SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DOON(PG) COLLEGE OF AGRICULTURE SCIENCE AND TECHNOLOGY

CAMP ROAD, SELAQUI, DEHRADUN
248011
www.doonagriculturecollage.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Doon (PG) College of Agriculture Science and Technology, Camp road, Selaqui, Dehradun is a premier self-financed institute of Dehradun Uttarakhand. The institute was established in year 2000 under Maharani Laxmi Bai Memorial educational society. The institute is affiliated to Hemvati Nandan Bahuguna Garhwal University.

The institute is a vastly reputed institution for providing quality education in the field of Agriculture, Management, Computer applications and life sciences from past twenty four years. The institute has highly qualified dedicated experience faculty members.

The institute has fulfledged laboratories for all the streams and these are equipped with state of art educational and research instruments. Smart-board enabled modern classrooms, well stocked library, e-library, CCTV covered campus & hostels, in-campus ATM facility, spacious Cafetaria, playgrounds, separate hostels for the boys and girls. The learning environment provided at the campus motivates the students to learn more and assist them in building their excellent career.

Several co – curricular activities and commemorative day celebrations like World Heritage Day, Earth Day, International Day of Yoga etc. are being conducted in the college to enrich students with wide variety of co – curricular developments. Gender sensitization, environmental issues, moral and ethical values, better career options, community orientation programmes are regularly conducted.

The institutes have a strong alumni base who is serving in various government and private organization of National and International repute.

Vision

- To impart value based quality education and empower the students with wisdom and instil rich Indian tradition, culture and self confidence.

Mission

- Provide value based education, research and training of high standards.
- Impart Innovative skill development programmes.
- Emphasize on strongly aided practical and field trainings to students to get deeper and upgraded knowledge of the subject to the students and faculty members so that they can involve in research activities and conduct research on latest technology.
- Create awareness about the environment and their individual roles towards sustainable global living conditions.
- Conduct courses on Professional Ethics and Human Values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A Multidisciplinary college with diverse streams in science, commerce, life science, professional education.
- Very good Infrastructure and all Laboratories well equipped with latest instruments and apparatus. Facilities available for various indoor and outdoor games and sports
- Qualified and dedicated faculty members with good team work.
- Progressive and Committed Management with clear Vision and Mission
- Proactive Internal Quality Assurance Cell (IQAC) to ensure quality in Teaching learning process
- Adequate ICT facilities and the academic as well as administrative workflow through the ERP System.
- Green Initiatives and Waste management system
- Extension and services to society through DCSWC.
- The college has an active Alumni Association.
- College has safe and hygienic hostel facilities for girls and boys
- Credible Community Connect and Meaningful Presence resulting in Strong Academia-Community linkage.
- Representations of pertinent stakeholders in the cells and committees ensures transparency
- Constant Endeavor to upgrade quality and conforming to OBE standards

Institutional Weakness

- Participation of Staff and students in Research activities and Publications
- Difficulty to attract sizable research funds from government and Non-government agencies being a selffinancing Institution.
- Less than desired Alumni and Philanthropic contribution
- Students will poor communication skill.
- Few representations of faculty in university curriculum designing bodies.

Institutional Opportunity

- Compliance to NEP 2020 requirements
- Opportunity to attract students from across the nation.
- Getting External Funds
- Infrastructure Utilization for Startups
- Strengthening international exposure through association and collaborations with reputed organizations.
- **Digitization:-** Digitisation will present a huge opportunity for educational institutions in terms of saving costs as well as reaching out to more students.
- The Skill Development Programs will enable the College to bring about a sharp increase in the rate of the student placements. Enroll the faculty as trainers with the National Skill Development Corporation. This will enable them to equip themselves and impart skill training under the ToT (Training-of-Trainer) model
- Scope for more consultancy and research projects
- The Learning Management system can be further expanded with the Microsite development under the Infosys Springboard Agreement for the faculties to upload their Lectures. It will also help the college

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teaching and learning to escalate to the global level.

Institutional Challenge

- Increase Competition from nearby colleges.
- To increase the enrollment.
- To generate financial resources from Government/ Non- Government bodies.
- Attracting competent faculties at Professor Level.
- Employment opportunities in core companies
- To work on IPR Projects
- Finding consultancy assignments from industry live problems.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Doon (PG) College of Agriculture Science and Technology is premier self-financed institute of Dehradun Uttarakhand, affiliated to Hemvati Nandan Bahuguna Garhwal University.

Institutional vision and mission are optimally incorporated for instructional delivery and planning. Interdisciplinary interaction is promoted through add-on courses. Strict adherence to academic calendar is ensured. Curriculum is implemented as per the university guidelines and needs of the stakeholders, while serving the cause of global, national and regional requirements. Faculty members actively and democratically participate in planning and process improvements of the curriculum implementation. Teachers participate in the university Board of Studies where they give inputs regarding curriculum planning and implementation. Teachers participate in setting of question papers for UG and PG programs and also in the assessment and evaluation process of the affiliating University.

Academic calendar is diligently prepared to implement the curriculum effectively. Institute adheres strictly to the Academic Calendar prepared in the beginning of each semester as per the academic schedule provided by the affiliating University which includes weekly working days, holidays, internal examinations schedule, as well as various functions and events. Internal Tests and Semester End Examination are conducted as per the prescribed schedule.

All faculty members are provided with academic freedom in the instructional delivery planning. Innovative practices are encouraged while still ensuring university guidelines. Experiential learning is part of the curriculum process all students undergo project work, field work or internship.

Feedback is collected from various stake holders (Students, Alumni, Parents, Faculty Members and Employers) on the relevance and quality of the curriculum and is provided to the university on a periodic basis.

Academic committee periodically discuss various aspects of the curriculum and performance of the students to ensure high quality of teaching learning and alignment to industry requirements.

Guest lectures, Internships and Add-on programmes are planned and implemented to cover academic gaps found in the curriculum. An average of over sixty percent of the students under go Add on programmes or

certificate programmes in last five years.

Teaching-learning and Evaluation

Doon (PG) College of Agriculture Science and Technology institute conducts continuous review and improvement in teaching, learning and evaluation process. The institute conducts induction program for the first year students to make them comfortable with higher education atmosphere.

Student diversity with respect to educational, social and emotional quotient is assessed during academic year and mentors tries to address the academic as well as personal problems of the students.

The institution has a student-faculty ratio of 23 : 1 for effective teaching.

Each semester academic calendar is prepared in accordance with affiliating University. Advanced and slow learners are identified based on learning abilities, and special programs are arranged to enhance their performance. For slow learners Remedial Classes, bilingual explanation and discussions are conducted after the class hours for better understanding. Internal tests and end semester examinations are conducted for continuous assessment. CO's & PO's and Revised Blooms taxonomy is followed in the question papers.

The process is transparent and adheres strictly to the academic calendar. The Academic committee ensures the syllabus completion and collect feedback from the students through Feedback committee. The average pass percentage of students during last five years is 100 %.

Faculties were allotted as mentor for academic counselling & other related issues. Average percentage of full-time teachers against sanctioned posts is above 95%. Student centric methods are adopted for enhancing learning experiences. Our institution promotes ICT teaching methodologies through E-Learning resources

Research, Innovations and Extension

Research has always been a pedagogical tool to churn out energy and enthusiasm of a student into conceptual based learning and creating the comprehensive skills within to look out the world. There is an excellent forum for collaboration between academics and industry in the development of cutting-edge products and solutions.

One of the pillars of DCAST mission statement has been research, which instills values, develops innovative solutions to address global concerns and is recognized as a premier hub for research and academia in higher education. Dynamic and highly qualified faculty members are recruited by the institute. They play an important role in mentoring and counselling the students.

Students are encouraged to visit industries for internships and training activities. This improves the student's technical skills and makes them more employable. Few students have the advantage of being placed in these industries.

DCAST promotes the students to establish contact with the neighbourhood communities and interact with them to explore the opportunities for social work. It helps the students in developing interpersonal relationships,

leadership qualities, organizing skill, understanding the life of underprivileged people, help the society in times of need and inculcate the moral and human values.

Institution has a research committee to plan and promote research in institution. Incentives are provided to teachers for research activities as per the research policy. Students are encouraged to participate in expos and competitions across country. Periodic events and seminars related to IPR and entrepreneurship awareness workshops are organized. The students and faculty members have filed patents and some of the patents have been granted also.

Infrastructure and Learning Resources

Institution has a well-developed high-tech campus of around 8 acres. It is equipped with facilities and learning resources to accomplish academic excellence to attain its vision and strategic objectives.

It has 26 lecture halls, 18 laboratories, seminar hall and 1 auditorium. 100 percent of classrooms and seminar halls are ICT enabled. Wifi with adequate speed is provided across the campus. Institute has well equipped library with over 20000 volumes and related journals. A healthy amount of the expenditure is done towards books and subscription. All students get the text books for the entire semester from the college library as per the library norms.

