation of Strengths and Weakness of the institution based on Q_nM & Q_iM (Criteria IV,V,VI and VII)

Graphical representation of Strengths and Weakness of the institution based on Q_nM & Q_iM (Criteria I,II and III)

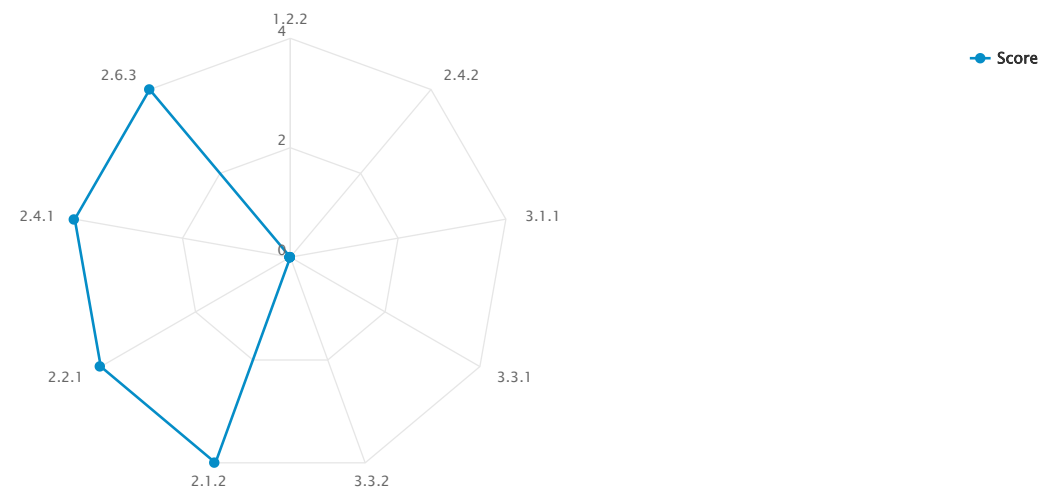


Fig: Graphical representation of Strengths(4) and Weakness(0) of the institution based on Q_nM & Q_iM (Criteria I,II and III)

Graphical representation of Strengths and Weakness of the institution based on Q_nM & Q_iM (Criteria IV,V,VI and VII)

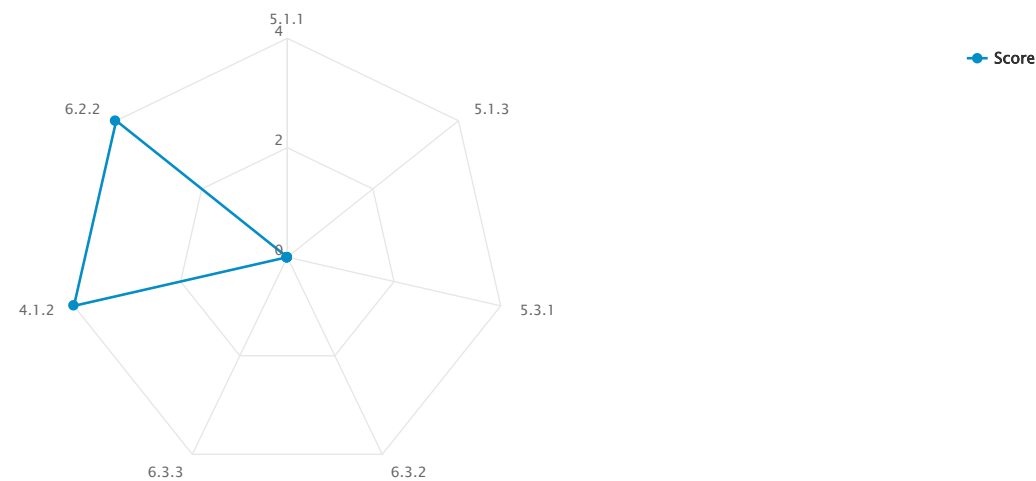


Fig: Graphical representation of Strengths and Weakness of the institution based on Q_nM & Q_iM (Criteria IV,V,VI and VII)

NAAC

Institutional Assessment and Accreditation

(Effective from July 2017)

Accreditation - (Cycle: 1)

**K.L.B.D.A.V.COLLEGE FOR GIRLS, Palampur, Himachal
pradesh, 176061**

Track ID : HPCOGN114842

AISHE-ID : C-11472

Visit dates : 27 - 05 - 2025 to 28 - 05 - 2025

Grade Sheet



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Name of the Institution: K.L.B.D.A.V.COLLEGE FOR GIRLS