With over 106 computers, institute provides good student computer ratio of 10:1. Institute ensures proper maintenance of infrastructure. Institute has Table-Tennis, chess, carom, a multipurpose ground for Football and Cricket. Institute also has a good basket-ball, Volley ball courts. Institute provides its playground for organizing other external sports events and inter-collegiate sports events as well. Students who are selected to represent Institute at University level, State and National level, competitions are supported by the Institute. The institute has a well-equipped gymnasium. A trained gym instructor/permanent caretaker are available for students and staff who use the gymnasium. Institute also organises annual festival. Auditorium is a spacious multi-use concert hall a seating capacity of 500+ people and is centrally airconditioned. Institute makes an annual budgetary provision for cultural activities and annual day celebrations; towards the event management expenses such as lights, sound, musical instruments, costumes and logistics

The Information and Communication Technology is upgraded to facilitate efficient teaching and learning process. Teaching learning process has been now upgraded with the latest digital environment. This institution strives to provide state of the art technologies and continuously updates to the latest technology.

Student Support and Progression

The highlights of this Criterion five are the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment.

Students are being supported by well-established mechanism of the institute at all levels. Institution channelizes scholarships for the needy and deserved students through government schemes. Guidance for Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) and ICT/computing skills.

More than 50% of the students avail scholarships & free ships from Government as well as the institution.

Grievance Redressal Committee and Anti-Ragging-Committee and Internal complaints committee help the students to address the issues.

Add-on Certificate courses are offered to all the students to enhance their skills and capabilities. Faculty contributions for quality education and research were taken into consideration for the performance appraisal system, which helps improvising their performance, enhances their professional growth and contributes to institutional performance.

The Alumni association contributes actively to the growth of the institution in academic matters, student support as well as mobilization of resources – both financial and non-financial.. Alumni association with active contribution of alumni in enhancing teaching learning process and placement, training activities. The Alumni are a strong support to the institution.

adequate number of sports/cultural activities/competitions for the growth of students are organized in the institution every year. Institution has a good placement and progressionrecord of the students.

Governance, Leadership and Management

DCAST is a self-financing institute affiliated to HNBG University.

The institution has an effective and transparent governing system in tune with the vision and mission of the Institution. The organization structure of the institution and decentralization is clearly defined in the campus.

The Governing Body conducts periodical meetings where progress of the institution are discussed and recommend plans for the improvements.

The Management of the institute ensures academic excellence in tune with vision and mission of the institute, measures to attract and retain eminent faculty, welfare schemes for teaching faculty and non-teaching staff, up gradation of faculty and staff by encouraging them to participate in training programs, workshops, seminars and conferences by granting leave and financial assistances. The institute has implemented performance appraisal system as per norms and guidelines.

The Principal is the Academic and Administrative head of the college and responsible for the implementation the Vision and Mission of the college.

Research and Development (R&D) centre is taking care of all the research activities, encourages to sign MoUs with academia/industries.

The college's empowered team consists of the management committee, trust office bearers, the principal, teaching staff, the IQAC committee, non-teaching and supporting staff, a student representative, stakeholders and alumni.

Faculty contributions for quality education and research were taken into consideration for the performance

appraisal system, which helps improvising their performance, enhances their professional growth and contributes to institutional performance. Institution provides welfare support to both teaching and non-teaching staff. Annual performance Appraisal System is done for teaching and non-teaching staff of institution every year.

Institutional Values and Best Practices

Institutional values and social responsibilities are core aspects of academic programmes. Gender sensitisation, women-centric extra-curricular and co-curricular activities such as movie screenings and plays, painting walls, and boards with pictures and biographies of women leaders to reinforce the positive notion of women's empowerment is undertaken. A dedicated Counselling room and a qualified counsellor are made available 24/7 for students and teachers for gender related issues within the campus. The Institution promotes environmentally friendly and sustainable campus and hence energy conservation measures such as Solar energy, Biogas plant, and use of LED bulbs/ power efficient equipment's are installed. Other than the curricular aspect, the institution involves students and teachers in environment committee which promotes solid, liquid and e- waste management. Water conservation facilities such as Rain water harvesting, Borewell /Open well recharge, Construction of tanks and bunds and Maintenance of water bodies and distribution system are made available in the campus Campus initiatives such as Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles, Pedestrian Friendly pathways, ban on use of Plastic and landscaping with trees and plants are implemented in the campus. Quality audits on environment and energy are conducted annually and certificates obtained. The Institution has barrier free environment and necessary provisions are provided across the infrastructure. Institutional has initiatives in providing an inclusive environment within the campus, overcome regional and national barriers and promote regional and national comradeship. Shared responsibilities and leadership among students help them to appreciate their diversity. National integration programs promoting tolerance and harmony are conducted. Talks and seminars on national identities, constitutional obligations, constitutional rights, values, and responsibilities. DCAST periodically organizes talks and seminars on national identities, constitutional obligations, constitutional rights, values, and responsibilities. The Institution develops and monitors prescribed code of conduct for students, teachers, administrators and other staff Best practices are developed, identified and put in place across all areas of the institutions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DOON(PG) COLLEGE OF AGRICULTURE SCIENCE AND TECHNOLOGY
Address	Camp road, Selaqui, Dehradun
City	Dehradun
State	Uttarakhand
Pin	248011
Website	www.doonagriculturecollege.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	R R Dwivedi	0135-2698622	7579093330	0135-2698622	doongroupofcolleges@gmail.com
IQAC / CIQA coordinator	R K Mishra	-	9412953171	-	iqaccoordinatordcast@gmail.com

Status of the Institution	
Institution Status	Self Financing

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttarakhand	Hemwati Nandan Bahuguna Garhwal University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	23-05-2015	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Camp road, Selaqui, Dehradun	Rural	8	23225

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Agriculture,Agriculture	48	Twelfth	English	275	62
UG	BSc,Forestry,Forestry	48	Twelfth	English	100	9
UG	BSc,Horticulture,Horticulture	48	Twelfth	English	60	0
UG	BLibISc,Library Science,Library and Information Science	12	Graduate	English	30	3
UG	BBA,Management,Bachelor of Business Administration	36	Twelfth	English	60	17
UG	BEd,Education,Bachelor of Education	24	Graduate	English	100	83
UG	BCA,Computer Application,Bachelor of Computer Application	36	Twelfth	English	60	3
PG	MSc,Agriculture,Agronomy	24	Graduate	English	55	52
PG	MSc,Forestry,Forestry	24	Graduate	English	20	8
PG	MSc,Chemistry,Chemistry	24	Graduate	English	30	6
PG	MSc,Horticulture,Horticulture	24	Graduate	English	30	28

PG	MSc,Zoology,Zoology	24	Graduate	English	30	7
PG	MSc,Botany, Botany	24	Graduate	English	30	7
PG	MSc,Environmental Science,Environmental Science	24	Graduate	English	30	4
PG	MA,Education,Education	24	Graduate	English	30	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				10				30			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	1				10				30			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	16	1	0	17
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	6	0	4	3	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	14	0	26
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	81	360	0	19	460
	Female	120	94	0	14	228
	Others	0	0	0	0	0
PG	Male	3	142	0	9	154
	Female	7	65	0	6	78
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	20	19	20
	Female	8	16	10	14
	Others	0	0	0	0
ST	Male	20	13	17	24
	Female	15	16	11	13
	Others	0	0	0	0
OBC	Male	47	49	43	41
	Female	30	40	34	36
	Others	0	0	0	0
General	Male	97	139	96	237
	Female	127	121	162	262
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		359	414	392	647

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college has successfully implemented a multidisciplinary approach of study as per the guidelines of NEP from the academic session 2022-23. The new curriculum motivates students to explore subjects beyond their core disciplines under the courses like Minor Elective and Vocational. Additionally Co-Curricular course gives a common space for all the students to facilitate interdisciplinary interactions. The institution provides academic counselling and guidance to help students navigate their interdisciplinary interests and goals. This approach enables students to gain a broader perspective and develop a well-rounded education. Moreover, the institute encourages faculty

	development programs to equip teachers with the necessary skills and knowledge to integrate multidisciplinary approaches into their teaching methodologies. Efforts are also being made to have access to adequate infrastructure which includes access to technology, software, e-resources etc.
2. Academic bank of credits (ABC):	The implementation of the ABC system encourages students to explore diverse academic disciplines and tailor their education to their individual interests and career aspirations. For example, a B.A. student interested in environmental science can utilize credits earned from science courses to enhance their understanding of ecological issues and develop a multidisciplinary perspective. Similarly, a B.Sc. student may opt for humanities courses to develop critical thinking and communication skills alongside their core scientific knowledge. This will guide the students in selecting courses and help them navigate through the available course options, credit requirements, and the transferability of credits within the institution. Moreover, the institute is working towards formulating a clear policy and guidelines regarding the implementation of the ABC system. This includes defining the credit system, credit transfer mechanisms, eligibility criteria, and procedures for credit accumulation etc.
3. Skill development:	The institute is working to identify the skill gaps among students. It is keen to work in the field of rural development as per the requirements of the rural hilly terrain and the proposal regarding it has also been sent to the concerning authorities. Implementing a skill development program requires dedicated efforts, collaboration, and continuous improvement. Hence, the institute seeks funding or grants to enhance the infrastructure as much as possible to support the program effectively. At the same time it is constantly making efforts to collaborate with local experts and organizations that can contribute to the skill development program such as training in organic farming techniques, horticulture, etc. The students are also exposed to the online platforms to promote skill development courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NEP's significant attempts to incorporate the Indian Knowledge System by incorporating the concepts from The Bhagvad Gita and introducing subjects like Vedic Math on one hand and promoting regional

	language on the other hand is being implemented well by the faculty members. The institute has encouraged faculty members to ensure that students can be engaged with this efficiently through both online as well as offline mode. At the same time the need for teachers' training is also identified by the College.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is an educational approach that focuses on defining the desired learning outcomes first and then designing curriculum, teaching methods, and assessment strategies to achieve those outcomes. It's great to hear that DCAST in Dehradun emphasizes OBE. The inclusion of value-added courses, an open elective system, and personality and character development programs reflects a commitment to providing students with a well-rounded education. By emphasizing Outcome-Based Education, institute is likely to produce graduates who are well-prepared for the challenges of their chosen fields. This approach ensures that education is not just about completing courses but about achieving tangible and relevant learning outcomes that are essential for success in the professional world.
6. Distance education/online education:	DCAST is fully equipped to embrace the new norm of online education. Online education has become operational and widely adopted in the wake of Covid-19 pandemic. For the convenience of students, during the lockdown period due to the COVID-19 pandemic, both faculties and students adopted online learning. The adoption of online learning through platforms like Microsoft Teams, Google Classroom, and Google Meet indicates a commitment to providing continuity in education while prioritizing the safety and well-being of students and faculty. Blended learning has been a widely accepted and promoted pedagogical approach in DCAST. By maintaining a strong online education infrastructure and continually seeking feedback for improvement, institute can provide a resilient and effective learning environment for its students, whether in-person or online. This adaptability ensures that education remains accessible and impactful in various situations.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	DCAST has instituted an Electoral Literacy Club (ELC) and ensures its effective functioning with the total involvement of our students and active coordinators. Through various activities, the electoral process of registration and voting is familiar among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	We have both the faculty and student members as coordinator's, appointed by the college and it has its own representatives. The functions of this club are done through involving student participants in various awareness programmes. ELC includes the members as listed below: 1. Student Coordinator 2. Student Members from each department 3. Faculty Coordinator The Club educates students through Mentors for better outcomes. The club also encourages students to take part in outreach programs conducted and show through social responsibilities as this will help develop their skills and confidence. Our students and staff have actively participated in many such events.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The Electoral Literacy Club has actively involved in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public in association with DCSWC. The Club has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among general public under privileged sections of society especially disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Every year, students are encouraged to undertake projects in reaching out to the socially deprived. Faculty members and students are encouraged to know about Data Analysis which will help to research on betterment of the election process. The club ensures dissipating knowledge about Electronic Voting Machines (EVM). ELC in coordination with our College DCSWC team has been creating awareness among the public through the display of

	posters and by participating in campaigns as per the direction of the local bodies.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The club ensures that Voter identity card is arranged for all students and staff members. The club guides the students and faculty members about protocols needed for the application of voter ID cards and their follow-ups. It periodically participates and assigns events to create awareness of the importance of voting, through various programs like rallies, talk sessions, and by conducting seminars.

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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1154	1502	1823	2162	2165

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 96

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	46	52	64

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
522.496	716.608	873.586	1790.457	872.181

File Description	Document
Upload Supporting Document	View Document

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Doon (P.G.) College of Agriculture Science & Technology, Selaqui, Dehradun is affiliated to H. N. B. Garhwal University, Srinagar, Uttarakhand and has insignificant role in curriculum designing and development. The university formulates and revises the curriculum frequently. Also, the implementation will be well documented to have effective monitoring of the curriculum delivery at various levels.

Curriculum Analysis:

The H. N. B. Garhwal University, Srinagar, Uttarakhand curriculum is a blend of Humanities, Basic Science, Management, Core Courses, Elective courses, Projects and Seminars. Etc. The Institute also follows the curriculum and the courses prescribed by the institution are offered as Value added courses or addressed through topic beyond curriculum or Gaps in curriculum.

Based on the academic calendar, general Counselling, Annual Day, Sports Day and Holidays, the department plans the Seminars, Conferences, Workshops, Guest lectures and Industrial Visits. If there is any deviation in the schedule due to unavoidable reasons, then the event may be conducted with the approval of HOD and Principal at a later date.

Curriculum Delivery Plan and Implementation

Course Allocation:

Before the commencement of every semester, the course competency matrix is formulated. The course allocation is done based on the choice/expertise of the faculty members by the HOD. For each course, a subject expert is identified as a course coordinator.

Faculty Preparation Program and Course File:

Faculty Preparation Program is prepared by the faculty members based on the course allocated to them. They prepare a detailed lesson plan, handouts, assignments questions, question bank, answer keys, previous year university question papers and quiz questions. FPP is reviewed by the course coordinator and it is approved by the IQAC Coordinator, Head of the Department and the Principal. At the end of the semester, in addition to the contents present in the FPP, Internal Assessment Tests and Model Exam question papers, answer keys, sample answer scripts, students marks, sample assignments, action taken for the slow learners, content beyond syllabus, log book Faculty members use various pedagogical methods for effective teaching and learning processes like Conventional Learning, ICT Based Learning,

etc.,

In this manner, the Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment.

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

1.2 Academic Flexibility

1.2.1

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

Response: 32

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.2.2

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

Response: 58.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
717	1156	209	1568	1475

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Being H. N. B. Garhwal University, Srinagar, Uttarakhand affiliated institute, the curriculum prescribed by the university is followed. Crosscutting issues relevant to ethics, environment and sustainability etc., are integrated into the HNBGU curriculum across all UG/PG programs. The Gender, Human Values. The Crosscutting issues like Gender equality, Environment and Sustainability, Human Values and Professional Ethics are well integrated into the Curriculum prescribed by HNBGU, and listed below:

Program Name	Core Course Name	Integrated to,
M.Sc. EVS	Environmental Science	Environment
B.Sc. Agriculture	Essence of Indian knowledge Tradition	Human Values
B.Ed.	Foundation Courses in Humanities (Development of Societies.)	Human Values
BBA	Mentoring and Professional Development	Human Values
BBA/BCA	Constitution of India	Professional Ethics

1. Professional Ethics and Human values

In view of promoting the professional ethics among the graduates the HNBGU has introduced professional ethics as an elective course. Even though it is in academic curriculum the college takes efforts for integration of ethical and human values through extracurricular activities such personality development, yoga, meditation etc.

The institute is organizing various Programmes under DCSWC to inculcate human values among students. Different activities like guest lecture, seminar and workshops relating to the professional ethics and human values have been organized for students.

Apart from this, industrial visits are arranged for the students to know about the work culture and practices in the industries. Every year, in summer and winter vacation, the students are encouraged to undergo internship and training in leading organizations. This facilitates the students to get an exposure

to a professional environment by solving problems and designing solution professionally.

2.Gender

The institute understands the importance of Gender equality and thus maintain 40:60 ratio of women to men work force in both teaching and non-teaching. Also, as per the admission analysis girl to boy student ratio is 40:60.

DCAST Dehradun, has provided separate hostel for boys and girls with state of art infrastructure. Institute's woman empowerment cell has been working consistently for women safety in college campus. Numbers of   Programmes are specially conducted for promoting gender equality.

Institute has organized various workshops and invited talks on Woman Empowerment, Laws for Woman, Role of Woman in Nature Conservation, Sexual Harassment of Woman at workplace etc.

3.   Environment   and Sustainability

The usage of plastics is avoided inside the campus. A Mini marathon was conducted to insist the public to avoid plastics. Students are motivated to do more projects related to environment issues and finding solutions to that. Clean and Green environment is made inside the college campus. Through the DCSWC and Rotaract clubs, health and hygiene camps are organized to create awareness to the public in rural areas. Students are motivated to develop projects which can help to reduce air pollution and sustain a pollution free environment.

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

1.3.2

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

Response: 38.82

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

Response: 448

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 46.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
359	414	392	647	742

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

2022-23	2021-22	2020-21	2019-20	2018-19
1030	1080	1080	1170	1170

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)

2.1.2

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

Response: 28.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	153	134	148	216

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

2022-23	2021-22	2020-21	2019-20	2018-19
514	540	540	585	585

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 23.08

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student-centric learning methods are introduced as a hub-spoke model in Doon (P.G) College of Agriculture Science and Technology, Dehradun where teaching – learning activities to meet curricular requirements are carried out by academic departments, while delivering additional lectures/courses through peer-learning and build confidence levels of the students.

Academic interventions for enhancing experiential learning, problem solving abilities are addressed through innovative curricular components such as

1.   Embedded courses – where theory and practical components are taught simultaneously/parallel to understand concepts,

2.   Simulation based experiments in laboratories, industry sponsored facilities with commercial scale

experiments (Departments – Agriculture, Hortsiculture, BBA, BCA, Forestry, etc.)

3. Workshops with computer-based learning.

4. Activities of Clubs and Societies to enhance students participation in social causes.

5. Industrial visits/field visits/visits to industrial fairs are organised to appreciate new developments in their domains,

6. Internships for a period ranging between one-week to one-semester are provided during winter/summer vacation or to carry-out capstone projects in industry.