Type of the Institution: Affiliated/Constituent Colleges

Dates of Visit: 27 - 05 - 2025 to 28 - 05 - 2025

No	Criteria	Weightage (W_i)	Criterion-wise weighted Grade Point (CrWGP _i)	Criterion- wise Grade Point Averages (CrWGP _i / W_i)
1	Curricular Aspects	100	195	1.95
2	Teaching-learning and Evaluation	350	992	2.83
3	Research, Innovations and Extension	110	120	1.09
4	Infrastructure and Learning Resources	100	270	2.7
5	Student Support and Progression	140	155	1.11
6	Governance, Leadership and Management	100	169	1.69
7	Institutional Values and Best Practices	100	240	2.4
Total		$\sum_{i=1}^7 (W_i) = 1000$	$\sum_{i=1}^7 (CrWGP_i) = 2141$	2.14

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (CrWGP_i)}{\sum_{i=1}^7 (W_i)} = \frac{2141}{1000} = 2.14$$

Grade: B

No	Criteria and Key Indicators	Key Indicator Weightage (W_i)	Key Indicator Wise Weighted Grade Points ($KIWGP$) _i
Criterion 1: Curricular Aspects			
1.1	Curricular Planning and Implementation	20	60
1.2	Academic Flexibility	30	15
1.3	Curriculum Enrichment	30	80
1.4	Feedback System	20	40
Total		$\sum W_1=100$	$\sum (KIWGP)_1=195$
Calculated CrGPA₁ = $\sum (KIWGP)_1 / \sum W_1 = 195 / 100 = 1.95$			
Criterion 2: Teaching-learning and Evaluation			
2.1	Student Enrollment and Profile	40	120
2.2	Student Teacher Ratio	40	160
2.3	Teaching- Learning Process	40	80
2.4	Teacher Profile and Quality	40	60
2.5	Evaluation Process and Reforms	40	120
2.6	Student Performance and Learning Outcomes	90	250
2.7	Student Satisfaction Survey	60	202
Total		$\sum W_2=350$	$\sum (KIWGP)_2=992$
Calculated CrGPA₂ = $\sum (KIWGP)_2 / \sum W_2 = 992 / 350 = 2.83$			
Criterion 3: Research, Innovations and Extension			
3.1	Resource Mobilization for Research	10	0
3.2	Innovation Ecosystem	15	25
3.3	Research Publications and Awards	25	0
3.4	Extension Activities	40	75
3.5	Collaboration	20	20
Total		$\sum W_3=110$	$\sum (KIWGP)_3=120$
Calculated CrGPA₃ = $\sum (KIWGP)_3 / \sum W_3 = 120 / 110 = 1.09$			
Criterion 4: Infrastructure and Learning Resources			
4.1	Physical Facilities	30	100
4.2	Library as a Learning Resource	20	40
4.3	IT Infrastructure	30	90
4.4	Maintenance of Campus Infrastructure	20	40

No	Criteria and Key Indicators	Key Indicator Weightage (W _i)	Key Indicator Wise Weighted Grade Points (KIWGP) _i
Total		$\sum W_4=100$	$\sum (KIWGP)_4 =270$
Calculated CrGPA₄ = $\sum (KIWGP)_4 / \sum W_4 = 270 /100 = 2.7$			
Criterion 5: Student Support and Progression			
5.1	Student Support	50	40
5.2	Student Progression	35	45
5.3	Student Participation and Activities	45	50
5.4	Alumni Engagement	10	20
Total		$\sum W_5=140$	$\sum (KIWGP)_5 =155$
Calculated CrGPA₅ = $\sum (KIWGP)_5 / \sum W_5 = 155 /140 = 1.11$			
Criterion 6: Governance, Leadership and Management			
6.1	Institutional Vision and Leadership	15	45
6.2	Strategy Development and Deployment	12	32
6.3	Faculty Empowerment Strategies	33	12
6.4	Financial Management and Resource Mobilization	10	20
6.5	Internal Quality Assurance System	30	60
Total		$\sum W_6=100$	$\sum (KIWGP)_6 =169$
Calculated CrGPA₆ = $\sum (KIWGP)_6 / \sum W_6 = 169 /100 = 1.69$			
Criterion 7: Institutional Values and Best Practices			
7.1	Institutional Values and Social Responsibilities	50	140
7.2	Best Practices	30	60
7.3	Institutional Distinctiveness	20	40
Total		$\sum W_7=100$	$\sum (KIWGP)_7 =240$
Calculated CrGPA₇ = $\sum (KIWGP)_7 / \sum W_7 = 240 /100 = 2.4$			
Grand Total		1000	2141

$$\text{Institutional CGPA} = \sum_{i=1}^7 (\text{CrWGP}_i) / \sum_{i=1}^7 (W_i) = 2141 /1000 = 2.14$$