Participative learning–

Through peer contact within the framework of a shared objective, the less talented members of the group pick up skills from the more skilled members. More experienced members are able to clarify things better for other members. Social skills and positive interdependence are two additional benefits of this learning approach. Therefore, during the delivery of the course, these two learning strategies are used.

ICT Enabled Tools

In order to enhance the learning experience, to provide better user-experience, state-of-the-art educational technologies are employed in the teaching-learning process. Software required for simulation, analysis and animation are purchased and students are permitted to use them remotely also. All the classrooms are equipped with LCD projector, system connectivity and Internet. Besides, every academic block is equipped with Interactive Smart Board with wider features for enhancing the teaching. Video conferencing, Skype facilities are made available for interacting with experts, alumni and peer groups for value added discussions related to emerging topics.

Campus community – faculty, support staff and students – is trained to use the ICT resources, technological platforms and online resources to augment and supplement the regular process.

Experimental based learning

The purpose of a laboratory course is to assist and motivate students to understand the fundamental ideas behind the experimental components. The major objective is to help pupils become capable of thinking and doing experiments with their hands. Furthermore, the objective of this laboratory course is to enhance students' comprehension of safety regulations, enhance their ability to communicate experimental outcomes, elevate the calibre of their analysis and research, and rekindle their curiosity. To enhance students' learning experiences, the curriculum includes field work and industry trips.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	53	46	52	64

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 37.74

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	18	18	20

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

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The College examination cell is headed by the Controller of Exams, who is duly assisted by the Deputy Controller of Exams. They are fully responsible for keeping the students and faculty abreast with the University/ Internal evaluation process both in the semester and annual examination programmes. They in turn are guided by the affiliating University regarding the evaluation schedules and any changes in the process of the evaluation system.

The affiliating University introduced the semester system in the majority of PG Programmes from the academic year 2011-12, which led to CGPA system of gradation along with reallocation of the syllabus, credits assigned to various units, scheme of sessionals and term-end exams and minimum credits to pass a course, etc in 2015-16. These were circulated/ explained among examination cell faculty by University. The changes in the evaluation and credit system were subsequently disseminated to the faculty and students in a similar fashion by the examination cell. The evaluation system is explained to all the newly admitted students' every year.

Examination Cell always circulates the examination schedule for sessionals as well end of semester examination/ annual examinations as notified by the affiliating university. The registration of the students in University is done online and the respective class coordinators guide the students for the same. The Schedule of the university examination is also displayed on the Institute's website as well as circulated to all through departmental Whatsapp groups and notice boards. For any query, the students are free to contact the Examination Cell.

Pre-university examinations in the annual programme are conducted by the examination cell strictly on University examination pattern and guidelines. This readies the students to face the university exams confidently. Answer sheets are shown to the students and queries of the students are satisfied.Weightage is given to assignments, presentations, discipline, attendance and field report/ clinical orientation while considering the internal assessment in theory courses. Lab records and communication skills do get weightage in lab courses and presentation /seminar of dissertation work.Question banks and referral material are made available to the students in the departmental library to make them aware of the University examination pattern.

Grievance regarding semester examinations conducted by Hemwati Nandan Bahuguna Gharwal University, Srinagar, Gharwal (UK) is handled as per university proceedings. The Examination Cell does a crosscheck as soon as the university examination results are released to ensure that the grievance redressal has been handled effectively.

File Description	Document
Provide Link for Additional information	<u>View Document</u>

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Outcome based education:

In accordance with UGC standards, Doon (P.G.) College of Agriculture Science and Technology has implemented outcome-based education for both general and professional education courses. Learning objectives are set in accordance with the updated Anderson-Bloom's Taxonomy and are explicit, quantifiable, and attainable.

POs, COs & PSOs:

Programme specific outcomes have been formulated by university based on the programme educational objectives, departmental vision and mission, and through an elaborate workshop conducted by the academic committee and IQAC. Programme and course outcomes for all programmes offered by the institution are stated, displayed on the UNIVERSITY website, and communicated to the teachers and students of Doon (P.G.) College of Agriculture Science and Technology..

.**Briefing of POs:**

POs are disseminated to new and returning students through the institution's induction programmes, in classes for current students at the start of the academic year, in the annual student handbook, via uploads to departmental and institutional websites, departmental notice boards, laboratory notice boards, and department-organized seminars.

Formulation of COs:

Course outcomes are formulated by the University for undergraduate, postgraduate programs and general higher education programs.

Acquaintance of COs with the students:

Teachers at Doon (P.G.) College of Agriculture Science and Technology have been assigned to talk with students about how the syllabus and assessments relate to the course objectives. In order for students to comprehend the value of the course, teachers also convey to them the mapping of the course results with the programme outcomes

Feedback Questionnaire:

Stakeholder's feedback questionnaire is provided to the students having specific questions on course outcomes, programme outcomes and program specific outcomes so as to bring in the improvement

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

DCAST, Dehradun has adopted the Outcome-Based Education framework using the Rubrics methodology to calculate the attainment of PSO and CO.

The assessment process uses both direct and indirect measures to measure the attainment of course outcomes. The measures are as given below;

Direct measures:

Internal Examinations

Assignments

Seminars/Presentations

In-direct measures:

Attendance

Class Participation

The classroom employs a range of assessments, which demonstrate student achievements.

Pre-Assessment

At the beginning of each Semester of Inquiry, teachers will assess students' prior knowledge and experience before embarking on new learning experiences.

Formative Assessment

Formative assessments occur throughout the unit or learning process. Formative assessments take a variety of formats that may include orals, debates, role play mcqs, etc. These assessments are also known as Assignments.

Summative Assessment

Summative assessment happens at the end of the teaching-learning process or experience and is planned for in advance. It is also known as Internal Exams. The assessment is designed so that students can demonstrate their learning in well-founded contexts and apply it in new ways. It must be noted that while defining a question paper for exams, questions must be chosen based on their corresponding CO's weightage and must be mapped to their COs. This helps us to calculate the performance of a student for a CO.

The accomplishment of every one of the PSOs and COs is done through rubrics methodology assessments, and learning tasks. The results for the assessments and tasks are outlined inaccordance with CO and the achievement is surveyed from the appropriate response contents. The accomplishment of every CO is determined by the exhibition in the tests and assignments. The Summative and Formative marks are calculated on a 3-point scale. The average of this 3- point score is taken as the overall attainment for that particular course. The score thus obtained is mapped with the CO and PSO. each Attainment score is calculated with the mapped score resulting in the final attainment score

Indirect techniques: Feedback collected every year through a structured format prepared by the department on CO andPO attainment strategies.Analysis of feedback is conducted at the department level and subjected to detailed discussion. The analysis output is referred to the apex board and an analysis meeting is conducted with the subject teachers.Based on the discussions, pragmatic suggestions brought up are used to generate a new action plan for the succeeding year aimed at the attainment of learning outcomes.Course End Survey which is done at the end of the course through the LMS - Linways feedback mechanism Employer Survey which is conducted by the Management once in an academic year through feedback forms about the relevance of course and course level contents in the scenario. Alumni Survey held once in an academic year concerning the industry they are now placed in.The success rate is witnessed by the gradual increase in results obtained in each semester examination, placements and upward mobility of graduates.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 93.54

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
454	595	672	650	567

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

2022-23	2021-22	2020-21	2019-20	2018-19
513	633	713	695	587

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

INCUBATION CENTER:

Incubation Centre is a space for new age entrepreneurs and young minds to transform their innovative ideas into viable business propositions. Our primary vision is to facilitate a platform for a budding entrepreneur to start a business venture with minimum risks. Incubation will ensure that incubates have access to technological assistance which will be generated through mentors with multidisciplinary expertise. We encourage young enthusiasts with creative pursuits with an inherent zeal to be entrepreneurs to take advantage of this novel initiative.

OPERATING MODEL: As the Incubation Centre is at the very early stage, the initial operation will be focused on nurturing innovative ideas, support in developing the business proposal, support with the industry and related departments linkages, identifying the target market, provide space to work, consultation with the faculty members, technological guidance, industry exposure, pre-launch & launch activities, feedback system and contact with the investors.

BENEFITS TO THE SOCEITY: By setting up the innovation and incubation centers at higher educational institutes, small industries gain access not only to leading edge technologies, but also highly trained students, professors and infrastructure facilities while the higher education institutes are benefited from building links with local bodies and improving their objectives regarding student employability. Involvements of the industry in the academic programs of the higher educational institutes are a major mechanism for knowledge transfer. Role in knowledge transmission has been the motivation for the development of Innovation and incubation Centers at higher educational institutes.

STRUCTURE OF INCUBATION CENTER: In order to create this innovation and incubation culture in the higher educational institutes, students must be developed with all the cognitive levels of learning, every lab in the institute must be equipped with latest gadgets that are used in the industry. And also involve experts from industry in order to handle few courses for the development of innovative thinking of students which leads to incubation at the higher educational institutes. The incubation center consists of **office space with 30 computers, one printer and one scanner**. The budding entrepreneur is allowed to use these facilities for a period of one year. Apart from these the budding entrepreneurs can make use of all labs like tissue culture lab. The institute has a **mushroom cultivation center**, **a fish farm** and a **poultry farm**. The budding entrepreneur can practice and learn these activities before venturing into these business activities.

MOUS/COLLABORATION: The institute has made a number of MOUs with various organizations and institutes for providing field work experience and internship. Apart from this activity experts from these collaborators give expert lectures, motivational talks, the challenges faced by an entrepreneur.

Indian Knowledge System (IKS)

Initiatives for creation and transfer of knowledge has taken by DCAST. Library is having seperate section of Indian Knowledge system. To develop awareness about IKS number of workshops, seminars, webinars and awareness programs are organized to instill in students. Various activities are taken place for developing the learning practices and capability of being creative and enriching themselves by transfer of knowledge.

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

3.2.2

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

Response: 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	12	8	6

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	10	10	12

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	7	4	4	5

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The institute has an effective DCSWC unit for the past six years. It has been established with an objective of providing a platform for the interested students to take part in social work activities so that the students inculcate ethics and human values and become a responsible citizen when they complete their college education. It was established on 03/06/2017 Current DCSWC team contains one program coordinator with a team of more than fifty student volunteers. The DCSWC conducts all the extension and social service activities on regular basis.

PLANNING FOR AN EXTENSION ACTIVITY: An extension activity cannot be conducted without proper planning. It involves a lot of issues and permission from the local authorities is required. Since an extension activity is conducted away from the campus moving the students and staff from the campus to the site where extension activity is carried out involves transport expenses and the means for the transport has to be arranged.

AWARENESS PROGRAM ON ENVIRONMENT: Awareness programs related to environmental issues like air pollution are conducted regularly. Tree sapling plantation program was conducted.It was conducted by ECO club in collaboration with DCSWC. "Plants are like people. When they get proper nutrition, they look happy and healthy. But if they look dry and withered, they may need more care." Trees influence the environmental eco system. They contribute a lot for climate change conditions like heavy rain, extreme temperature, and natural calamities like flood etc are caused by environmental problems created by human settlement in forest area followed by deforestation.

AWARENESS PROGRAM ON HEALTH, HYGIENE & CLEANLINESS: Awareness program on personal health was conduct in premnagar. The residents were informed about both communicable and non-communicable diseases. They were informed that prevention is better than cure. Cleanliness Programs like Swachh Bharat Abhiyan are conducted to create awareness among the general public about the importance of cleanliness around the area where they reside and the ill effects of not keeping

the surroundings clean.

AWARENESS PROGRAMS ABOUT WOMEN EDUCATION:

The DCSWC team conducts various awareness programs in multiple localities in the nearby area of the college. The objective of conducting awareness programs is meant for providing the citizens with valuable suggestions for managing the social, environmental and health issues. This results in the improvement of quality of life of the people in the rural area. This creates a positive vibration among the general citizens and they involve themselves along with the DCSWC volunteers and approach them for solution of their problems. One of the important services that is rendered by DCSWC volunteers is disseminating information about the latest developments in sanitation, and personal hygiene. The government schemes such as Swachch Bharat a program initiated by government of India are meant for keeping the environment clean. The programs like Beti Bachao and Beti Padhao which is meant for creating awareness about the legal rights of women for survival and education.

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

3.4.2

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

Response:

The institute is having a DCSWC UNIT. The purpose of the unit is to extend social services to the neighborhood area. Also the institute is having many clubs like Eco Club, Health Club, Women's study Unit etc. The Eco club is responsible for the EXTENSION ACTIVITIES conducted related to environmental issues. It designs, plans and executes the programs related to environmental issues. The Health Club designs, plans and executes the extension activities related to health and hygienic issues. The women's study unit conducts programs related to women's issues. Due to the extension activities conducted in the rural villages the concerned village chiefs have issued appreciation certificates to honor the institute.

 Awards and recognitions received:

The DCSWC unit of the institute conducts various extension activities near the neighborhood. It conducts the extension activities in collaboration with the local panchayat and various clubs established in the college for these activities.

The following are some of the awards received for the extension activities conducted in the nearby rural area.

1. A certificate of appreciation was awarded by the Jamanpur panchayat for conducting a cleanliness drive at Jamanpur.

2. A certificate of appreciation was awarded by the indipur panchayat for an awareness program conducted on malaria.
3. A certificate of appreciation was awarded by Shankarpur panchayat for organizing the Beti Bachao program
4. A certificate of appreciation was awarded by Sahaspur Panchayat for conducting the Beti Padao Program.
5. A certificate of appreciation was awarded by Vikas Nagar Panchayat for organizing an awareness program on program on organ donation.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 52

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	10	10	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 22

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

DCAST, Dehradun is stretched over an area of 8 acres in a green, clean, neat and spacious environment. It is a fully self-contained campus with requisite infrastructure as per guidelines of UGC and other statutory regulating athorities. The Admin Block, Academic Block 1, Acadmic Block 2, Laboratory Block and field experimental site forms the major academic wings with modernized classrooms and ICT facilities, laboratories, seminar hall, Auditorium, meeting rooms/board rooms, tutorial rooms that are adequate to provide a good learning ambience to students. To nurture learning, a wide array of sophisticated equipment is available in all the laboratories. The college has spacious playground for sports activities.

To organize and motivate co-curricular and extra-curricular activities the campus has seminar halls and indoor auditorium. To foster research activities, the institute has an incubation center with modern ICT facilities, where faculties and students can do their research work.

The college has a dedicated 100 Mbps leased line connectivity for providing uninterrupted internet services to the systems. There is a separate server room which provides all network connectivity, administrative services throughout the campus. Entire campus is Wi-Fi enabled with secure log in mechanisms.

To inculcate the habit of reading, the central library has a wide collection of books, magazines, journals in the central library. It is fully automated. Apart from the text books and reference books that are specified in the syllabus, the books related to recent technologies and advancements in all fields of professionals, books for personality development, books to prepare for competitive exams, are also available. To patronize the spirit of perpetual learning a digital library is functioning inside the central library. The students can access e-books, e-journals and videos in this digital library.

The Amenities and facilities also includes well maintained lawn, ramp, garden, temple, health care centre, first aid facilities, fire extinguishers, sanitary napkin vending machines, ATM. The campus also has CCTV surveillance at all strategic locations, generator, elevator, RO water purifier. Spacious and well- maintained canteen provides delicious and hygiene food.The entrepreneurship development cell, innovative project cell, Training and placement cell provides consistent support and motivation to the students for their self -development.

However, the institution has a structured mechanism for the creation and enhancement of additional infrastructure beyond the statutory requirements to facilitate effective teaching-learning. The head of various departments and administration in consultation with their respective team members submit a proposal to the head of the institution every year on the need for the creation of a new infrastructure or enhancement of an existing infrastructure. Then, the requirement of various departments are compiled by the head of the institution along with the feedback collected from other stakeholders on infrastructure and submits a report to the management/ governing council. It is then approved based on the priority and availability of funds.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 46.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
119.34	194.77	215.33	1300.13	374.59

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

DCAST, Dehradun library, comprising in an area of 454 sq M with seating capacity 400. At present, the library houses a collection of above 20000 books, E-Books, 1260 M. Sc. Thesis 2781 project reports, previous year question papers. The library subscribes to 5 magazines and 5 newspapers. Digital library services unit has 20 advanced computers with high-speed internet connection. Our library acquires more than 750 books every academic year. Our library subscribes to E- Resources Packages and journals which is listed in DELNET. Knowledge exploration happens as around 25+ students use the library every day. Also our college Library has institutional membership with e-ShodhSindhu. Also our DCAST, Dehradun library is completely automated by Integrated Library Management System.

The library has Wi Fi facilities and LAN facilities. A visitor record is maintained for students and faculty members. New Arrivals of books and journals are displayed on rack. The library has under closed circuit television (CCTV) surveillance also has access to DELNET under institutional membership. All e-resources are accessible locally within the campus as well as remotely. Library building is centrally located and has provision for both individual and group studies. Adequate space is provided for browsing and relaxed reading. The library also provides access to Internet. The library has developed the database of its own collection through the library software. Library is fully computerized with barcode-based issue-and return process. Students and faculty member for search of books by title, author, subject name etc.

The Initiatives taken by DCAST

Free WI-FI and internet access,

Download and printout facility.

Reprographic facilities.

Organization of Book Exhibitions/Display of new books.

Proper system of feedback from users to improve library services

System of recommendation for purchase of books through Departments.

Rules and Regulations

1. Students are allowed to Library only on production of their authorized college ID Cards.

2. No personal belongings and text books allowed inside the library.

3. Enter your name and sign in the entrance register kept at the entrance counter while using the library.

4. Strict silence to be maintained and no group study allowed inside the library.

5. Using mobile phones is strictly prohibited in the library premises.

6. Books should be handled with care. Marking on the books ,tearing pages etc are most objectionable and may lead to initiation of stringent disciplinary action on the member.

7. Issuance of library books is limited to two for students.

8. Returns of books are mandatory before the due date mentioned in the due date slip attached to the book. A fine of Rs.10/per day will be levied for overdue Books.

9. Borrowed books are non-transferable and a borrower shall remain responsible for material issued to him/her until it is returned .Reference Books , journals and magazines are only for consultation within the library and are not to be taken out of library premise.

10. The librarian may recall any book from any member at any time and the member shall return the same immediately.

11. users should obey the library rules and regulations .Violation of rules and any act of misbehavior to the library staff will lead to strong disciplinary action.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

DCAST, Dehradun continuously upgrades of technology. Institution takes utmost care in providing IT based atmosphere in the campus. Teaching learning process has been now upgraded with the latest digital environment. This institution strives to provide state of the art technologies and continuously updates to the latest technology. The Information and Communication Technology is upgraded to facilitate efficient teaching and learning process. Continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. Extensive infrastructure has been setup during the last five years: and the infrastructure is one of the quality policies of the institution. The institution provides IT enabled teaching-learning environment in the campus round the clock. Leased web connectivity is in place to cater to all students and staff through Wi Fi and physical connectivity. Till May, 2015 we had Wi Fi facility for office, canteen, library and some labs.

Infrastructure of computer lab and Software:

Computer lab is well-equipped withBranded PC' adequately supported by 100 Mbps leased lines for internetconnectivity. It is also equipped with a wide range of licensed system software and application software. The entire campus is connected with LAN Messenger.Computer labs are well connected with internet to help the students and faculty to carry out their academic and other work.Lab assistants are available to support students and faculty in their queries.

Developments and changes are made to upgrade classroom into e-classrooms/smart classrooms. All classroom are e-classrooms/smart classrooms ICT Equipment's available in each class room.

In general, Time to time, based on the needs and requirements, our computer, laboratories and campus is upgraded.

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

4.3.2

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

Response: 15.39

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

Response: 75

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 7.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
39.97	196.72	36.74	43.21	43.82

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 51.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
431	920	805	958	1388

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 45.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
807	779	656	802	934

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during

the last five years

Response: 37.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	340	280	195	155

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

2022-23	2021-22	2020-21	2019-20	2018-19
454	595	672	650	567

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 1.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	11	04	06	03

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

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	03	02	04	02

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 10.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	6	12	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The role of Alumni in DCAST, Dehradun is very vital and the Institute has very good rapport with the industry and alumni from the inception. The Prime objective is to enroll all alumni as members of the association and facilitating active participation of the alumnae in appropriate activities, events, and initiatives of the Institute. The DCAST, Dehradun   Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. The Institute established alumni cell in **2012** to maintain a good linkage between institute and alumni. Regular Alumni meet and Interaction with alumni is done frequently by conducting various webinars, seminars and guest lectures. The alumni association helps in building a network of the alumni and helps in being in touch with the corporate world. Every year Alumni meet will be hosted by the Alumni association and supported by the Management where the alumni from different branches are invited to share their views and suggestions on the scope of their course and also to create awareness about the professional world. This paves an opportunity for the alumni to meet other alumni and cherish their past experiences and moments. The Alumni Association provides an avenue for sharing their intellectual, career and professional experience not only with the teachers but also with the present students. The Following are the activities carried out with the help of Alumni.

 Curriculum Enrichment: Alumni are involved for curricular gap identification and development of value added course module. The webinars are being taken in technical topics every week by alumni.

 Interactive Sessions: The alumni association helps in holding interactive sessions to motivate current students about the employability and educational opportunities abroad. They share their opinions in social network Industry connect: The alumni those who are entrepreneurs arranges industrial visits to the students and provide inputs on how to start a new venture to turning them in to job providers. The Alumni extend their support for student internship.

 Mentorship: Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the college for the benefit. To assist the students in securing suitable jobs.

Placements/ References: The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students in referring to companies and get placed at their respective organizations. Alumni will be a recruiter in some of best companies in which he will be

guiding students to get placed.

  Generosity: The association also plays a significant role in contributing scholarships to deserving students. Another activity of the Alumni is they donate trees for making the institute environment green. Major visible additional activity of the alumni is by providing donations to the college. Administration: Alumni are members in IQAC and provides inputs for imparting quality system adaptive to recent trends and requirements of industry.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

VISION:

- To impart value based quality education and empower the students with wisdom and instil rich Indian tradition, culture and self confidence.

MISSION:

- Provide value based education, research and training of high standards as per NEP.
- Impart Innovative skill development programmes.
- Emphasize on strongly aided practical and field trainings to students to get deeper and upgraded knowledge of the subject to the students and faculty members so that they can involve in research activities and conduct research on latest technology.
- Create awareness about the environment and their individual roles towards sustainable global living conditions.
- Conduct courses on Professional Ethics and Human Values.

NATURE OF GOVERNANCE:

Doon (PG) College of Agriculture Science and Technology is one of the premier institution established with the purpose of providing meaning full education, research and training of the highest standard and to provide leader ship in professional education.

The governance of the College, steered by a Governing Body at the apex level, is participatory, decentralized, transparent and transformational .The focus of the College is on areas such as academics, administration, financial management and infrastructure development. The governance ensures that the execution of educational programmes reflects institution's vision and mission.

The Principal administers the day- to-days activities of the College. Next to the Principal in the hierarchy is the Dean Academics, the Heads of various Departments, the faculties and the non-teaching, technical and non-technical staff to look after academic and administrative aspects respectively. The Librarian, Placement officer and different governing cells report directly to the Principal. The College has set

strategies to adopt innovative methods and best practices to deliver quality education to the students.

Participation in the Institutional Governance:

Principal, Dean Academics lead administrative bodies for effective implementation .HODs along with faculties make the decision for various activities of the Departments. Principal along with overall administration motivates faculty, supporting staff and students to maintain a competitive and conducive academic environment. Faculty members and administrative team are involved in the process of decision making in executing their duties, responsibilities and rights. The Principal, Dean Academics and faculty design calendar of activities and the top management monitors its implementation providing the necessary support. Faculties also hold responsibility of examining and assessing the students in a transparent way and in time with adherence to regulation. Faculty members actively take part in various committees like IQAC, Placement cell, Discipline Committee, Internal Complaint Committee, Grievance Redressal Committee, Anti Ragging, Research Committee ,Examination committee ,Sports and Cultural Committee are encouraged to give ideas pertaining to the growth and betterment of the College. They are engaged in policy formulation, planning, execution and monitoring.

National Education Policy (NEP) implementation:

Aims to revolutionalize education in India by bringing comprehensive reforms with its focus on holistic development ,multilingualism ,flexibility and technology integration. NEP promises to create a more inclusive and future- ready education system.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

College has a clear-cut hierarchical structure with the Governing Body as the apex forum for implementing the vision and mission. The college has a well-structured organisational structure under the visionary leadership of Chairman and Director.

The Governing Body is the apex body with regard to matters like policy making. It consists of the Patron, Co-Patrons, the Manager, the Principal, representatives from the teaching and nonteaching staff, and other eminent personalities from outside. It frames strategic plans that can be College has a clear-cut hierarchical structure with the Governing Body as the apex forum for implementing the vision and mission. The college has a well-structured organisational structure under the visionary leadership of

Chairman and Director.

The Governing Body frames strategic plans that can be adopted in the fields of infrastructural development, enhancement of quality in the teachinglearning process, promotion of research and other healthy practices.The quality policies of the college are put into action through the Governing Body and the College Council.The recruitment of the teachers is done on the basis of the HR Policy of the Management.The Principal is the facilitator executing the institutional policies with the assistance of the College Council.The quality enhancement and sustenance of the activities of the college is ensured by the Internal Quality Assurance Cell.The duties of the college office staff have been clearly delineated.The institution has a very quick dynamism to address the grievances via faster recording, settling and reporting.There is a grievance redressal forum for student's academic issues – The departmental level, the Examination Cell and then the college level grievance redress mechanism. For non- academic issues, it goes through the Department, Discipline Committee, College Council, and if needed, the Governing Body.Issues brought to the Grievance Redressal Cell are addressed in consultation with the concerned HoDs.At the appellate level, all unresolved issues are redressed by the Principal in consultation with the Discipline Committee and College Council.The administration of the college is supported by a number of committees and cells like the IQAC, College level monitoring Committee, Department level monitoring Committee, AntiRagging Committee, Grievance Redressal Cell, Discipline Committee, Women Development Cell, Placement Cell, etc.Strategic plans have been developed through discussions with various stakeholders. They are implemented and reviewed through a multi-stag deliberation held in bodies such as Governing Body, IQAC, and general staff meeting.

The college has a five-year strategic plan which focuses on Quality enhancement initiatives, Curricular aspects, Research, Infrastructure, Students support, Environmental initiatives, Initiatives for society welfare etc.A central committee consisting of the Manager, Principal, the heads of the departments and selected teachers, were given the responsibility for bringing out a document outlining forthcoming plans and targets of the college.The prospective plans focus upon infrastructural development, enhancement of quality in teaching-learning process, promotion of research, healthy practices, etc

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare Scheme :

Doon (PG) College of Agriculture Science and Technology ,Selaqui, Dehradun provides excellent care for both teaching and non teaching workers. The college promotes beneficial welfare programmes in order to increase employee morale and hence motivates them to work efficiently. The college values its personnel's contribution to the institutions overall development and progress. The institute provides a variety of welfare benefits to its employees, including promotion and increments based on self-assessment .Being a Pioneer in higher education ,the Institution beliefs that providing a conducive atmosphere for the faculty members to work and grow in their career is of paramount importance .In this regard a plethora of welfare measures were implemented to support and nurture the physical and mental well being of the members of the faculty.

Academic Advancement and Rewards

- Faculties were granted reimbursement for significant contribution in research publication , paper presentation, attending Conferences/Workshops/Seminars/FDPs/PDPs.
- Honoured with "Beyond the Call of Duty" award for their exemplary services.
- Permitted to deliver guest lectures at other institutions.

Leave and Vacation benefits

Staff are eligible for 14 days casual leave benefits,10 days Holi and 10 days Deepawali vacations as per College norms. Casual leave or CL is granted to an eligible employee if they can not report to work due to an unforeseen situation. Casual leave can also be utilized if an eligible employee wants to take leave for a couple of days for personal reasons, but not for vacations.

 Compensation Leave applicable to all the employees and is sanctioned in lieu of having attended office on a holiday. This leave can be combined with holidays and casual leave and should be availed with in two months from the date of attending duty.

Maternity leave is admissible to married women employees and Special Medical Leave are granted for medical exigencies.

Retirement Benefits

- Non- teaching Staff are covered by Employees Provident Fund Scheme.

Financial Support and Ex-gratia

- Need based interest –Free loans to staff.
- Bonus /festival gift to staff during Deepawali, Holi.
- To enhance the employees profile the college provides a pool of welfare schemes through the assistance of Bank of Baroda ,which offers /Provides credit options to college employees such as personal loans, educational loans ,housing loans, vehicle loans etc.
- The college contributes employees provident fund scheme for non- teaching staff.

Official Welfare Measures

- Retired staff are invited as guest of Honour during Republic Day, Independence Day celebrations and are extended the privilege of hoisting the National Flag. They are also felicitated on Annual Day/Teachers Day.
- A separate seating space is available for the staff in the canteen and Mess.
- Reverse Osmosis (RO) plant has been installed to provide potable drinking water.
- Internet facilities are made available to staff.
- All blocks /buildings of the campus are provided with ramps/elevators.

Safety and Security Benefits

- Adequate safety measures are in place to check the visitors entering the College
- Ample parking facilities available for faculty.

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

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	35	35	52	41

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Being a private college under HNB Garhwal University (a Central University) Srinagar Garhwal Uttarakhand, fee collection is the major source of income generation for the College. In addition to the income from fees, College has few other sources through which it mobilizes the funds to meet out all the expenditures incurred. Few Departments are playing a vital role in sourcing the funds for the college like Department of Agriculture, Horticulture and Forestry are involved in generating funds by Mushroom cultivation ,sale of wheat ,paddy, milk, vermicompost and poultry ,horticultural plants, vegetable seeds and seedlings ,seeds and seedlings of forest trees.

During the commencement of every Academic year, the budget is prepared by the Department incharge by considering various expenses heads well in advance.

Some of the key highlighting heads considered while preparing budget are- purchasing of Laboratory Instruments, Chemicals, Glasswares, Books ,Journals etc. for the Departments, Repair Maintenance of Consumables, Programme participation by Teaching and Non-Teaching Community, Faculty Development Programme, Professional Bodies, Travelling Expenses etc.,

The prepared budget is forwarded to the Principal , Through formal consent by the department head and at the same time in consultation with Department Faculty Members as well.

In HOD's meeting Principal elucidate the Budget Proposal submitted by various departments and perform the discussion . Then it is sent to the management for approval.

In addition to the above expenses head, provisions like books, salaries, maintenance expenses such as electricity, water , telephone. Internet, newspapers etc., are also considered as a heads towards utilizing the allotted funds.

The Governing body of the college will blow the final approval whistle for the proposed budget. The approved budget is effectively utilized based on the priority requirements against the proposed activities.

College conducts internal and external financial audits regularly Auditing is an important part of the functioning of the college. In Doon (PG) College of Agriculture Science and Technology the audit is done annually by the finance department of College.

All expenses such as of revenue nature are audited by the internal audit. The audit team does the 'TEST CHECKING' of various types of accounts relating to the funds time to time. The audit team also audits stock registers, and conducts audit of Library, audit of Labs of Departments of the College and audit of all Plan Expenditures of the college.

The Internal Audit of the College makes a thorough audit of the expenditures of the college. The Audit

Department/ Audit Team works under the direct control and supervision of the Financial Advisor of the college.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC department was established in the college to promote common transparent incremental development and constant improvement across all departments and it is adopting number of steps to construct various quality assurance measures.

- The SIP (students induction program) at the college lays the ground work and leaves an indelible effect on new students and their parents. The induction program takes place at the start of each academic year for all admitted students which has following main goals-

- Introducing students to college life and choosing right course.
- Allowing students to network with faculty members ,senior students and their classmates.
- Creating a career path and defining goals .
- Recognizing student's strengths and capabilities as well as scheduling academic and non-academic activities to match their needs.

- The objective of Skill Development Program (established by the Training and Placement Cell with the help of IQAC) is to prepare rural students for successful jobs. During their 2 or 4 years of education following skill development programmes are conducted-

- Aptitude trainings
- Communication skills
- Group discussions
- Mock HR interviews
- Industry specific trainings
- General counselling programmes

To ensure knowledge enhancement through Guest Lectures, Industrial Visits and other means.The College encourages all departments to sign Memorandums of Understanding (MOUs) with their respective domains of industry. Students receive exposure to industry norms and prepare for placement

through these programmes. Students are also given continuing aids in preparing for competitive examinations such as UGC NET/CSIR NET/GATE/UPSC/UKPSC/UK SET/Banking exams and so on.

1. Faculty Seminars are held at the Departmental level to share new ideas in the subject and new instructional pedagogies .They are also encouraged to participate in various professional organizations and other institutions' initiatives.
2. Regular meetings between the Principal, Departmental HODs and IQAC are held to review the academic process and the Teaching Learning Process. The following are some steps –

- Before the start of each semester the faculty members prepares a detailed lesson plan for each course.
- Faculty members keep a log book for each of their subjects to track student's attendance and syllabus coverage.
- The College has better e-governance system .The data can be easily traced and monitored by the Principal and HODs.
- Students performance is evaluated based on their grades in internal examinations for all theory and practical subjects.
- The College has set up smart class rooms to learn more effectively.
- Every year the academic audit is undertaken to ensure that all IQAC criteria are properly implemented.

A separate training and placement cell is run by the College's training and placement officer. The students are helped to learn their effective communication skills. Aptitude trainings and Mock interviews are also held to ensure that students are ready at the end of course for industry/Company/Banks etc.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The college is a co-education institution and is sensitive towards women issues and imparts gender sensitivity among students, faculty, and staff. College shows gender sensitivity in providing a safe and sound campus for female students, women faculty, and staff members.

The College has Internal Compliance Committee, headed by the Principal, and comprises senior lady faculty and staff as members. Its main aim is prevention, prohibition, and redressal of sexual harassment of women employees and students in the institution.

To promote gender equity, our institution established Women Empowerment Cell. All the students are encouraged to participate in various Technical Workshops, Seminars and confrences without any gender discrimination.

Our Chairperson, the driving force behind all the success heads the institution by her innovative approach in learning and knowledge acquisition. More than 50% of the faculty members are women who play key roles in major positions such as Head of the Departments and the Coordinators of various club and various centre activities.

Women Empowerment Cell aims to empower girl students and faculty to enhance their understanding of issues related to women and to make the college campus a safe place for girls and women. The cell brings advancement, development and empowerment of women through Guest Lectures, Seminars, Awareness Programs and other welfare activities since its formation.

A separate woman in-house Counselor is available in the college to help the students to resolve their issues and help them to live in a safe and secure environment.

The college shows ample responsibility to ensure the safety of girl students.

A video Surveillance system is installed around the campus which ensures the safety of students, faculties in the college. The college entrance is under the surveillance of efficient security staff. Strangers and unwanted elements are denied entry especially during the college hours. Grievances of both boys and girls are taken up by this redressal mechanism and solutions come into practice at the earliest in tune with the aim of equality.

There are medical care unit rooms designated for boys and girls respectively, and in case of emergencies,

students are admitted into these rooms under the supervision of capable staff.

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)

7.1.4

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

Response:

India is a diverse country in the universe. Students will remember an important day only if they are told what the occasion signifies. Celebrating events and festivals in our college has become an integral part of learning and building a strong cultural belief. These celebrations bring the students closer to each other's traditions and cultural beliefs and develop respect and understanding for each other's customs and traditions. There are three types of celebrations, namely seasonal, national and religious.

The objectives of celebrating these festivals are:

National festivals will heighten the patriotic spirits in students, enabling them to grow into better citizens.

Celebrating a seasonal festival changes student's attitude towards mother Earth and nature. Religious festivals teach students about the importance of family, tradition and values. It gives an insight into the culture and its principles.

International festivals will create an increased cheerful ambiance and deepen the bonds with other races.

Students arrive on college campus with their personalities and perspectives already fully formed but still malleable. This sense of self-knowledge is sharpened with exposure and close contact with others whose life experiences are on the opposite spectrum. Engaging with others whose opinions, customs, and personal lifestyles differ sharply from theirs increases their self-insight. In turn, this type of exposure helps them make informed decisions about their career direction.

In order to attain the above mentioned objectives, DCAST, Dehradun provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. India is a diverse country where people belonging to various cultural backgrounds reside. Therefore, all through the year, our college witnesses a variety of festivals and occasions.

College regularly conducts seminars and debates on the importance of maintaining the social fabric in the society irrespective of caste, creed, and religion. Eminent socialists are also invited to deliver talks on National Integration and Unity in Diversity.

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

1. **Title for the practice:** E- management for effectiveness and paper less working
2. **Goal:**

To use E- management tools for effectiveness

1. Teaching and learning
2. Monitoring and administration
3. E- based information communication
4. Library management through ERP using LibCyb software.

1. **The context:** The use of information technology in management in any organisation can be of great help towards productivity and quality insurance. The use of information technology in the field of education can accord help to the students as well as staff. The help is extended to the students by ready availability of subject resources, timely supply of information, better learning environment and to facilitate effective delivery of teaching learning content by the faculties concerned. Moreover, it offers transparency and removal of ambiguity which is core of the effective management. Similarly, e- management systems are extremely helpful in providing aids to the members the teaching staff and provides great help to create a culture of transparency which is very significant and consequent for healthy and bias less working atmosphere.
2. Doon (PG) College of agriculture Science and Technology has restored to use of information technology tools in management of several systems for the students, members of teaching and non-teaching staff through following practices:

1. Websites

1. Availability of complete information right from the departments, courses, faculty details, different committee's activities and events.
2. Complete details about the courses structure, syllabi, subject details etc.

1. Internet for effective dissemination and access in college campus as well as hostel.
2. Digital classrooms facilities for effective teaching through interactive panels.

These activities are related to

1. Personal: Employee details, Student fee details, admission details.
2. Teaching: Management of lectures, presentation, seminars etc.
3. Examinations: The entry of marks and result

1. **Evidence of success:** The practice followed by Doon (PG) College of agriculture Science and Technology has laid to creation of healthy and transparent work culture. The transparency and dissemination of knowledge and information in easy manner through IT enabled system starting from classroom experience to administrative work has accorded great help to the students and staff concerned.
2. **Problems encountered and resources required:** The change from paper work to paperless work is not very easy task. Since many years the employees have engaged themselves in traditional approach of working though paper. The working from paper to paperless needs change in mind-set of employees. Moreover, it is the matter of persuasion and training. It is taking time to change the mind-set of employees, with the passage of time, after learning the simplicity and effectiveness of new methods gradually they shifted to new methods.

Now almost all employees in the college are able to implement several aspects of engagement

successfully.

Best Practice-II

1. **Title for the practice:** Creation of awareness among faculty and students towards their social responsibility.
2. **Goal:**

To develop moral and ethical value system in the faculty and students. To inculcate peace and harmony in the faculties, students and non-teaching staff. To imbibe education among the and students for the development and community and to create sense of belongingness and social awareness in the employees and the students.

1. **The context:** To develop society, the institute has decided to create professionals having social, ethical and moral values. The need of the society today is to develop emerging professionals having creative research mind-set, ethical values and entrepreneurship skill. The young generation is very receptive, innovative and volatile and it is necessary to bring awareness in them regarding their social responsibilities.
2. **The practice:** Institute conducts the program under the agies of Doon College Social Welfare Club (DCSWC). The efforts are being made to enable the students to recognise and understand their social responsibilities. Institute understand the importance of learning the life skills and organise co-curricular, cultural programs, tours and visits to develop interpersonal skills, decision making and value clarification. Free distribution of spiritual books to school students. Institute arranges spiritual lectures on different idolised thoughts. Various social outreach activities like tree plantation, cleanliness drive, social survey, free health check-up and medicine distribution camps etc.
3. **Evidence of success:** By organising free health check-up camps, tree plantation, cleanliness drive, wonmen's right awareness etc. community activity is promoted in the neighbourhood locality. DCSWC activities also strengthen the social and ethical awareness among students. Stress management lectures are helpful to the students and staff for relieving stress and maintain peace.
4. **Problems encountered and resources required:** Approaching to villages and convince them that institute is working towards their betterment is a difficult task. Moreover, more budgets are needed to carry out such social activities.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: Uniqeness of Agriculture department

Agriculture department in the college offers a unique blend of scientific knowledge, practical skills and inter disciplinary learning that sets apart it from other department.

Doon (PG) college of Agriculture science and Technology, has been explicated through the empirical learning endeavours prevalent in the institution as students learn by doing and engaging themselves in hand-on activities, leading to their overall professional development. Students of both undergraduate and post graduate courses are rigorously involved and encouraged to access multiple facilities available to the department.

Facilities which institution possess are unique and not available in nearby institutions in the locality.

1. Poultry Unit: This unit offers opportunity to the students for identification of poultry bird, feeding management, economic production of eggs and meat. The poultry litter is used for mannuring.

2. Fishery unit: This component serves as a part of integrated farming and demonstration to the students to learn about aquaculture in addition to their core subject.

3. Azolla Farming Pond: Azolla farming is a bio aquatic fern and used as livestock feed, organic faertiliser and in aquatic weed control.

4. Vermicompost: Vermicomposting unit helps creating awareness among students to utilise bio waste to produce eco-friendly compost (Organic fertilisers) that also serves as soil amendments and plant growth promoters.

5. Biogas plant: To make the students learn about renewable energy production using animal excreta.

6. Dairy unit: To facilitate identification of various parts of animal, dairy operations and their products.

7. Bee Keeping: In order to provide real exposure to the decants for rearing of honey bee and management of its products.

8. Nursery raising Unit: to offer opportunity to carryout various propagation techniques used in plant multiplication.

9. Green house and Polyhose unit: Greenhouses provide controlled environments for growing plants under different conditions. Agriculture colleges often have greenhouses for conducting research on plant breeding, crop production, pest management, and environmental studies.

10. Mist Chamber: To provide standard temperature and humidity to the planting stock during tits early stage,

11. Mushroom Production Unit: This unit facilitates real world practical exposure to the students regarding how to produce Button and Dhingri Mushroom. Its knowledge will enable students to know about mushroom cultivation and to learn about starting self-employment activity.

12. Net House: Structure is used to demonstrate the management of plants for hardening before final

planting.

13.   Tractors: Tractors available on farm are used to provide first hand knowledge to the students about handling tractor for various field operation like ploughing, threshing, and other tillage operations.

14.   Field operations through farm machinery like Motor operated weeder, Threser, Power tillers provide knowledge about use of mechanisation in agricultural production.

17.   Farm Land: About 20-acre farm land extends opportunity to the students for research and field experimentation.

Students are often extensively engaged in field work, lab experiments, research and internship on farm with the help of available facilities to provide real world skills and experiences.

5. CONCLUSION

Additional Information :

The Institution have a valid ISO 9001-2015 certificate (QMS).

Our institution is situated in a green environment free from hassle-bustle of the city life and has serene surroundings conducive for thoughtful study.

Being situated in Selaqui industrial area we have always been well connected to local industries and is lot more easier for our students to take internships.

To engage the students to become lifelong learners, the ICT skills are imparted for everyone to aware about the latest technological advancements. The institution is organising various programmes for ICT skill enhancement to the students and faculty.

Concluding Remarks :

The academic excellence is due to our innovative and reseacrch oriented learning programs of our students. DCAST, Dehradun strives for the development of professinals with societal commitment and responsible citizens of the country. Our learning programs starts with regular academics with greater emphasis on communication skills and training, self-learning, industry connectivity and collaborations. In a rapid varying academic environment, DCAST, Dehradun is well balanced to take on future challenges of Education. DCAST, Dehradun continues to participate in developmental research policy and support for fulfilling the sustainable development goals. The college has continuously upgrading its facilities and infrastructure to respond to the changing pedagogic and research environments. One of the major strengths of the institution is its Alumni, who motivate the students by helping them intact with their path. Another vital focus of the institution is the formation of Internal Complaints Committee (ICC) as per UGC guidelines to deal with cases, if any, of sexual harassment of students and staff members and to ensure their safety and security within the college campus. The institution takes pride in environment-based activities to create holistic consciousness among students and staff.
College provides scope to explore further so that eventually our weaknesses to be made our strength in coming years.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :32 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>25</td><td>25</td><td>22</td><td>22</td><td>26</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>22</td><td>22</td><td>18</td><td>18</td><td>20</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification :

Answer After DVV Verification :22

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120.12	199.39	232.099	1316.00	421.20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
119.34	194.77	215.33	1300.13	374.59

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 106
Answer after DVV Verification: 75

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125.65	309.70	97.32	157.91	142.899

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39.97	196.72	36.74	43.21	43.82

	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1388	958	805	920	431 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
431	920	805	958	1388	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
154	413	325	234	185	

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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
138	340	280	195	155

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
513	633	713	695	587

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
454	595	672	650	567

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 5.3.1 | **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	4	3	11	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	03	02	04	02

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended. |

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

| 44 | 28 | 12 | 33 | 34 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	6	12	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	30	27	33	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that financial support of less than Rs. 5000/ per teacher per year could not be considered. so DVV input is recommended accordingly.

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

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty**

development Programmes (FDP), *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	56	63	70	69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	35	35	52	41

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	23	22	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment**

	Answer before DVV Verification : A. 4 or All of the above
	Answer After DVV Verification: B. 3 of the above
	Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations